EMERGING PROFESSIONAL TEACHER IDENTITY OF EARLY CHILDHOOD DEVELOPMENT / FOUNDATION PHASE PRE-SERVICE TEACHERS: AN INTERPLAY OF DISPOSITIONS

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A thesis submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

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December, 2015

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DECLARATION

I , Rita Chikoko, declare that this thesis entitled: **Emerging Professional Teacher Identity of Early Childhood Development/ Foundation Phase pre-service teachers: an interplay of dispositions,** submitted for Doctor of Philosophy at University of KwaZulu-Natal is my original work. Ideas from other authors used in the thesis are acknowledged and the reference list is included. This thesis has not been previously submitted in part, or in its entirety for degree purposes at any other university for examination.

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ACKNOWLEDGEMENTS

My journey to obtain this PhD was not smooth sailing, and I would not have arrived without the help of other people. When I reflect on the journey, I feel a deep sense of gratitude to all who have supported this endeavour in a variety of ways. First and foremost I give praise to Almighty God, who is in control of everything, for enabling me to reach this far.

I express my gratitude to the participants of this study who so willingly spared their time to share their experiences with me. Their sacrifice and willingness made this study a success. It has been a pleasure working with the group. I am truly indebted to my supervisor Professor Reshma Sookrajh for her exceptional support and guidance. I felt very comfortable with her guidance. She was more than a supervisor to me; she got to understand me more and provided the emotional support when I needed it. Her wish to see me through made her to continue guiding me even after her retirement. Her caring attitude made me persevere and is greatly appreciated.

I also acknowledge the support from my family and without them I would not have succeeded. These were the people who provided love, patience and understanding during demanding times. They managed to withstand the lack of motherly care since my attention was divided between them and my studies. Instead, they adopted a supportive role that helped me to succeed. I thank my husband Vitallis, whose motivation and inspiration drove me to pursue my studies. When I felt low and wanted to quit, he was there for me and his encouragement was great, not to mention the emotional support he rendered. My children's keenness about my study was encouraging - they would always enquire about what I was studying, and when I would finish. These questions motivated me to keep me going.

Lastly, but not least I also thank the editor Dr Shakti Ramson, and my friends on the journey for their emotional support. You all contributed to the value of this thesis.

DEDICATION

This thesis is dedicated to my parents, my father the late Francis, Cephas, Muwani and my mother Maria whose unconditional love and inspiration groomed me to whom I am today. As their first child, they always had high expectations for me and wanted me to excel. I also dedicate this thesis to my children Shingi, Gamu, Nyari, Vimbi, Chie, and Kuda. I hope it will inspire you to follow in my footsteps.

ABSTRACT

Professional teacher identity features prominently in current debates on teacher education and teacher development. Arguments for the construction of a professional teacher identity emphasize its importance in bringing about a commitment to teaching and the culture of teaching in teachers (Hammerness, Darling-Hammond & Bransford, 2005). Development of a positive professional teacher identity is therefore useful in making teachers commit to their work. To cultivate a commitment to teaching and a culture of teaching and learning, supporting pre-service teachers in developing a positive professional teacher identity can be an option. In this regard, those responsible for educating teachers should understand how pre-service teacher construct professional teacher identity in order to provide the necessary support for developing a positive professional teacher identity.

This study explored the emerging professional teacher identity of Early Childhood Development/ Foundation phase pre-service teachers to understand how they construct this identity. Six pre-service teachers drawn from an ECD/FP teacher education programme from a selected university in South Africa participated in the study. The study explored the pre-service teachers' personal and professional identities and examined how they connect in the process of constructing professional teacher identity. The study made use of the narrative case study research within the qualitative interpretive approach. Data for this study were in form of narratives which were obtained from poster narratives, semi-structured interviews, reflective writings and teaching practice journals. Narrative analysis was used as a method of analyzing the data for emerging personal identities and professional teacher identities. To understand how their professional teacher identities emerge, two theories from a socio-cultural perspective; Habitus (Bourdieu, 1977) and Community of Practice (Wenger, 1998) were used as analytic frameworks. Through *habitus*, influences from the person that impacted on the emerging identity were identified, while *modes of belonging* provided lenses to examine how person (habitus) interacted with the context in the process of identity construction.

The findings indicate that the contexts and contents of the pre-service teachers' lives shaped dispositions of love, care, compassion, service and knowledge which they transformed into professional teacher identity. These dispositions interplayed in the process of becoming teachers

resulting in the emerging self. The findings confirm that the personal is a crucial element in the construction of professional teacher identity. These findings have implications for Teacher Education programmes in preparing quality teachers. The influences of personal identities on their professional identities should be examined to find the kind of support needed by pre-service teachers for the development of a positive professional teacher identity.

TABLE OF CONTENTS

CHAPTER 1: PROFESSIONAL TEACHER IDENTITY AND TEACHER QUALITY IN ECD/FP

CHAPTER 2: LITERATURE REVIEW: CONTEXT AND INSIGHTS

CHAPTER 4: METHODOLOGY AND RESEACH DESIGN……………………………………..67

LIST OF TABLES AND FIGURES   **PAGE NUMBER**

LIST OF APPENDICES   **PAGE NUMBER**

ACRONYMS

ANA - Annual National Assessments

ECD - Early Childhood Development

BED - Bachelor of Education

CHE - Council of Higher Education

DoE - Department of Education

FP - Foundation Phase

UNESCO – United Nations Education and Scientific Organisation

PTI - Professional Teacher Identity

SACMEQ - Southern and Eastern African Consortium for Monitoring Education Quality

TIMSS - Trends in Mathematics and Science study

PN – Poster Narrative

IN – Interview Narrative

RN – Reflective Narrative

Chapter 1

Professional Teacher Identity and Teacher Quality in ECD/FP

The most significant element in children's learning at school is the teacher or other skilled adults (Tina 2008, p. 177)

1.1 Introduction

Professional teacher identity is increasingly gaining attention in relation to issues on teacher preparation and teacher development. It is seen to be at the centre of the teaching profession as it provides a framework for teachers to construct their own ideas of 'how to be', 'how to act', and 'how to understand' their work and their place in society (Sachs, 2005, p. 15). How teachers identify themselves as professional teachers is related to the qualities they should possess as teachers. For teachers to be successful in their work, they need to identify themselves as teachers as well as "understand and position themselves as products of their professional identity" (Mockler, 2011, p. 518). Sammons, Day, Kington, Gu, Stobart and Smees (2007), suggested that there is a relationship between aspects of teachers' professional identity and students' achievement. This relationship is seen in that professional teacher identity contributes to teacher effectiveness and commitment (Sammons, Day & Kingston, 2004).

In line with teacher effectiveness, it is argued that development of a positive professional teacher identity can address challenges of teacher quality (Day & Gu, 2010). Teacher quality relates to personal traits, skills, understandings and dispositions brought by teachers to teaching which facilitate students' achievement (Darling-Hammond, 2000). In this regard, professional teacher identity therefore centres on how teachers view themselves or are viewed by others in terms of the teacher qualities they possess. It therefore makes sense to give attention to professional teacher identity in teacher preparation and teacher development.

Professional teacher identity for professionals working with young children has been under threat the world-over. These professionals "have consistently struggled to gain a wider recognition of the educational dimension of their work" (Woodrow, 2007, p. 238). This is because "education in the early years integrates caring and a consideration of the interests of children with a wide

range of individual and social needs" (Siraj-Blatchford, 1993, p. 404). As a result, they tend not to identify themselves as professionals; rather they are seen as more into caring than educating. This image of caring rather than educating is likely to influence on the professional identity of teachers working with young children and impacting on how they perform as teachers of young children. South Africa is not an exception from this phenomenon –how teachers working with young children identify themselves as professionals has implications on how they perform. Teachers working with young children in a South African context are those who teach in the pre-primary and lower primary of the education system. This level of the education system is known as the Early Childhood and Foundation Phase (ECD/FP).

The state of the ECD/FP phase education in South Africa reveals a crisis in terms of learners' low performance in literacy and numeracy (Fleisch, 2008; Schollar, 2008; Reddy, 2006). This trend continued into the 2012 to 2013 with little improvement in the performance rate as reported in The National Report 2012 (Taylor, Draper, Muller & Sithole, 2013). Since the most significant element in children's learning at school is the teacher (Tina, 2008; Darling-Hammond, 2007; Hattie, 2003), focus should be on improving the quality of teachers so as to improve learner performance in ECD/FP in South Africa. With emphasis on the role of the ECD/FP in laying the foundation for further learning (Cooper, 2002), it is argued that high priority be given to develop teacher quality for this phase to improve on learning outcomes. If teachers of young children can develop a positive professional teacher identity, this can go a long way in improving their commitment and effectiveness which will contribute towards achieving learning outcomes in the ECD/FP. Understanding how pre-service teachers construct professional teacher identity can inform those responsible for educating teachers on how best to support pre-service teachers in developing a positive professional teacher identity.

This qualitative study entitled "emerging professional teacher identity of Early Childhood Development and Foundation Phase (ECD/FP) pre-service teachers." uses an interpretive paradigm to understand the emerging professional teacher identity of pre-service teachers. The study which was located at a particular higher education in South Africa explored the emerging professional teacher identity of six ECD/FP pre-service teachers in a context of ECD/FP Teacher Education Programme. In this chapter, the focus and purpose of the study, the objectives, the critical questions, rational for the study, definitions of main concepts and limitations of the study

are discussed. The chapter unfolds according to this structure and concludes with an outline of the contents of the chapters in this thesis.

1.2 Focus and Purpose of study

The focus and purpose of the study emanates from the contextual challenges facing the ECD/FP education system in South Africa and the importance of professional teacher identity in addressing teacher quality challenges. The state of ECD/FP is therefore examined to highlight why there is need to improve on teacher quality in this phase.

1.3 Landscaping Early Childhood Development and Foundation phase

According to the Revised National Curriculum Grades R-9 document of the South Department of Education, (DoE, 2003), the foundation phase is considered as the first phase of the General Education and Training Band which comprises of grades R to grade 3. Its focus is on equipping learners with primary skills, knowledge and values thereby laying the foundation for further learning. From this view the Foundation phase (FP) falls in the category of Early Childhood Development (ECD), which in keeping with international standards, caters for children from 0 to 9 years old (UNESCO, 2005). While ECD may be seen as catering for 3 − 5 year (the pre-school phase) and 5- 9 year olds are catered for in the Foundation phase, both ECD and FP children fall in the category of ECD. Early childhood is where the foundation for development is laid and must be perceived as the first stage of education (Samuelsson & Kaga, 2008, p. 14). The Department of Education also defines ECD as follows;

> …an umbrella term that applies to the processes by which children from birth to about nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially (DoE, 2001b,p3).

From the above definition, children who fall under the category of Early Childhood Development (ECD) have to be catered for by looking at all the aspects of development. The early years are considered as sensitive period for children's survival, growth and development, failure to facilitate this development can affect their later participation in society (Shonkoff & Phillips, 2000; Biersteker, 2008). Teaching in the early years therefore involves developing children holistically by focusing on all areas of development (Gordon, & Browne, 2004; Bruce,

2008; Meggit, Kamen, Bruce,and Grenier, 2011). This is emphasised by DoE, (2003) where it stated that there are three learning programmes; literacy, numeracy and life skills and these programmes should provide a holistic development of the learner.

Furthermore, Early Childhood Development is taken as formative years which provide the foundation from which to build future learning. The DoE Action plan (2014), states "the education experts agree that if a child does not learn the basics in Grades 1 to 3, that child will have difficulties in all the later grades". Also, the ECD White Paper 5 (DoE, 2001) reveals that, research has demonstrated that the period of gestation and the first seven years after birth are characterised by rapid physical, intellectual, emotional, social and moral development. In this regard in ECD/FP, the term foundation taken in an educational environment "intends to emphasize the stage of learning whereupon all future achievement and attainment depends" Cooper (2002, p.1) implies that ECD is a formative phase. The ECD/FP is therefore a critical phase in the lives of learners and the nature of teaching should be considered as qualitatively different from the teaching that goes on in other phases (Siraj-Blatchford, 1993). A brief overview of the state of the ECD/FP in South Africa is necessary to reveal the background issues that drove the need for this study

1.3.1 State of ECD/ Foundation Phase Education in South Africa

A comprehensive review of primary schooling reported that primary schooling in South Africa is in a crisis (Fleisch, 2008). At the time of the study, ECD/FP education in South Africa was on the spotlight because of low learner performance in literacy and numeracy evidenced by results from local and international tests carried out, for example National Systemic Evaluation of the Department of Education and other comparative studies like Trends in Mathematics and Science study (TIMSS), the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ). The National Systemic Evaluation was graded on a scale of achievement in terms of the assessment standards of the National Curriculum Statement and over 80% of all learners were performing well below expected minimum levels. Schollar, (2008) reported that an analysis of the National Systemic Evaluations in mathematics revealed that learners performed poorly in the basic foundational skills in learning outcome one which is; numbers, operations and relationships. From studies done by Reddy, (2006), it was revealed that learners are struggling to

read. These tests and studies indicated that the South African learners were performing below the minimum expected standard for their grade.

When analysing causes of low achievement in learners in South Africa, one of the causes of this crisis pointed to issues of teaching and learning (Schollar, 2008), hence drawing the teacher as part of the cause. Moreover, a number of studies done on teaching and learning in the foundation phase related to numeracy, (Hoardley, 2007; Ensor et al., 2010) and literacy (Prinsloo, 2009; Taylor, 2009) show a consistence in problems related to teaching and learning. There are other studies that also point to teacher factor as contributing to success or failure of students. For example, Hattie, (2003) when reporting on studies carried out to establish where the major source of variance in student achievement lies; teachers were noted to account for 30% of the variance, which is substantial in comparison to other factors. It was "what the teachers know, do, and care about which is very powerful in the learning equation" (Hattie, 2003, p. 3). Darling-Hammond, (2000 p. 17) concurs with Hattie in stating that "substantial evidence suggests that among all school resources, well prepared, expert and experienced teachers are among the most important determinants of student achievement". On the other hand, Soudien, (2007, p. 182), cited the "legacy of apartheid as continuing to determine the performance of learners". The legacy of apartheid has in part contributed to the low quality of teachers that was affecting learner achievement. Most of the teachers in the system were trained during apartheid and when we consider the quality of training that was going on especially for the primary school teachers, one is bound to see the effects of apartheid as reflected in the low achievement in learners. Taylor, (2008)'s study gives substance to the effects of this legacy by revealing that in South Africa, the Foundation phase teachers are the most under-qualified in the system.

Research suggests that the main driver of the variation in student learning at school is the quality of the teachers and high performing school systems get the right people to become teachers as well as develop these people into effective instructors (Mourshed & Barber, 2007). Provision of quality teachers for the foundation phase classrooms appears to be one of the key strategies that South Africa could employ to improve learning outcomes in the foundation phase (Green, Parker, Deacon, & Hall, 2011), and this can be addressed starting from teacher education points. Green et al. (2011) further suggests the need to attract the right kind of people who can be developed into effective Foundation phase teachers. Improving teacher quality for ECD/FP can

be possible if teachers teaching in the phase are supported in developing a positive professional identity during teacher preparation.

1.4 Professional Teacher Identity and its Importance

The focus on the emerging professional teacher identity (PTI) of ECD/FP pre-service teachers emanates from the importance that professional teacher identity brings to improving teacher quality. The importance of developing a PTI has been argued from different perspectives (Lamote & Engels, 2010); one that stresses its relationship to quality and innovation in teaching and the other that stresses the development of practice in teacher education programmes. In line with quality and innovation, it is argued that aspects of PTI strongly determine the way teachers teach, their professional development and attitudes towards educational change (Beijaard, Meijer, & Verloop, 2004; Jansen, 2001). Darling-Hammond and Bransford (2005), argue that quality teachers demonstrate professional attributes that go beyond formal qualifications, which implies there is more to being a teacher than acquiring knowledge and passing examinations. Considering professional teacher identity in how teachers do their work, makes teaching not only a technical procedure but also a complex, personal and social process that involves the whole person (Britzman, 2003; Cochran-Smith, 2005).

The importance of professional teacher identity is also stressed in the preparation of teachers. Schepens, Aelterman, and Vlerick (2009, p. 362) state, "The new pedagogy for teacher education not only focuses on teaching teachers to know about teaching but also to help them to become good teachers who understand themselves as teachers". The new pedagogy indicates the inclusion of professional teacher identity by considering an aspect of understanding oneself as a teacher. Inclusion of professional teacher identity during teacher preparation implies the importance of early development of PTI. It is argued by Harmmerness, Darling-Hammond, and Bransford (2005) that early development of PTI is crucial in securing in teachers a commitment to teaching and a culture of teaching. This argument points to the need to focus on professional teacher identity starting at pre-service level, that is, during teacher preparation. Although professional teacher identity can be viewed as a personal matter, teacher preparation programmes were observed to make a difference to professional teacher identity formation (Alsup 2005). Moreover, Bullough, (1997) placed emphasis on the need to pay attention to how pre-service teachers construct professional teacher identity as it is crucial for meaning making and decision

making to those who educate teachers. In this regard PTI can be used as a methodological lens to examine ways in which pre-service teachers integrate a range of influences (Olsen, 2008) as they become teachers. Olsen further views professional teacher identity as a pedagogical tool that can be used by teacher educators (lecturers) in framing development of teachers. Professional teacher identity can therefore be utilised in preparing and developing quality teachers. To utilise professional teacher identity in preparing and developing quality teachers, it is necessary for those who prepare teachers to understand how pre-service teachers construct this identity in order to provide the necessary support.

It is against this background that this study sought to explore the emerging professional teacher identity of ECD/FP pre-service teachers in the final year of their teacher education programme. By exploring the emerging professional teacher identity of pre-service teachers, it was assumed that greater understandings of their emerging identity would be revealed. These understandings will inform ECD/FP teacher education programmes about the support that can be provided to pre-service teachers for the development of a positive professional teacher identity. The development of a positive professional teacher identity can enhance teacher quality which will help in improving learning outcomes for learners in the ECD/FP. This study emerged from different imperatives as described in the rationale and motivation section.

1.5 Rationale and Motivation for the study

My rationale for the study is derived from three different imperatives. Firstly a personal one in which I present my experiences as a teacher in the phase and my involvement in the supervision of ECD/FP pre-service teachers. Secondly, a policy and context environment in which the ECD/FP was operating, and thirdly, the need for literature to inform teacher education programmes in ECD/FP.

Firstly, my experience with ECD/FP teaching and teachers motivated me to carry out this study. My experiences in working with ECD/FP teachers is grounded in an education and training context where I served initially as a teacher and then as a lecturer in Teacher Education particularly for pre-service teachers in the discipline of ECD/FP. As a lecturer, I observed changes in the beliefs and understandings of pre-service teachers about the teaching profession as they progressed in the programme. These observations triggered my interest to find out how

pre-service teachers construct a professional teacher identity. Moreover, during my teaching practice supervision at the University of KwaZulu-Natal in August, 2011, I learnt that two ECD/FP pre-service teachers dropped from the programme whilst they were on teaching practice. Anecdotal evidence revealed that their reasons for dropping out were that they found it difficult to teach young children and they saw themselves not suitable for that job. This challenged my thinking and compelled me to find out how pre-service teachers see themselves as teachers. Apart from my experiences, my second imperative for the study arose from the educational policy environment in South Africa.

Education policies were constantly changing in an effort to better address education in a new South Africa. Since the inception of the democratic government in 1994, the education system has been through three curriculum adjustments; Curriculum 2005, National Revised Curriculum and currently Curriculum and Assessment Policy Statement 2012. Research on professional teacher identity contributes to our understanding of what it feels like to be a teacher in today's schools where many things are changing and how to cope with the changes (Beijaard, et.al, 2004, p.109). This study became a need in this environment of changes and it was assumed that it would be essential in informing teacher education support programmes for pre-service teachers to develop a positive professional identity that can help them to cope with changes they are likely to meet in the profession. The third imperative arose from the need for research in the field of ECD/FP.

The paucity of literature in the field of ECD/FP in South Africa was evident at the time of the study. The period from 2001 to 2013 saw a focus by the government and researchers on ECD/FP as the foundation for success in the schooling system, and for human and societal development (Cooper, 2007; Biersteker & Dawes, 2008; DoE,Action plan for 2014). Although research began to focus on early childhood and foundation phase, not many focused on the ECD as an important component of this phase. Researchers in the field for example, such as Ebrahim, Killian and Rule (2010) explored practices of early childhood development practitioners for poor and vulnerable children in the age group birth to four years, and did not include teachers of children in grades 1–3 (Foundation phase). More importantly for my study, it did not address pre-service teachers. Other studies (Gallant, 2012; Botha 2012) also focused on ECD/FP teachers and practitioners, but not on pre-service teachers. Although several studies were done in the

foundation phase, (Hoardley, 2007; Ensor et al., 2010; Prinsloo, 2009; Taylor, 2009) their focus was on literacy and numeracy. This study sought to make a contribution to research on ECD/FP pre-service teachers' professional teacher identity.

Adding to the above, studies on professional teacher identity have been dominated by accounts from the Western world and have given limited attention to understanding Foundation phase teachers' development of professional identity, for example, (Maynard, 2001:Cattley, 2007; Schepens, Aelterman & Vlerick, 2009: Lamote & Engels, 2010; Trent, 2010; Chong, Low & Goh, 2011; Mantei & Kervin, 2011). In South Africa most studies focused on teachers who are already in service and how they construct their teacher identities in the context of new policies, e.g. (Jansen, 2001; Hoadley, 2002; Sourdien, 2002; Smit, & Fritz, 2008;). Although there is growing scholarship on professional teacher identity, much literature on teacher education highlights the importance of identity in teacher development (Olsen, 2008; Walkington, 2005; Mantei & Kervin, 2011; Chong, Low & Goh, 2011; Beauchamp & Thomas, 2009), and little on understanding emerging professional teacher identity in ECD/FP pre-service teachers. This study therefore intended to fill the gap identified above by focusing on ECD/FP pre-service teachers' emerging professional teacher identity in the final phase of their teacher education programme from a South African context. Exploring emerging PTI of ECD/FP pre-service teachers was guided by specific objectives and questions.

1.6 Research Aims, Objectives, and Questions

The major aim of exploring the emerging PTI of pre-service teachers was to understand how pre-service teachers construct this identity and the following are the main objectives of the study;

- To investigate the personal identities of ECD/FP pre-service

- To establish the professional teacher identity of ECD/FP pre-service teachers.

- To examine the emerging professional teacher identity of ECD/FP pre-service teachers.

Based on the above aim and objectives, the study sought to answer the following critical questions about the identities of ECD/Pre-service teachers;

- What are the personal identities of ECD/FP pre-service teachers at a selected institution of higher learning?
- What are their professional teacher identities?
- How can we explain the emerging professional teacher identity of pre-service teachers?

1.7 Theoretical and conceptual frameworks

The study drew from a socio-cultural perspective to understand the emerging professional teacher identity of pre-service teachers. From a socio-cultural perspective, habitus theory (Bourdieu's, 1977) and Community of Practice Theory (Wenger, 1998) were used as analytic tools to understand the narratives of pre-service teachers in exploring their emerging professional teacher identity. The two theories bring out the relational nature of identity. Their combination brings an understanding of professional teacher identity from both the person and the context. This is in line with the idea that professional teacher identity is formed through interaction between the person and the context (Sutherland, Howard, & Markauskaite, 2010, p. 456). From the habitus' perspective, the relationship between the context and the person is shown through how past social structures shape who the person is. In community of practice, how identity is formed through belonging to a community (context) is provided. Habitus helps to understand the influences on the person while Community of Practice reveals how practices become habituated in the process of identity construction. These two theories clarify on how the self (personal) and the context (professional) interplay in PTI identity formation.

Bourdieu (1977, p. 82) defines habitus as; "a system of lasting, transposable dispositions which integrating past experiences, functions at every moment as a matrix of perceptions, appreciations and actions." These dispositions are inculcated through a long and slow process of acquisition (Bourdieu, 1991, p. 51), hence they tend to last long. These dispositions make people perceive, judge and act in the world (Wacquant, 2006).They can be modified as people occupy different spaces and time making habitus not fixed or permanent, hence they are transposable. Wacquant (2006, p. 316) suggests that "habitus is the way society becomes deposited in persons in the form of lasting dispositions or trained capacities and structured propensities to think, feel and act in determinant ways which then guide them". Habitus is therefore linked to how people are socialised. Through their experiences in society, people acquire certain habits which they internalise and these will guide them in their thoughts and actions.

Habitus theory centres on the notions of *habitus, field* and *capital* which are linked to the self or personal. *Habitus* as a system of dispositions, which predispose one to act, think and behave in a particular way and it exists inside and cannot be directly observed but indirectly through our practices. It also exists in a field such as political, religious, scientific, or pedagogical fields, which are structured systems of social positions occupied by individuals or institutions. The field therefore defines the situation for occupants (Zembylas, 2007). Each field has its own practices that constitute a way of doing things. For those student-teachers who display the *habitus* (dispositions) that is valued within the field, they are more likely to obtain jobs (capital) (Zevenbergen, 2006, p.616). In this situation, student- teachers tend to strive to conform to the practices within the field as an investment whereby they will qualify as teachers and get jobs. Conformity to the practices will bring in construction of teacher professional identity.

Wenger (1998) in his theory sees identity as "belonging" in terms of three modes; engagement, imagination and alignment. *Engagement* allows us to invest in what we do and in our relations with other people, gaining a "lived sense of who we are" (Wenger, 1998, p. 192*). Imagination* refers to creating images of the world and our place within it across time and space by extrapolating beyond our own experiences. *Alignment* coordinates an individual's activities within broader structures and enterprises, allowing identity of a larger group to become part of the identity of individual participants (Wenger, 1998 pp. 173-174). Wenger proposes that identities are shaped amid the tension between our investment in modes of belonging and ability to negotiate meanings that matter in those contexts (Wenger, 1998, p. 188). The context therefore provides the experiences that help to refine and change one's beliefs and perceptions leading to identity formation.

In interpreting the data, habitus and the three modes of belonging were used to examine the emerging professional teacher identity of pre-service teachers. Through habitus, the dispositions that pre-service teachers brought to the construction of professional teacher were identified. The modes of belonging enabled to see how the dispositions influenced on how the pre-service teachers were becoming ECD/FP teachers considered as forming an identity (Wenger, 1998). In considering the two theories, PTI is seen as a combination of answers to questions about both personal (what kind of teacher do I want to be) and professional (what image of teachers emerges

from theory or society) (Meijer, de Graaf, & Meirink, 2011, p. 116). The notions of personal and professional are therefore considered in understanding PTI.

1.8 Research design

The study is located in the qualitative interpretive paradigm. Interpretivism seeks to explain how people make sense of their circumstances of the social world and the interpretivist researcher's task is to understand socially constructed, negotiated and shared meanings, (Mac Naughton, Rolfe, & Siraj-Blatchford, 2006),which implies that interpretive research is grounded in people's experiences (Briggs & Coleman, 2007). The qualitative interpretive paradigm made it possible to explore how the pre-service teachers interpreted the world around them as indicated in how they perceived themselves as ECD/FP teachers. In this study six pre-service teachers were purposefully selected as part of a case study research design.

Drawing from a discussion by Ying (2009) on the purpose, feasibility and applicability of case studies, a case study design was deemed suitable for my research. Yin (2009) suggested that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clear. The need to study the emerging professional teacher identity in its real life context of as the pre-service teachers were undergoing an ECD/FP teacher education programme made a case study a relevant method. Additionally, the boundaries between phenomenon and context are not clear in the sense that pre-service teachers can bring experiences from other contexts into the programme which can influence their emerging professional teacher identity. The formation of professional teacher identity could not therefore strictly be attributed to the profession, other influences other than the profession were considered, and hence boundaries between phenomenon and context were not clear. The case study therefore enabled a deep exploration of the emerging professional teacher identity in pre-service teachers. Ying (2009) further identified case studies as relying on multiple sources of evidence allowing the space for data triangulation. The aforementioned ideas made case study a relevant method of carrying out this study. The merits and limitations of a case study design will be discussed further in my Research Methodology chapter….

Within the case study design, narrative data collection methods were used to understand emerging professional teacher identity. According to Gilgun (as cited in Brandell & Varkas, 2001), a narrative case study has utility for the extensive study of many social and clinical issues, and allows a stage-by-stage understanding of the process, and allows the exploration of phenomena or problems within its, and to investigate a phenomenon within its cultural and social milieu.

In this study the terms *professional teacher identity*, and *pre-service teachers* are central to the discussion, and I therefore clarify these in detail below:

1.9 Key Terms

1.9.1 Professional Teacher Identity

Professional teacher identity is about how teachers identify themselves as teachers. This study gave preference to the term "professional teacher identity" over "teacher identity" to align itself with such usage in contemporary research on teacher's work identity (Beijaard, Meijer, & Verloop, 2004). In addition, this researcher wanted to introduce the aspect of professionalism into teachers of young children. Teaching young children in the primary school has a history of being denounced as less important, and has suffered from lack of recognition as a profession (Woodrow, 2007). My choice of the term professional teacher identity over teacher identity was meant to give ECD/FP teaching its professional status. Moreover, the pre-service teachers were in the process of becoming professional teachers, as highlighted in the Norms and Standards for Educators (2000), which stipulates roles and competences for educators that would make them professional teachers. However, professional teacher identity and teacher identity are considered as synonymous in the context of this study though professional teacher identity is a preferred term in the thesis.

Professional teacher identity is emerging as a fully established autonomous theoretical construct from literature (Tateo, 2012) which draws from educational, psychological and sociological paradigms of teaching (Beijaard, Meijer, & Verloop, 2004; Samuel & Stephens, 2000). A literature review by Beijaard et al. (2004) revealed that professional teacher identity is conceptualised in many different ways within teaching and teacher education. Some researchers use the concept of teacher identity relating it to teachers' concepts and images of self, while

others emphasize the teachers' roles (Beijarrd, Meijer & Verloop, 2004). However, Clarke (2008, p.98) proposes that "teachers' professional identity implies both a cognitive psychological and a sociological perspective". In this regard, people develop their identity in interaction with other people (sociological perspective), but express their professional identity in their perceptions of "who they are" and "who they want to become" (Beijaard, 2006) indicating a cognitive psychological perspective. Professional teacher identity is therefore described as the perceptions that teachers have of themselves as teachers (Cattley, 2007)

In this study, professional teacher identity for pre-service teachers is considered as perceptions of themselves as ECD/FP teachers. This conception of professional teacher identity in informed by Tickle (2000), who suggested that perceptions of self as a teacher emerged from conceptions and expectations of society on what a teacher should know and do as well as what teachers themselves find important in their professional work. Therefore, how pre-service teachers perceive themselves as teachers emanating from what they are expected of as teachers, and what they find important in their professional work, constitutes professional teacher identity. In this regard, professional teacher identity in this study is assumed to emerge from the interaction between the person and profession (Beijaard, Verloop & Vermunt, 2000; Clandinin & Connelly, 1996). The interactions between the person and professional coincide with what the society expects and what the teachers themselves find important. The personal and the professional are therefore considered in this study as important dimensions in the emerging PTI in pre-service teachers.

1.9.2 Pre-service teachers

The study used participants who were undergoing a Teacher Education programme at a selected higher education institution. Teachers undergoing training can be referred to as either pre-service teachers or student teachers. In this study, the term *pre-service teacher* was preferred to *student-teachers* to be aligned with the programme in which the participants were undertaking. The participants were in the pre-service or initial teacher education programme specialising in B.Ed.-ECD/FP. In South African context, pre-service is an initial teacher education programme which caters for those who are from high school to train as teachers for the first time. However, for the group of participants with whom the researcher worked with, there were some participants who were not training as teachers for the first time. In their initial training, they did not get proper

training to specialise in teaching in the foundation phase; hence they registered in this pre-service programme to qualify as foundation phase teachers. In this regard all those who participated in this study were in the pre-service teacher education programme despite some having been in teaching previously and therefore the term pre-service was used.

1.10. Limitations of the study

The study focused on ECD/FP pre-service teachers from one particular institution of higher learning which may be a limiting factor when it comes to the generalization of the findings. Institutions do not provide the same experiences which imply that professional teacher identity can be constructed differently by pre-service teachers from different institutions. However, the aim of the study was not to generalise the findings but to provide a deep understanding of how professional teacher identity emerges in pre-service teachers by studying a few pre-service teachers in a particular context.

1.11 Organisation of thesis

This thesis on the emerging professional teacher identity of ECD/FP pre-service teachers comprises of eight chapters. The first chapter provided an introduction to the thesis. It laid the foundation for the study by providing the background, purpose, motivation of the study. In Chapter 1, the impetus for the study as the need to address challenges of teacher quality in the ECD/FP level of the South African education system, was described, in particular how the legacy of apartheid was still prevalent years after the apartheid had ended. Unqualified and under-qualified teachers were found to be teaching in the ECD/FP (Green et al., 2011), resulting in low achievement in literacy and numeracy in the phase as observable in several local and international evaluation tests (ANA, 2011; PIRLS, 2006 Systemic evaluation, 2007). Given the importance of professional teacher identity in improving teacher effectiveness (Hammerness et al., 2005; Sammons et al., 2007; Schepens, Aelterman & Vlerick, 2009; Mockler, 2011) the chapter describes the motivation to provide an understanding of ECD/F pre-service teachers' emerging PTI, as a means to making a contribution to the knowledge on professional teacher identity of ECD/FP pre-service teachers.

Chapter 2 provides a literature review that contextualises the study and brings insights into understanding PTI in pre-service teachers. The teacher education landscape and PTI studies in South Africa are examined to reveal contextual realities likely to impact PTI in South Africa. The identified contextual realities include a background of marginalisation of ECD/FP teachers, issues of race, gender, class and curriculum changes. The literature also reveals that professionalism in ECD/FP differs from that of other levels of the education system due to the nature of teaching young children. Pre-service teachers are capable of constructing a professional teacher identity which is prone to shifting as they grow in experience in the profession. The personal and professional dimensions contribute to professional teacher identity.

Chapter 3 discusses the theoretical and conceptual framework that guided the understanding of emerging PTI of pre-service teachers. To understand the emerging identity, a socio-cultural perspective was used which drew from a combination of Habitus theory (Bourdieu, 1977) and Community of Practice theory (Wenger, 1998). From the theories, the concepts of *habitus*, and *modes of belonging* provided an analytic frame to understand emerging identity. Furthermore how PTI is conceptualized in this study is provided using the assumptions on identity by Rodgers and Scott (2008) to underpin the discussion. In this regard PTI is considered as contextual, relational, emotional, multiple, shifting and storied.

Chapter 4 outlines the research design and methodology. It details the research design adopted and the justification for its use. The study adopted a qualitative interpretive approach from which a narrative case study research design was used. Narrative methods such as poster narrative, interviews and reflective writings were used to collect data. For data analysis, narrative analysis (Reismann, 2003, Taylor-Powell & Renner, 2003) were used and concepts from the theoretical framework (habitus, modes of belonging; engagement, imagination and alignment) were used to understand the findings that emerge from the personal identity and professional teacher identity.

Chapter 5 and 6 presents the findings from the narrative analysis of data on personal identity and professional teacher identity respectively. **Chapter 7** present findings organised through concepts from the theoretical frameworks to explain the emerging professional teacher identity. Through habitus, dispositions that impacted on the emerging professional identities were identified. The modes of belonging from community of practice revealed the process of identity construction in which the dispositions influenced the process of belonging to the ECD/FP

profession. Habitus and modes of belonging revealed how identity emerged from an interface of personal and professional identities. The last chapter, **Chapter 8,** synthesises the findings to bring out an understanding of the emerging professional teacher identity of pre-service teachers. A proposed model on theorising the emerging identity is therefore given as well as insights for teacher education programmes.

Chapter 2

Literature Review: Context and Insights

2.1. Introduction

The previous chapter described the background of the study and outlined the research problem, aims and rationale for the study. In this chapter a review of literature contextualizes the study and explores how pre-service teachers construct professional teacher identity. The chapter is divided into three sections. The first section reviews the Foundation phase teacher education landscape to bring to the fore the contextual realities likely to impact on professional teacher identity in South Africa. This section is informed by Rodgers and Scott (2008) who assert that contexts inevitably shape who we perceive ourselves to be and how others perceive us. Given the background of apartheid in South Africa, and the inevitable social issues emanating from that era, this context is likely to impact on identity. The second section reviews literature on professionalism in ECD/FP and professional teacher identity in teacher education programmes. Focus is on exploring the impact of professionalism in ECD/FP on professional identity. Teaching in ECD/FP is not similar to teaching in other levels of the education system. It has its own demands that impact on professional teacher identity for this phase. The third section reviews literature on how pre-service teachers construct PTI. Pre-service teachers are still in the process of learning to teach; their professional teacher identity is emerging and is likely to differ from those of experienced teachers. Exploring literature following the sections given above, this chapter brings to the fore the background and insights to the emerging professional teacher identity of ECD/FP

2.2. Teacher Education Landscape in South Africa

The Foundation Phase teacher education landscape provides a contextual background of Foundation Phase teacher education programme. In this section, the developments in teacher education from the period of apartheid up until post-apartheid are traced. Contextual issues that impacted on teacher education during apartheid and post-apartheid are explored to reveal how they impact on the professional image of ECD/FP teachers in South Africa. The developments

and the current state of primary teacher education in which the ECD/FP falls are also reviewed to provide the context for the emerging PTI of ECD/FP pre-service teachers. Furthermore, a review of studies on PTI from the South African context (Jansen, 2001; Samuel, 2001; Hoadley, 2002; Sourdien, 2002; Smit & Fritz, 2008) is done to unearth other contextual issues that may impact on professional teacher identity in South Africa.

For a better understanding the emerging professional teacher identity of ECD/FP pre-service teachers, a historical perspective and the context of this study is examined for contextual issues likely to impact on the emerging professional teacher identity of pre-service teachers. An examination of the historical perspective and context is informed by the assumption that identity is contextual and is dependent upon and formed within multiple contexts which bring social, cultural, political and historical forces to bear upon that formation (Rodgers & Scott, 2008). A context is a landscape of the past and the present in which one works and lives (Clandinin & Huber, 2005). Moreover, the educational context or landscape that teachers are part of is usually reflected in the professional teacher identity they form (Coldron & Smith, 1999). The context for this study is ECD/FP teacher education programme. In this regard a review of the landscape of the past and present of Foundation Phase Teacher Education programmes in South Africa can help to unearth issues that impact on the emerging professional teacher identity of ECD/FP pre-service teachers.

Following the developments of foundation phase teacher education programmes from apartheid to post-apartheid reveal characteristics of segregation in training of teachers. Different races or groups of teachers experienced training differently from others in terms of resources, quality and ideology (DoE, Action Plan to 2014, p. 17). This segregation indicates a background of marginalisation which impacted negatively on the image and identity of the primary school teacher (Jansen, 2001; Parker, 2003; South African Council on Higher Education (CHE), 2010) as compared to their counterparts in the secondary school. During apartheid, university and college qualifications differed markedly in emphasis; university emphasised knowledge base which aligned with professionalism while on the other hand colleges responsible for training primary school teachers emphasised practice (CHE, 2010). Major developments in teacher education in post-apartheid South Africa were meant to address this marginalisation by improving the quality of training of primary school teachers to match those of the secondary

school.   In this regard, the training of teachers became centralised at universities (Green, Parker, Deacon & Hall, 2011)) and this went towards enhancing the image/identity of the primary school teacher, in particular the foundation phase teacher. Moreover, the prevalence of social issues of race, class and gender in the South African education system had implications in the construction of professional teacher identity.

2.2.1 The Historical Background of Teacher Education

The historical background of teacher education in South Africa is marked by separation of primary teacher education and secondary teacher education which impacted negatively on the image of primary school teachers (Parker, 2003). Of significance in the history of teacher education is the 1910 Constitution which divided the responsibilities of teacher education between national and provincial. According to Parker (2003), primary teacher education became the responsibility of the provinces while secondary teacher education was in the hands of the nation and taking place at universities. Each province had its own colleges that trained primary school teachers. The quality of training that went on in provincial colleges was questionable as this was depended upon what each province was capable of providing, bringing in a fragmentation of the system (CHE, 2010). In this regard, some provinces could provide quality teacher education, while others could not, resulting in differences in terms of how primary school teachers were being trained. The situation continued to the 1950s which saw the introduction of Bantu Education.

Bantu Education exacerbated the situation as it sought to separate education systems according to race. Separate educational institutions for blacks were introduced, including teacher training colleges. The training of black primary school teachers was the responsibility of the Department of Bantu Education. This state of affairs continued up until the end of apartheid in the early 1990s. By the end of apartheid, there were many colleges offering primary school teacher qualifications. Curricula and qualifications differed across different levels and the teacher education system was limited in terms of national coordinated planning, quality assurance and accountability procedures (Parker, 2003; CHE, 2010; Green, et al. 2011). Consequently, the quality of primary school teachers was significantly affected, particularly blacks teaching in the foundation phase previously known as the junior phase (Green et al., 2011).

The quality of primary school teacher differed from that of secondary school teacher due to differences between universities and colleges in terms of training teachers. Universities emphasised knowledge base while colleges emphasised practice (CHE, 2010). According Hoyle, (1974) professionalism is identifiable where there is a knowledge base, therefore training at a university where knowledge was emphasised made secondary school teachers identify with professionals. This was not the case for primary school teachers who were trained in colleges.

Furthermore, differences also prevailed amongst colleges in terms of entry requirements (CHE, 2010) separating blacks from white. For those colleges that enrolled black students, a standard 8 certificate allowed one to enrol, while entry qualifications for white students in their respective colleges was a matric certificate. This had implications on the status of the qualifications of Black teachers whose qualifications were lowered and they fell short of being considered as professionals. The new democratic government instituted in 1994 was therefore tasked to address these issues by providing an environment in which teachers could construct a professional identity. In this regard, several developments took place in teacher education which provided the context for the emerging professional teacher identity of ECD/FP pre-service teachers for this study.

2.2.2 Developments in Primary Teacher Education Post-Apartheid

A review of the developments in post-apartheid South Africa is aimed to highlight the changes that improved the status of foundation phase teachers which was likely to impact on the construction of professional teacher identity for pre-service teachers. Developments in the post-apartheid South Africa were meant to address the inequalities that prevailed by centralising all levels of teacher education in universities. Policy initiatives were undertaken by the new government being guided by the White Paper on Education and Training (1995). The National Teacher Education Audit instituted in the White Paper on Education and Training revealed a proportion of 36% of teachers being under-qualified or un-qualified. This was as a result of the quality of training that was going on particularly in provincial teacher's colleges where the curriculum was not standardized and quality control measures were not in place (Parker, 2003).

However, major developments have taken place in teacher education since the attainment of democracy in South Africa. Teacher education became the responsibility of the government and Higher Education Act of 1997(section 21) makes all teacher education, including colleges of education, part of the higher education system (Parker, 2003, p. 20). This led to a more consolidated system which saw the incorporation of some colleges of education into universities and the closure of some. At the time of the study, universities were responsible for teacher education including primary school teachers. Essop (2008) contends that the incorporation of colleges of education into higher education institutions laid the basis for elevating the role, status and quality of teacher education. Although it was seen as a positive move in improving the quality of teachers, Welch and Gultig, (2002) argue that it brought about issues of access, as there was a dramatic decline in numbers of students registering in teacher education. Those enrolling in universities were supposed to meet the entry requirements for university which the majority of blacks could not. However, one can argue that this was a positive development in terms of primary school teachers particularly those for the ECD/FP who were previously marginalised by the apartheid government.

Getting teacher education at a higher institution of learning like a university implied that the status of primary school teachers could be enhanced. Those entering the university were required to meet the University entry requirements and compete at the same level with any other pre-service teacher for other levels of the schooling system (CHE, 2010). Parker and Adler (2005) hold the view that university provided the conditions for the emergence of a new product of teacher identities which in turn would influence the quality of practice of education. This becomes a strong argument for giving attention to the emerging professional teacher identities of pre-service teachers undergoing teacher education programmes in institution of higher learning. This study therefore sought to understand emerging professional teacher identity of ECD/FP pre-service teachers from a higher institution of learning.

Apart from a coordinated teacher education programme which was now being offered by universities, there were major developments in the curriculum of teacher education. Developments in curriculum were linked to changes in philosophical approach to education in South Africa. According to Jansen (2001), historically, the National Christian Education practiced in the apartheid era was characterized by fundamental pedagogics, rote learning and

teacher centeredness, which projected teachers as liberators. The new curriculum brought with it new knowledge positions and teaching practices that project the teacher as a facilitator (Jansen, 2001; Carrim, 2002). Changes in philosophical approach to education in South Africa created a new conception of the role and identity of the teacher (Welch & Gultig, 2003). Curriculum changes therefore implied that the teacher had to change identity from being the giver of knowledge to that of a facilitator of learning. In this regard, the education of teachers changed focus to preparing teachers who could facilitate learning. New policies pertaining teacher education were put in place such as Norms and Standards for Educators (2000) which conceptualized educators as playing seven roles.

Norms and Standards for Educators (NSE) were gazetted in the year 2000, by the Minister of Education, and these were supplemented by Criteria for the Recognition and Evaluation of Qualifications for employment in Education (2000). These two gazettes provided the generic picture of a teacher and their required competences (Parker, 2003). The NSE provided detailed descriptions of what a competent educator could demonstrate. The policy defined seven roles that an educator must be able to perform. The seven roles were: learning mediator; interpreter and designer of learning programmes; leader, administrator and manager; scholar, researcher and lifelong learner; assessor; a community, citizenship and pastoral role; and learning area/ subject/phase specialist.

This policy which emphasised the roles did not go unchallenged as it was noted to be some kind of prescription to what the teachers should be doing. When referring to the Norms and Standards for educators in South Africa, Jansen, (2001, p. 242) argued that, "policy images of teachers make demands that conflict with their personal identities as practitioners". This meant that policy like Norms and Standards for Educators (2000) were prescriptive and did not provide the opportunity for self-expression to teachers as well as pre-service teachers. In line with Jansen (2001), Bullough and Gitlin (2001) took note of the tensions that were brought about by policy emanating from what context demands of us and who we are or want to be. They went further to suggest that in order to deal with these tensions there was need for teachers to know who they were and where they stood. Morrow (2007) on the other hand argued that these roles do not capture the job of the teacher, which is, to provide systematic learning and he conceived them as too much work for the teacher.

The above criticisms and others levelled against Norms and Standards for Educators (2000) necessitated a review of the policy. At the time of the study, there was a policy change from NSE (2000) to The Minimum Requirements Teacher Education policy (2012). This policy came with an emphasis on eleven competencies from which teacher education should be designed and the seven roles as identified in the Norms and Standards for Educators (2000) were considered as collective roles to be performed by teachers collectively. A list of competences was meant to enable teachers to perform the roles. However this policy in part had an influence since it incorporated the roles form the NSE (2000). The programme the participants underwent was accredited using Norms and Standards for Educators (2000). As a result the Norms and Standards for Educators provided the context of the foundation phase teacher education programme in which the participants of this study were going through. The foundation phase teacher education programme, like any other teacher education programme in South Africa was designed around these norms and standards for educators. Therefore recognition of the policy context from which the foundation phase teacher education programme operated added to the context of the emerging professional teacher identity of ECD/FP pre-service teachers. There is need to review foundation phase teacher education programmes in South Africa to highlight the context.

2.2.3. Foundation Phase Teacher Education Programme in South Africa

The review of the literature indicated that teacher education programmes impacted on pre-service teachers' emerging professional teacher identity (Korthagen, 2004; Walkington, 2005; Beauchamp and Thomas, 2009). Since Teacher Education programme impacted on the emerging identity, following the developments of Foundation Phase teacher education programmes in South Africa will help in understanding the context for the emerging professional teacher identity of pre-service teachers. It is important to note that at the time of this study, the main providers of teacher education were mainly universities although there were a few private colleges that focused on early childhood teacher education programmes (CHE, 2010: Green et al., 2011). Teachers for the Foundation phase were being prepared through teacher education programmes offered by universities. The following section, defines Foundation Phase to pave way for understanding Foundation Phase teacher education programmes.

Foundation Phase teachers in South Africa are prepared through teacher education programmes offered by higher education institutions which are universities. At the time of this study, teacher education comprised of two complementary subsystems: Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD) (CHE, 2006). The participants of this study were in the IPET programme within the Bachelor of Education and were in their final year of Bachelor of Education degree (B.Ed.) specialising in ECD/Foundation phase. According to CHE (2006) B.Ed. is the initial qualification for educators in schools. This initial qualification was based on Norms and Standards for Educators (2000) which specified that the learner will have a strong practical and foundational competence with a reflexive competence to make judgements in a wide context. In this regard, the qualification was intended for candidates seeking a strong focused teaching degree with a strong subject and educational theory competence (CHE, 2006, p. 1). The notion of applied and integrated competence associated with the seven roles for teachers in the norms and standards were used for designing teacher education programmes. In this regard the seven roles and associated competencies provided the foundation from which the outcomes of the teacher education were designed.

The National Review of Bachelor of Education (2006, p. 1) stipulated the outcomes of the B Ed programme as follows:

- "Develop and consolidate both subject knowledge and pedagogical content knowledge".
- "Cultivate a practical understanding of teaching and learning in a diverse range of South African schools, in relation to educational theory, phase and/or subject specialisation, practice and policy".
- "Foster self-reflexivity and self-understanding among prospective teachers".
- "Nurture commitment to the ideals of the teaching profession and an understanding of teaching as a profession".
- "Develop the professional dispositions and self-identity of students as teachers".
- "Develop students as active citizens and enable them to develop the dispositions of citizenship in their learners".
- "Promote and develop the dispositions and competences to organize learning among a diverse range of learners in diverse contexts".

The assumption made was that students who achieved these exit level outcomes will be competent *novice* teachers who will still need time, experience and appropriate support to develop as fully fledged extended professionals (CHE Quality Committee, 2006, p.2). These outcomes therefore provided the basis from which the modules learnt in the programme were designed. In this regard the following modules were on offer in the BEd ECD/Foundation phase[1] programme at a higher education institution where the participants were attending;

- Numeracy in the early years
- Reception year studies
- Life skills
- Issues and perspectives in ECD
- Life skills learning area studies
- Critical inquiry in ECD
- Understanding child development
- Creative arts in ECD
- Curriculum development in ECD
- Language and literacy

Besides the modules given above, pre-service teachers underwent professional practice in schools. Professional practice was designed in such a way that they had four weeks at the beginning of the second semester of each year starting in their second year. All together they had 12 weeks of professional practice when they completed the programme. These modules were meant to address the outcomes stated earlier from the National Review of Bachelor of Education (2006). The assumption was that these experiences from the teacher education programme were likely to influence professionalism.

The review of Foundation Phase Teacher Education landscape explains the contexts that gave rise to the emerging professional teacher identity of ECD/FP pre-service teachers. The landscape indicates developments in the training of primary school teachers. The closure of Teacher Training colleges and centralisation of all Teacher Education Programmes in institutions of

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[1] The document reference has been left out in the text to maintain confidentiality of the university concerned

higher learning brought a positive image to the once marginalised primary school teachers. They were now being educated alongside teachers for the secondary schools. Curriculum change in the post-apartheid South Africa has also necessitated a re-focus on the kind of teacher to be produced by the teacher education programmes. Foundation phase teacher education programmes like other teacher education programmes, drew from the policy on Norms and Standards for Educators (2000) and Criteria for the Recognition and Evaluation of Qualifications for employment in Education in preparing teachers. This landscape gave insights on the context from which the professional teacher identity of pre-service teachers emerged, and other social factors likely to impact on professional identity in South Africa.

2.2.4 Professional Teacher Identity Research in the South Africa

It is argued that contextual realities that influence professional teacher identity can be unearthed from reviewing studies on professional teacher identity done in the South African context. Bringing to the fore the contextual realities will give insights on the social issues that are likely to shape the emerging PTI of pre-service teachers. In South Africa, studies on professional teacher identities are gaining ground and those that link to ECD/FP teachers are still emerging. Most ground breaking researches on teacher identity or professional teacher identity (Jansen, 2001; Soudien, 2001; Hoadley, 2002; Matson & Harley, 2002) done in South Africa were linked to teacher images during particular political phases. The reason for focusing on the images during particular political phases emanated from the ushering in of a democratic government which introduced educational policies to address the injustices of the past and changed the view of the teacher (Jansen, 2001).

Jansen further notes that during apartheid, teachers were not given room to express who they are in their teaching because they were supposed to be obedient civil servants who executed instructional tasks from an official timetable. In this regard, a new teacher identity that links with the curriculum changes came into effect soon after apartheid which saw teachers as facilitators. In this image the teacher ''moved from the centre stage into an invisible position on the margins of the classroom'' (Jansen, 2001, p. 243). This invisible position changed the operation of teachers in the classroom from being authoritarian to democratic and this had implications for their identity. From being controllers of how learning takes place, they were to be facilitators of

learning. It is from this context of change that studies on teacher identity emerged. In the following paragraphs an annotated review of the studies by Hoadley (2002), Samuels (2001), Carrim (2001), Soudien (2001) and Smit and Fritz (2008) is relevant to bring to the fore the contextual influences on emerging professional teacher identity. Although most of these studies used practicing teachers rather than pre-service teachers, they are still relevant since focus is on contextual and social issues that can influence professional teacher identity construction. The pre-service teachers although they are not yet practicing teachers, what happens in the teaching profession can also impact on them.

One of the ground breaking studies in the South African context was by Hoadley (2002), who explored teacher identity of practicing teachers. He found out that in constructing teacher identity, teachers engage in a pact where their personal aspirations and expectations are shaped by the demands of the state's specific education project. In this regard, he came to distinguish between three different modes that regulate construction of teacher identity namely; internal, external and core. He regards the external as the official which includes policies given be the education department. The internal is the contexts in which teachers work which are the schools and the core represents the personal. Hoadley (2002) argues that these three forms of regulation give rise to the constructions of reality on being a teacher.

Although Hoadley studied practicing teachers in schools, this also has implications for pre-service teachers as they also do their teaching practice in the same schools as practicing teachers. It has been documented that experiences in the programme as well as experiences in schools can influence professional teacher identity of pre-service teachers (Beijaard et.al., 2004; Thomas & Beauchamp, 2009). To link this to Hoadley's study, the experiences that regulate construction of professional teacher identity for practicing teachers are also likely to regulate construction of professional teacher identity for pre-service teachers since they do their teaching practice in the same contexts or field. It is also during teaching practice that pre-service teachers' professional identities are challenged and will start to emerge (Cattley, 2008). In this regard, what they experience in schools of practice can impact on the pre-service teachers emerging professional teacher identity. In line with Hoadley's findings, it is during teaching practice that pre-service teachers can be engaged in a pact where their personal aspirations and expectations have to

accommodate the demands of the programme as well as what is going on in schools in the process of constructing professional teacher identities.

Another study was by Samuel, (2001) who aimed to understand one group of pre-service teachers at one university in South Africa as they prepared to become teachers of the English language. The rationale behind his study was to gauge how prior biographical experiences influenced the way in which these pre-service teachers negotiated the process of becoming future teachers of the English language (Samuel, 2002, p. 256). Participants were fourth year student teachers enrolled for a course in English Language Methodology as part of their pre-service teacher education qualification. The findings revealed that in developing a professional practice, pre-service teachers hold several competing forces such as biographical experiences, the teacher preparation programme and the school contexts in a 'creative tension' with each other. He concluded that professional teacher identity is constructed through the choices one makes in relation to these forces of influence (Samuel, 2002).

Although Samuel studied pre-service teachers of English Language, his study relates to my study in involving pre-service teachers whose professional teacher identity can be similar in some respects due to the same level in the teaching profession. From this study, insights on the influences from the personal and professional (teacher education programme) on emerging professional teacher identity are given. It also informs the need to consider investigating personal identities to uncover the influences that can impact on the emerging professional teacher identity. Apart from biographies, social issues such as gender, race, and class emerged as influences on PTI from other studies done in South Africa given the background of discrimination from apartheid.

An example of a study that revealed the impact of race, class and gender in PTI in South Africa is by Soudien (2002). His findings suggested that specific contexts within which teachers are were trained and inducted as teachers and in which they work, as defined by race, class and gender, have a role to play in shaping the kind of teachers they become. In addition, interviews were conducted with eighteen teachers who were from the coloured, Indian, white and African origin. The findings indicated that the experiences that young teachers-to-be have of their teachers in schools are of deep significance and were found to be influential in how they constructed professional teacher identity.

Further findings from Soudien (2002) revealed that race and class mediated on the images of professionalism for young South African pre-service teachers. Those from the black communities were found to be influenced much by the identities of their teachers as compared to their white counterparts. The implications for his findings are that influences on identity construction differ depending on the race or class in which pre-service teachers come from. This indicates the role played by race and class in shaping of identity. To further support these findings, Carrim, (2002) found out that that race has dominated constructions of professional teacher identity more than gender given the social and racial history of South Africa. Besides issues of race class and gender, policies that were instituted in post-apartheid South Africa were found to impact on professional teacher identity.

A study by Mattson and Harley (2002) gave some insights on how policies can influence professional teacher identity. They found out that teachers construct professional identities in response to policy documents. They differentiated between the teacher's preferred identities to that suggested in the educational policy documents for example Norms and Standards for Educators (2000) policy required teachers to be competent in the identified seven roles. Because of imposition from the policies, teachers end up doing strategic mimicry, simply imitating the roles for example, without genuine understanding. In studying the emerging professional identity of pre-service teachers, one has to be aware of this strategic mimicry, bearing in mind that pre-service teachers are still in the process of becoming teachers and may lack some understanding due to inexperience. However, Smit and Fritz (2008) saw working context and educational landscape as stronger forces than policy documents in professional teacher identity construction.

The study by Smit and Fritz (2008) revealed that external pressures emanating from society impacted on professional teacher identity as teachers interacted socially and adjusted their behaviours in response to the actions of others. The study focused on understanding teacher identity from a symbolic interactionist perspective using two ethnographic narratives. Data was generated from observations, interviews, informal conversations and journals. This study by Smit and Fritz gave some insights on how the society can influence the construction of professional teacher identity. The findings revealed that the kind of society from which participants come

from and the meaning they derive from their society can impact on how they construct professional teacher identity.

From the above studies on teacher identity from the South African context several issues such as: policy, race, class, gender, and biography have emerged as impacting on the emerging professional teacher identity of pre-service teachers. Although these studies were not specific to ECD/FP pre-service teachers, they informed this current study to consider and recognise a combination of factors which define the teaching terrain and how individuals engage these (Samuel, 2002) in the constructing a professional teacher identity. The reviewed studies also helped in identifying the gap in literature on foundation phase pre-service teachers which this study sought to fill.

2.3. Professional Teacher Identity and Pre-service teachers

An understanding of professional teacher identity and how it is constructed by pre-service teachers is pertinent for a clear focus in researching how pre-service teachers construct this identity. This section reviews literature on professionalism in ECD/FP and professional teacher identity in Teacher Education and how pre-service teachers construct this identity to provide insights to the study. The section starts with exploring professionalism to relate it to professional teacher identity. It further explores the relationship between professional teacher identity and Teacher Education to show the need to focus on professional teacher identity in pre-service teachers. Furthermore, insights on how pre-service teachers construct professional teacher identity are drawn from literature.

2.3.1 Professionalism in ECD/FP

The phenomenon of professional teacher identity cannot be divorced from the notion of professionalism. How people identify themselves as teachers is inevitably linked to what they do as professional teachers. How ECD/FP professional teacher identity is conceived can be qualitatively different from that of other phase in the education system because of the nature of teaching that take place (Dalli & Urban, 2008; Holmes & Brownhill, 2010; Osgood, 2010; Miller & Cable, 2011; Lightfoot & Frost, 2015). Professionalism in ECD/FP centres on the

constructions of what it means to be an early years professional (Miller & Cable, 2010). They suggest that professionalism in early years should not only be taken as a defined set of knowledge and understandings, skills and attributes but should be seen as deeper and broader than that. Several scholars have tried to come up with understandings of professionalism in the early years.

For example, Dalli and Urban (2008) argued for a view of professionalism in the early years as an on-going process rather than a once for all phenomenon. They argue that how early years teachers construct professionalism is influenced by changes in policies that dictate the teachers' work. In this regard it should be considered as something that is constantly under reconstruction likely to transform with the coming of new policies. Dalli and Urban therefore view professionalism in the early years as something that is enforced from outside by policies put in place.

On the other hand, Osgood (2010) views professionalism as coming from 'within'. In her view she considers the significance of autobiography and subjective experiences in teacher's work to be of importance in understanding professionalism. From her study done United Kingdom on early year teachers, she found out that professionalism was shaped by a commitment to an ethics of care and critical reflection rather than policies from the government that outlines what it means to be a professional.

Holmes and Brownhil (2010) brought forward the issue of gender in early years professionalism from their study in United Kingdom. They examined the historical construction of early years work as traditionally and naturally feminine. Their findings indicated that the construction of early years work as feminine continues to dominate professionalism in early years. They found that a working culture or vocational habitus which is inclusive or stereotypical feminine traits seems to perpetuate in early years professionalism. They also highlighted the struggles of men working in the early years in adjusting to what is perceived as feminine work. However they concluded that pedagogical and interpersonal skills of practitioner and not gender are key to successful work with young children.

Duhn (2010) on the other hand argues that there is no one professionalism that fits all. She considers professionalism as knowledge in the making and the learning self as a basis for

professionalism. In this regard professionalism requires on-going engagement with people, things, ideas, policies and politics as on-going discourse (Dalli & Urban, 2008, p. 132). The learning self brings in knowledge to professionalism which is acquired through on-going engagements. In this regard, knowledge is a contributing factor to professionalism in the early years. Miller and Cable (2008, p. 138) concludes that professionalism in the early years is "a situated concept, embedded – like our understandings of children and childhood – within specific historical, socio-cultural, organisational, economic and political contexts"

From studies which explored professionalism in the early years, several conceptions emerged which were summarised by Cable and Miller (2011, p. 8). From their summary the following conceptions were seen as relevant in understanding professionalism for ECD/FP pre-service teachers.

- Constantly under the process of reconstruction. This view gives space to reflection in professionalism.
- A consideration of knowledge base and capabilities are required for one to be and to act professionally
- A re-emergence of an ethic of care which brings in the importance of emotional aspects in working with young children

These conceptions of professionalism in the early years provide insights on how professional teacher identity emerges in the field of ECD/FP

2.3.2. Professional Teacher Identity and Teacher Education Programmes

A review of how professional teacher identity gained inroads into teacher education is necessary to pave way for understanding its importance in pre-service teachers. According to Bullough (1995, p. 21) an "understanding of student teachers' views on learning and teaching and themselves as teachers is of vital importance for teacher educators as it is the foundation for meaning-making and decision-making" . In this regard teacher education can create conditions for the emergence of professional teacher identities that can influence the quality of practice

(Parker & Adler 2005, p. 61). As a result, professional teacher identity has made inroads into teacher education.

There is growing literature on professional teacher identity and teacher education where it is linked to pre-service teachers' preparation, recruitment and retention (Darling-Hammond, 2010: Beauchamp & Thomas, 2009: Walkington, 2005; Pearce & Morrison, 2011). Initial studies involving the notion of professional teacher identity were concerned with understanding identity formation and its characterisation (Beijaard et al., 2004). Later studies emerged that placed teacher identity formation in teacher education programme contexts. For example, Shulman (1998) situates professional teacher identity in teacher education programmes by noting that it is during their pre-service education that students develop a series of attributes they need for deep understanding of complex practice and ethical conduct associated with the work of the teacher. The assumption being that this is the time when pre-service teachers are exposed to experiences they make meanings of as they become teachers; hence their professional identity is considered as starting to emerge. A review on the importance of professional teacher identity in teacher education gave insights on the need for this study.

2.3.3 Why Professional Teacher Identity for Pre-service Teachers

Identity is responsible for how we feel about ourselves and that a lack of identity jeopardizes our well-being or even our physical existence and much of our behaviour emanates from identity (Simon, 2004). Generally, identity can be defined as a sense of integration of self in which different aspects come together in a unified whole (Deaux, 2001). Moreover, Alsup (2006) considers identity as a general sense of selfhood or understanding of the self that can change and vary over time depending on the context. These definitions bring in the idea that the identity of a person, though presented as a unified whole, should be understood in relation to the context as well as various aspects that come into play. This is so because "the growing complexity of the modern world precipitated a different conception of identity, that is, one that places greater emphasis on the interactive nature of identity" (Simon, 2004, p.12).

Identity as a crucial aspect to the practice of teacher education has been emphasised (Beijaard et al., 2004, Beauchamp & Thomas, 2009) and it is considered a foundation for 'meaning making' and 'decision making' (Bullough, 1997). In this regard, an understanding of pre-service teachers

'views on learning and teaching and themselves as teachers can guide teacher educators in making the programmes meaningful to students. To pave a way for professional teacher identity into teacher education programmes, Britzman (2003) identified a gap in terms of preparing teachers for the profession. This gap emanates from pre-service teachers being expected to integrate theory and practice on their own. Britzman found this to be ineffective as Teacher Education programmes provide knowledge through fragmented courses and the schools provide the settings in which pre-service teachers integrate theory and practice by themselves. To address this gap, Korthagen, Kessels, Koster, Laggerwerf and Wubbels, (2001) advocated for a realistic pedagogy of teacher education which put together all valuable elements.

The realistic pedagogy is where various forms of knowledge that exist in teacher education institutions and schools of practice are taken into account together with emphasis on personal and professional development (Korthagen et al., 2001). They consider this as a new realistic pedagogy of teacher education. In addition, new realistic pedagogy is not focused on teaching teachers to "know" a lot about teaching, but to help them "become" good teachers who understand themselves as teachers involving personal and professional change (Schepens, Aelterman & Vlerick, 2009, p. 362). The idea of a realistic pedagogy ushers in the notion of professional teacher identity into the preparation of teachers, hence making professional teacher identity a component of teacher (Beauchamp & Thomas, 2009). In this regard, professional teacher identity is part of becoming a teacher.

The shifts that occur in professional teacher identity as they move through teacher education exemplify becoming a teacher (Beauchamp & Thomas, 2006). From their study, on pre-service teacher's professional identity, Beauchamp and Thomas (2006) identified shifts in identity and suggested the need for teacher education programmes to focus on these shifts in preparing teachers. In line with making professional teacher identity a component of teacher education programmes, Beauchamp and Thomas (2009) drew attention to the need to gain a more complete understanding of professional teacher identity which encompasses both the personal and professional aspects to enhance the way in which teacher education programmes can be conceived. Moreover, Korthagen (2004) pointed to the need to consider in the preparation of teachers various levels of personal and professional changes that occur as one becomes a teacher which include behaviour, competences, beliefs as well as identity. This idea has added to the

increasing attention on professional teacher identity in teacher education (Schepens et al., 2009) as it can guide on how to design the programmes to fit in the notion of identity in the preparation of pre-service teachers. In line with the above, teacher education programmes should be seen to be contributing to the development of teacher professional identity in pre-service teachers as it has several uses.

2.3.4 Uses of Professional Teacher Identity in Teacher Education

Several uses of professional teacher identity for teacher education programmes have been identified from literature. According to Olsen (2008) the notion of teacher identity can be used as frame or an analytic lens through which to examine the ways in which pre-service teachers integrate a range of influences, the necessary confrontation of tensions and contradictions in their careers. An understanding of how pre-service teachers construct professional teacher identity, informs teacher education programmes on whether the pre-service teachers have been prepared adequately or not. In this regard, professional identity is used as a lens or an analytic tool.

Moreover professional teacher identity is considered as a resource that can be used by teachers to explain, justify and make sense of themselves in relation to others and the world at large (Beauchamp & Thomas, 2009), making it an organising element in teachers' professional lives. In this regard the notion becomes significant in the context of teacher development, and teacher education programmes can as well utilise the notion in developing pre-service teachers. Furthermore, Mockler (2011) argued that professional teacher identity can be utilised as a lever for teacher learning and development. Through understanding the process by which professional teacher identity is formed and mediated, one is able to identify the professional learning and development needs of teachers. This becomes a basis for advancing a richer, more transformative vision for education as learning and development needs are catered for to support pre-service teachers as they become teachers (Mockler, 2011), making it a component in teacher education programmes.

Apart from being considered as a component in teacher education, professional teacher identity has also emerged as a major domain in the framework of conditions that appear to enhance early career teacher resilience (Pearce & Morrison, 2011). Resilience is found in how teachers shape their new professional identities while at the same time enabling their professional selves to

persist and remain coherent (Pearce & Morrison, 2011). In this regard a strong sense of professional teacher identity strengthens beginning teachers' understanding of the demands and nature of their teaching role upon entering the profession thereby reducing the fall out rate (Cattley, 2007), hence professional teacher identity is linked to recruitment and retention of teachers into the profession.

The link between professional teacher identity and recruitment and retention of teachers into the profession is found in that it is a key factor in explaining why pre-service teachers do not complete their studies or why they decide to leave the profession (Bruinsma & Jansen, 2010). This is brought about when teachers fail to develop a strong professional teacher identity resulting in them leaving the profession early as they fail to cope with what is happening in the teaching profession. In this regard, professional teacher identity has been noted to affect both persistence and retention rates of new teachers in the work place (Feinman-Nemser 2001; Kardos & Johnson, 2007). Therefore there is need for development of a strong sense of professional teacher identity as an endeavour to reduce the high dropout rate of beginning teacher (Darling-Hammond, 2003; Ewing & Smith, 2003).

From literature, it can be argued that pre-service period can lay the foundation for the development of a strong sense of professional teacher identity; hence it sought to understand the emerging identity of pre-service teachers. This argument is in line with Timostsuk and Ugaste, (2010) who proposed that initial teacher training is an important time for pre-service teachers to begin to create a solid professional teacher identity that would support and sustain them in their future profession. A review of how pre-service teachers construct professional identity can provide insights for this study.

2.4 How Pre-service Teachers Construct Professional Identity

Professional teacher identity begins during pre-service period (Walkington, 2005; Cattley, 2007) and its development is considered as an important component of the process of learning to become a teacher (Friesen & Besley, 2013, p. 23). Although pre-service teachers are in the process of becoming teachers, they can be equally successful in their professional identity formation although they follow different developmental paths (Beijard, Meijer & Verloop, 2004). It is assumed that on entry to a pre-service teacher education programme, pre-service

teachers bring with them some representations of what teaching is and what kind of teachers they intend to become from their early exposure to teaching through their teachers as school children (Lamote & Engels, 2010; Chong et al., 2011: Meijer, Graaf & Meirink, 2011). This initial sense of what it means to be a teacher is likely to undergo development as pre-service teachers progress through the programme (Friesen & Besley 2013) to form their professional teacher identity. In this regard, their identity was found to be shifting and emerging and also influenced by prior knowledge.

2.4.1 Pre-service Teacher's Professional Identity as Emerging and Shifting

Professional teacher identity for pre-service teachers has been considered as emerging (Cattley, 2007; Chong, Low & Goh, 2011) and shifting as they progress in the programme (Beauchamp & Thomas, 2006, 2009; Lamote & Engels, 2010). A study in Singapore (Chong, Low & Goh, 2011) of pre-service teachers revealed lack of maturity in their understanding of professional identity as evidenced from their perceptions and feelings about the teaching profession. There was a mismatch between expectations of what they originally perceived of the profession and the reality they were confronted with. This lack of maturity indicates early steps in professional identity which suggests an emerging identity.

Another study in Belgium (Lamote & Engels, 2010) on the development of student teachers' professional identity suggested a shift in this identity. Lamote and Engels studied pre-service teachers' perceptions of their professional identity at different stages of their education. The study involved students enrolled for a three year Bachelor's degree for secondary school teaching and used their perceptions of teaching and learning. A four scale questionnaire including; commitment to teaching, professional orientation, task orientation and self-efficacy was used. Shifts were observed during their first year in task orientation in which they developed a more pupil-centred view on teaching as self-confidence and commitment increased. Further shifts were also observed after practical experience in which self-efficacy was affected as they experienced a more realistic view of learning and teaching. Findings from this study suggest that pre-service teachers' professional identity is shaped by learning and teaching experiences (Lamote & Engels, 2010). The shifts suggest a continuing process of defining and re-defining of how they perceive themselves as future professionals (Beijaard et al., 2004). In this regard, pre-service teachers' professional identity should not be viewed as complete and static but should be

seen as an emerging identity which is prone to change. Influences from prior knowledge were also identified in pre-service teacher's PTI.

2.4.2 Influences by Prior Knowledge

Learning to teach is identified by Chong et al. (2011) as a long and protracted process which begins well before the pre-service teachers enter the first teacher education programme. In this regard, pre-service teachers bring along their own beliefs about teaching which influence their professional teacher identity (Knowles, 1992; Beijaard et al., 2004: Korthagen, 2004; Walkington, 2005). However, most of the beliefs that pre-service teachers bring to the classrooms consist of unexamined assumptions that need to be made explicit and explored (Richardson & Placier, 2001) as they come with some preconceptions about teaching. Chong et al. (2011) contend that many entrants to pre-service teacher education feel that they already know what it means to be a teacher. Hash (2010) asserts that pre-service teachers' attitudes and beliefs towards education develop long before they enter college through an apprenticeship of observation experienced during their elementary and secondary classroom experiences. Apprenticeship of observation explains that, pre-service teachers have been exposed to teaching through their teachers in their early years of schooling and have developed some representations of what teaching is and what kind of teachers they intend to become (Lortie, 1975).

This apprenticeship of observation has been noted to influence on pre-service teachers' conception about teaching (Britzman, 1991; Danielewicz, 2001) and thereby impacting on how pre-service teachers construct their professional identity (Darling-Hammond & Bransford, 2007; Lamote & Engels, 2010; Samuels, 2001). If these preconceptions are not addressed, prospective teachers may retain problematic beliefs throughout their programmes (Hammerness, Darling-Hammond, Bransford et al., 2007). Pre-service teachers' beliefs are not easy to change, but change is possible if these beliefs are repeatedly challenged through teacher education programmes (Alsup, 2006). This means going through a teacher education programme can help change misconceptions about teaching which emanated from early experiences from schooling. Linked to early experiences is biography which includes; early childhood experiences, teacher role models, family and significant others as well as apprenticeship of observation (Lamote & Engels, 2010).

This personal biography of pre-service teacher acts as a filter through which they screen any academic and theoretical course content, rejecting that which does not resonate with the observational apprenticeship (Trotman & Kerr, 2010, p.159; Beijaard et al., 2004; Sutherland, Howard & Markauskaite, 2001). This implies that the personal in terms of other experiences other than that which is experienced in the teacher education programme has a part to play in the construction of professional identity of pre-service teachers. Construction of professional teacher identity for pre-service teachers is therefore characterised by an amalgamation of personal identity and professional identity (Meijer et al., 2011). It is therefore a combination of answers to questions about both personal (what kind of a teacher do I want to be) and professional aspects of teaching (what image of teachers emerges from theory and practice (Meijer et al., 2011). In this regard, pre-service teachers are concurrently experiencing many kinds of identity formation, personally and professionally, as they approach the milestone of graduation (Britzman, 2003; Danielewicz, 2001).

2.4.3 Personal and Professional in Professional Teacher Identity

Several studies on the teachers' professional identity has revealed a link between the personal and the professional in professional teacher identity (Mockler, 2011; Olsen, 2008; Day, Kington, Stobart & Sammons, 2006; Kelchertermans, 2005; Beijaard et al., 2004; Trotman & Kerr, 2001). This link is based on the idea that "Who we think we are influences what we do" (Watson, 2006, p. 510). However there are some debates on the relationship of the personal and the professional. Cameron (2001) argues that it is not always the case that who one is leads to what one does, it can be vice versa implying that we become who we are through what we do (Cameron, 2001). This suggests some reciprocal relationship between personal and professional identity in professional teacher identity. In constructing professional teacher identity, emphasis is therefore on the interaction between the teacher as a person and as a professional (Clandinin & Connelly, 1996; Beijaard, Verloop & Vermunt, 2000). The interactions between the teacher as a person and as a professional coincide with what the society expects and what the teachers themselves find important. This suggests a complex relationship between personal and professional which is pertinent to examine for one to understand the emerging identity of pre-service teachers (Mockler, 2011).

A United Kingdom study on pre-service teachers by Maynard (2001) explains how the personal can greatly influence professional teacher identity in pre-service teachers. The study explored how (pre-service). An examination into the processes involved in how the student teachers learned during their school based learning revealed internal and external pressures that pulled students towards the adoption of what were seen as appropriate ways of thinking, talking and behaving. The internal pressures came from within the individual (attitudes, beliefs, motives, emotions) and external came from their experiences in the contexts in which they were; that is their schools of practice. For example external pressures came from pupils, class teacher and tutors and the need to conform to what was known as appropriate and known ways of teaching. Despite these pressures, Maynard found out that students were reluctant to relinquish their ideals and perspectives, and there appeared to be tension between fitting in and being themselves. This implies that the way pre-service teachers respond to these pressures from the profession depends on the individual person's interpretation of the situation (Tateo, 2012).

Although Beijaard, Verloop & Vermunt (2000) explored teachers' perceptions of their professional teacher identity focused on secondary school teachers, it is considered relevant in bringing out the role of the personal in terms of personal practical knowledge in learning to teach. On the other hand, Clandinin and Connelly (1996) paid attention to being a teacher in a professional landscape. These two studies introduce different perspectives on how professional teacher identity can be viewed; that is in relation to the personal dimension of the self and also with respect to the profession. Both ways of looking at identity are relevant. A combined view of the personal and professional dimensions of teaching should be considered to understand professional teacher identity because the personal and the professional were found to mediate in constructing professional teacher identity (Mockler, 2011). Moreover, there is an overwhelming evidence that teaching demands significant personal investment, hence the unavoidable interrelationships between professional and personal identities (Day, Kington, Stobart & Sammons, 2006).

A study on student teachers (pre-service teachers) done in Belgium (Schepens, Aelterman & Vlerick, 2009) explored how pre-service teachers' input, context, and process variable contribute to professional teacher identity formation. The input from the pre-service teachers was their personal identities which included demographics, personality traits and motivation, context was

the teacher preparation context and process was experiences in the programme. Their findings indicated that professional teacher identity formation in pre-service teachers is inspired by the tension between two layman points of view: being born as a teacher as based on demographics and personality traits and becoming a teacher based on experience. In this regard, both personal and professional are important influences in professional teacher identity formation in pre-service teachers. Their findings support the idea that pre-service teachers do not simply adopt what they learn during teacher education, they differ in the way they deal with these influences depending on the value they personally attach to them (Beijaad et al, 2004).

Furthermore, Jansen, (2001), calls for the need to understand personal identities of teachers. He argued that without a deeper understanding of personal identities of teachers, we might continue to wrongly identify problems as well as solutions to the complex problems associated with Teacher Education. Personal identity development can be traced back from studies done by Erickson (1968) in which eight stages of human development were identified. His work has been influential in personal identity development as he considered the process to involve the search for a sense of self through experimenting with various identities. According to Friesen and Besley, (2013) Erikson's notion of personal identity is viewed as a sense of self-knowledge and unity which include various facets of identity. Personal identity therefore means self-definition as a unique individual in terms of interpersonal or intergroup differentiations (Simon, 2004, p. 37). In this regard, the notion of self is brought in to personal identity. Identity development for teachers involves an understanding of self and a notion of that self within and outside context, such as a classroom or a school (Beauchamp & Thomas, 2009).

To emphasise the personal nature of teaching is also to draw attention to the importance of the "self" (Nias, 1989). Bringing in the notion of self in teacher identity makes us focus on the personal aspects of an individual. Earlier studies in teacher identity have demonstrated that knowledge of self is a crucial element in the way teachers construe and construct the nature of work (Kelchtermans & Vandenberghe, 1994; Goodson & Hargreaves, 1996, Nias, 1989; Coldron & Smith, 1999). An earlier study in England by Nias, (1989) on primary school teachers made a major contribution in identifying a distinction between the personal and professional elements of teacher's lives and identities by bringing in the self. She identified the self as crucial in understanding teachers in their working lives.

In paying attention to the self in identity formation, Kelchtermans (2005) highlights the self-image which he considers as self-understandings in referring to identity. According to Kelchtermans (2005) self-image encompasses how individuals represent themselves as teachers which include; job motivation, teacher expectations for the future, self-esteem, and task perception. This study therefore takes self-image as the personal identity construct which includes who one is, motivations, self-esteem, and expectations. Pre-service teachers bring with them this self-image to their professional identity. Self-image has to do with 'who the person is' which is personal identity.

Lamote and Engels (2010) argue that in any occupation "who one is" as a person is so much interwoven with how one acts as a professional and both sides cannot be separated. This has implications for professional teacher identity; there is likelihood that the core of the person can impact the professional. They went further to say as pre-service teachers are exposed to the expectations of others (teacher educators, colleagues, principals, and the government through the standards) with images about teacher's roles, competencies and professional behaviours; they integrate these expectations with their teachers' personal professional identity. How pre-service teachers deal with these expectations depends on what they themselves find relevant and acceptable based on their experiences and personal backgrounds (Tickle, 2000). In this regard, professional identity is shaped by a combination of many   knowledge sources (Beijaard et al., 2004).

In addition, Lopes and Pereira (2012) argue for the transaction between the personal and the professional in professional teacher identity construction. Borrowing from Dubar's (1995) ideas, Lopes and Pereira view professional teacher identity construction as an ever provisional result of a double transaction: the transaction of the individual with himself (biographical one) and the transaction between the individual and their professional context (relational one). Biographical transaction is linked to the transaction between what the individual has been and what he/she wants to become and the relational transaction is that which is between identity ideals and the conditions from the context. Lopes and Pereira (2012) further argue that in constructing professional identity, teachers can either adapt themselves to the context conditions or adapt context conditions to their own ideals. In this regard professional teacher identity construction becomes dynamic and a continuous process of negotiation between wishes, opportunities and

constraints; hence the personal and the professional identities mediate one another in the process. The development of a professional teacher identity implies both person and context (professional) (Beijaard et al., 2004).

2.5 Conclusion

This chapter has presented a review of literature that contextualises and brings insights into the emerging professional teacher identity of pre-service teachers. From the literature reviewed, several arguments have emerged that relates to the context and pre-service professional teacher identity. It has been argued that contexts play an important role in shaping identity. In this regard, literature on teacher education landscape has been reviewed. What emerged from the review of teacher education landscape in South Africa is that teacher education has a history of marginalisation on the training of primary school teachers where ECD/FP teachers fall into. This background positioned the primary school teacher on a low status, therefore impacting on their identity as teachers.

However, developments in post-apartheid ushered in a new dimension into the training of teachers by centralising it in institutions of higher learning. This change enhanced the status of the once marginalised primary school teachers who were to be trained alongside other teachers of the secondary level. Furthermore, new policies introduced in the education system had an influence on the kind of teacher required by the education system, and emphasis was placed on training teachers as facilitators of learning rather than givers of knowledge. These developments were likely to shape the emerging professional identity of pre-service teachers. In addition, a review of studies on professional teacher identity done in South Africa revealed other contextual issues that were likely to impact on professional teacher identities of ECD/FP pre-service teachers, such as issues of race, class and gender. These issues were found to impact on constructing professional teacher identity in a South African context. All these contextual realities pointed to what was likely to shape the emerging professional teacher identities of ECD/FP pre-service teachers.

What also emerges from the literature is that professional teacher identity is an important element in teacher education and pre-service teachers can also construct this identity. In pre-service teachers, professional teacher identity emerges, shifts and is influenced by prior

experiences. The personal and professional were indicated in literature as important elements in professional teacher identity which should be considered in understanding professional teacher identity. The inclusion of the personal and professional elements in the construction of professional teacher identity indicates that it is a complex phenomenon to understand. Various issues from the personal and professional can pose challenges in understanding how it is constructed. This calls for proper framing of the phenomenon in order to understand it. The next chapter presents the theoretical and conceptual frameworks which guided understanding of the study and considerations and justifications made in choosing the frameworks.

CHAPTER 3

Theoretical and conceptual framework

3.1. Introduction

The previous chapter reviewed literature to contextualise the study and the phenomenon of professional teacher identity and pre-service teachers. The literature reveals contentions in the development or formation of professional teacher identity in pre-service teachers. Understanding professional teacher identity can be a challenge without proper focus or framing on what exactly to consider. For this purpose, the theoretical and conceptual frameworks of the study are described in this chapter. Kerlinger (1973, p. 73) defines a theory as: "a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena." In line with the above definition, a theory can be used as a lens through which phenomena can be systematically analysed and explained (Johnson & Christensen, 2007). In this study, theoretical and conceptual frameworks were used as analytical frameworks to understand the emerging professional teacher identity of pre-service teachers.

This study adopts a socio-cultural perspective in analysing the phenomenon of professional teacher identity. From a socio-cultural perspective, professional identities are constructed and negotiated through participation and engagement in local communities of practice (Wenger, 1991; Wenger, 1998). Moreover, in the Socio-cultural perspective, identity is taken as the answer to "Who am I?" which is a continuous lifelong task that emerges in the context of personal, social, and cultural influences (McCaslin, 2009, p. 138). In this regard, socio-cultural perspectives claim that identity is located both within and external to the individual and that it is developed through social and cultural practices (Grootnbooer, Smith & Lowrie, 2006; Rodgers & Smith, 2008). To understand professional teacher identity of ECD/FP pre-service teachers I draw from two socio-cultural theories, viz.; habitus theory (Bourdieu, 1977) and community of practice theory (Wenger, 1998). These two theories together locate identity within and external to the individual (Rodgers & Scott, 2008; Britzman, 2003) giving a holistic approach to understanding of professional teacher identity.

This chapter begins by justifying the choice of socio-cultural perspective in framing understanding of emerging professional teacher of pre-service teachers. A discussion on each of the theories habitus and community of practice is presented. In the discussion, strengths and criticisms levelled against each theory and how it will be used as an analytic frame for understanding emerging professional teacher identity will be provided. A conceptual framework for understanding identity is presented at the end of this chapter. For the conceptual framework, identity as contextual, shifting, emotional and storied was considered for understanding emerging professional teacher identity.

3.2. Why socio-cultural perspective

Internationally there is growing body of scholarship on professional teacher identity which draws from different perspectives and from different facets, since it is a multifaceted and complex phenomenon. From a review of literature done by Elliot (2011) several competing theories were identified on how identity develops emanating from viewing identity from different disciplines. When it comes to research on professional teacher identity, three common perspectives were identified as featuring which include; developmental psychology, socio-cultural and poststructuralist (Zembylas, 2003). Some researchers have used aspects from each of the theories in studying professional teacher identity e.g. Uusimaki (2011). However, this study has chosen the socio-cultural perspective for its relevance in reconciling the individual and the context in identity construction which the researcher saw as a holistic approach to understanding identity. In this perspective, identity is seen as "a social interplay between the individual and the larger environment or community" (Wenger, 1998, p. 145). To illuminate why the socio-cultural perspective has been chosen for analysing emerging professional teacher identity of pre-service teachers, a brief explanation of the three perspectives; the developmental psychology perspective, post-structural perspective and socio-cultural perspective follows.

3.2.1 The Developmental psychology perspective

The developmental psychology perspective focuses on the individual development of identity. According to Zembylas (2003) this perspective emanates from psychological/philosophy traditions where emphasis is on the process centred on the individual and is more linked to personal identity. In this perspective, the conditions and explanations of self are determined by

47

the biological and psychological factors (Erikson, 1978). Identity is then considered as a sense of oneself in the context of life stages. Relating developmental psychology perspective to the development of professional teacher identity in pre-service teachers implies that focus will be given to a set of distinct stages in which one goes through to develop a professional teacher identity. In this regard teaching is viewed as a progression from one stage to the next depending on the individual's biological and psychological factors (Lortie, 1975; Kagan, 1999; Uusimmaki, 2011). Since identity is a multifaceted construct (Beauchamp & Thomas, 2009; Schwartz, Luyckx, & Vignoles, 2011), taking it as developing through stages would be limiting it and not capturing its essence. One of the criticisms of the developmental perspective on identity formation emerges from its focusing more on the internal experiences of individuals disregarding the social influences (Uusimakki, 2011). For this reason, the developmental perspective could not be considered in framing understanding of professional teacher identity. Another common perspective in studying identity is post-structural perspective.

3.2.2 The Post-structuralist perspective

The post-structuralist perspective considers identity development as neither an individual nor a social construction but as a dynamic and unstable process which is produced, negotiated and reshaped through discursive practices (Foucault, 1998). Nolan and Raban (2015) assert that taking a post-structural view of identity is accepting that there are multiple and contested ways of identity formation. They further elaborated that through the post-structural perspective; "identity is seen as not fixed but organised by the intersection of multiple relations that reflect and produce structures of regulation constituting social realities"(Nolan & Raban, 2015, p.28). In this case identity is fractured, multiple, contradictory, contextual and regulated by social norms and we have multiple selves that change and shift (Zembylas, 2003). This view of identity cannot be thrown out completely in understanding professional identity for this study. In this study, the emerging professional teacher identity of pre-service teachers is located in the ECD/FP teacher education context. In this regard it is contextual or socially situated. The post-structural emphasises discourse and power relations which this study is not emphasising. However, the dynamic nature and contextual nature are relevant and are also applicable in the socio-cultural perspective.

3.2.3 The Socio-cultural perspective

The socio-cultural perspective on the other hand emphasises social interaction in identity formation and rejects development based on predetermined stages. In this case, identity is formed through interaction as opposed to stages of development. From a socio-cultural perspective, the influence of the social on the individual is greatly considered (Sawyer, 2002). In this perspective, the social context where the individual operates (Wenger, 1998) and socio-cultural elements such as race, class, gender, and ethnicity are considered as influencing identity development. A socio-cultural perspective enables examination of individual action giving priority to the social contexts and cultural tools that shape beliefs, values, and ways of acting (Wertsch, 1991; Laskey, 2005). In this regard, the actions of the individual are socio-culturally situated, that is positioned in a cultural, historical and institutional context (Zembylas, 2003). Identity formation through the socio-cultural perspective develops "in response to those occupational, social and cultural values, norms, discourses and practices of the context in which the individual works" (Davey 2013, p. 28). The development of identity is therefore interwoven with the social, cultural environments in which a person is raised. In interpreting professional teacher identity, the influences and impact of socio-cultural contexts on becoming a teacher are considered. The perspective therefore focuses on both the person and the context in understanding identity

The above three perspectives can be useful in investigating professional teacher identity depending on what a researcher is focusing on. Some researchers would prefer to use components of each perspective in investigating identity. For this study, the socio-cultural perspective was chosen for locating identity both within and external to the individual. The assumption made was that understanding emerging professional teacher identity of pre-service teachers would be provided by examining who the person is and how this person becomes a teacher. Who the person is can come from both within and external considering the internal influences such as emotions attitudes, values and beliefs, while external influences from the contexts can shape who the person is (Rodgers & Scott, 2008). To capture both internal and external aspects in understanding the pre-service teachers' emerging professional teacher identity Bourdieu's Habitus theory (1977) and Wenger's Community of Practice theory (1998) were

considered. Habitus is central to how the personal and the social dimension connect in identity formation (Conde, 2011) while community of practice, particularly modes of belonging, help in making sense of identity formation in a community of practice (Wenger, 1998).

The two theories provide an understanding of how identity is brought about through interaction between the person and the profession. Through Habitus Theory, influences from the person that impacted on the emerging identity were identified, while modes of belonging provided lenses to examine how persons (habitus) interacted with the context in the process of identity construction. In Habitus Theory, identity is considered as dispositions that predispose one to think and act (Bourdieu, 1977) while in modes of belonging, identity is seen in practice through belonging to a community (Wenger, 1998). Newcomers may learn and form identities as they become included in the community of practice (Wenger, 1998). This idea of newcomers forming identities offers a way of viewing pre-service teachers as becoming teachers (Smith, 2007). The emerging professional teacher identity is therefore exemplified as becoming a teacher. Thus, the understanding brought about by habitus and modes of belonging is how the personal identity (dispositions) influences modes of belonging (professional) in becoming a teacher. The two theories are examined below starting with Habitus Theory to show how they provide an understanding of identity.

3.3. Habitus Theory

Habitus theory (Bourdieu, 1977) has its roots in the social theories that aim to understand people in their society. It explains the relationship between agency and structure in identity construction. The theory challenges the notions of subjectivism and objectivism in favour of agency and structure; hence it adopted an approach of internalised structures called habitus. In understanding people in society, the theory makes use of interrelated concepts of *habitus, field* and *capital*. In this study focus is on the concept of habitus and field which are used to describe the way in which individuals behave and structure their lives in a context (Bourdieu 1993) in identity formation.

The theoretical significance of habitus lies in that fact that habitus is social. According to Pickel, (2005) habitus emerges from social systems such as family, class, society and others. Bourdieu (1977, p. 82) defines habitus as "a system of lasting, transposable dispositions which integrating

past experiences, functions at every moment as a matrix of perceptions, appreciations and actions". Bourdieu (1990, p. 53) elaborated on this system as:

> "…structured structures predisposed to function as structuring structures that is as principles which generate and organise practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them".

According to Bourdieu, habitus designates the system of durable, transposable dispositions through which we perceive, judge and act in the world (Wacquant, 2006). These dispositions are inculcated through a long and slow process of acquisition (Bourdieu, 1991, p. 51), hence they tend to last long. The dispositions can be modified as people occupy different spaces and time making habitus which are not fixed or permanent, hence they are transposable. In linking habitus to the social and practices, Wacquant (2006, p.316) argues that "habitus is the way society becomes deposited in persons in the form of lasting dispositions or trained capacities and structured propensities to think, feel and act in determinant ways which then guide them". Habitus is derived from how people are socialised and it is through experiences in society that people acquire certain habits which they internalise and these will guide them in their thoughts and actions. Habitus as a system of dispositions brings in the idea of human practices in dispositional terms (Swartz, 2002).

3.3.1 Habitus as internalised disposition

Swartz (2002) gave clarification on dispositions of habitus which is useful in understanding habitus in terms of a system of dispositions. He pointed out that dispositions suggest ways of thinking that emanates from the past socialisation. They predispose individuals to act out what they have internalised from past experience but does not determine them to do so. In this way they predispose their holders to generate new forms of action that reflect the original socialisation experiences. Dispositions are acquired informally through experiences of social interactions and responsible for how the person functions as they generate principles that guide the practices. Because of their generating principles that can guide practice, dispositions can be taken as capacities that give practices particular manner or style. The fact that these capacities

are internalised, makes habitus an embodied phenomenon which operates at the unconscious level.

According to Bourdieu, the unconscious denotes the invisible forces which manipulate the actors behind their backs (Adams, 2006). Bourdieu (1991) believes in the predominance of the "past self; past behaviours that have been unconsciously internalised which made him to consider habitus as "yesterday's man who inevitably predominates in us since the present amounts to little compared with the long past in the course of which we were formed and from which we result" (Bourdieu, 1977, p. 79). This amounts to the emphasis placed on the past experiences in shaping identity. The link of habitus to identity cannot be well understood in isolation without the notion of field.

3.3.2 Habitus and field

To achieve habitus theory's full analytic potency it is appropriate to link the concepts of habitus and field to one another. According to Bourdieu, *field* is a space of social possibilities in which people act and interact. This social space can be a network, structure or set of relationships which may be intellectual, religious, educational, cultural and others (Navarro, 2006, p. 18)) and has obligatory boundaries of experiential context (Adams, 2006). The field is a structured space of positions, a force field that imposes its specific determinants upon all those who enter it (Wacquant 2006). This means they are rules and regulations that are imposed to people who enter the field.

Moreover, it is important to take note of a relational aspect of identity that is brought in by habitus and field. The position occupied in the field inclines an agent towards particular patterns of thought and conduct, making habitus and field depended on one another (Bourdieu & Wacquant, 1992). For example for people to know where and who they are, they should know their proper relations to others (Coldron & Smith, 1999). Consequently, habitus and field together determine how people act in the society because of the positions they occupy. To further the idea of the relationship between habitus and field, Bourdieu (1999) suggested that habitus has an infinite capacity to generate products, thoughts, perceptions, expressions and actions whose limits are set by historically and socially situated conditions of its production. It also tends to

generate all the reasonable common sense behaviour which is possible within the limits of these regularities. Field therefore provides the socially situated conditions and regularities.

3.3.3 Habitus and the self (identity)

Burkitt (2002) clearly explains how habitus constitute the self. Since habitus describes modes that predispose individuals towards particular forms of actions in a given situation, it portrays habitual aspects of self which form the basis of our character. In this regard habitus constitute the self which demands for certain kinds of activities. The habitus that people acquire creates dispositions towards certain types of activity and the development of the self (Aristotle, in Burkitt, 2002). Habitus comes as dispositions that generates certain actions in particular contexts that we are aware of performing yet we do not know why we perform them and is therefore non-reflexive. In line with this view habitus is central to what makes human into self. In this regard, identity is seen in what a person does or practices being influenced or emanating from the habits acquired from past experiences.

3.3.4 Habitus theory and pre-service teacher emerging professional teacher identity

Habitus provides a general understanding of how the past social structures get into the present action and how the current actions confirm or reshape current structures (James, 2011; Bourdieu, 1993) which is useful in understanding the influences upon identity. It explains how personal factors emanating from past experience can influence who the person is at present (Proweller & Mitchner, 2004). The influence comes from an actor's response to opportunities and constraints offered by the present situations in terms of deeply ingrained past experiences (Swart, 2002). The pre-service teachers came to the programme with social past experiences embodied in them as dispositions. Dispositions can be taken as embodiments of previous social fields where individuals carry ways of thinking and being and doing from one place to another (James, 2011). The dispositions were likely to influence their response to the opportunities and constraints offered by the teacher education programme. Using the concept of habitus as an analytical tool will therefore assist in examining the past social structures that shaped dispositions of pre-service teachers and how these dispositions influenced ways of thinking, being, doing (emerging identity), in the ECD/FP teacher education programme.

The habitus theory also informs in the need to consider both personal influences and social context in which the person is operating in order to understand identity. This need is clarified by Wacquant (2006, p. 8) who states;

> "..one must inseparably dissect both the social constitution of the agent and the make-up of the particular context within which one operates as well as particular conditions under which they come to encounter and impinge upon each other".

The social constitution of the agent and the make-up of the particular context and conditions create the need to consider the person and the ECD/FP teaching profession in understanding emerging identity in the case of this study. This understanding provides the rationale for considering the personal and professional in understanding emerging identity. In this regard research questions were designed in such a way to firstly come up with personal dimension from which personal influences would be determined. Secondly, focus was on the influences from the social context which is professional context and the emerging identity shaped by ECD/FP professional context. In explaining the emergent identity, why the personal and professional are inseparable was considered. The research questions therefore sought to understand the emergent identity through influences from both the social constitution of the agent and the nature and conditions of the professional context within which they operated

Furthermore, from the habitus theory, the relationship between habitus and field are important in the emerging identity. For this study, the *field* is the teaching profession in which the ECD/FP programme is located. Each field has its own practices that constitute a way of doing things (Zembylas, 2007). Likewise teaching in ECD/FP has its own ways particular to it which the pre-service teachers should know and practice. As pre-service teachers join the field, they bring along with them dispositions from past experiences which influence how they see themselves as ECD/FP teachers as well as how they participate in the programme. In this regard, habitus informs practice from *within*, and field structures action and representation from *without* (Wacquant, 2006), and *within* and *without* bring into play the person and the context in identity formation.

Since habitus is linked to experiences (Bourdieu, 1977) it can, for example, change over time and across circumstances. The habitus with which one enters a particular context can shape practices

or be shaped by practices within the context (Harker, 1984). These are great insights in understanding emerging identities of pre-service teachers. As pre-service teachers experience the ECD/FP teacher education programmes what impact do the habitus they brought to the programme have on their experiences as their professional teacher identity emerge? Through habitus, how habitus will shape their practices as they enter the teacher education programme can be examined to find out influences on identity. In this regard, experience from both the personal context and professional context can be identified to better understand the emerging identity. Moreover choice on what to do or not can be understood from habitus.

Habitus is basis for the choice of actions that we feel are appropriate to the situation we find ourselves in (Bourdieu, 1977, 1990; Burkitt, 2002; Pearce & Morrison, 2011). Teaching as a field provides choices for those who want to join the field. The pre-service teachers when they decided to join teaching they were presented with possible choices such as ECD/FP, Intermediate Phase, Senior Phase and Further Education and Training levels of education according to the South African context. Aristotle (in Burkitt, 2002) states that the way people choose to act emanates from prior dispositions formed by their habitus. Coldron and Smith (1999) contend that by choosing some and rejecting other possibilities in a field of choice, a teacher will be affirming affiliations and making distinctions that constitute an important part of one's professional identity. Habitus theory provides an understanding of why pre-service teachers choose certain possibilities and leave some. However habitus theory is not without criticisms.

Habitus theory is criticised for its deterministic approach (Burkit, 2002; Adams, 2006). According to Bourdieu (1984, p. 468) "…the cognitive structures which the social agents implement in the practical knowledge of the social world are internalized, embodied, social structures which function below the level of consciousness and discourse". Adams (2006) criticises this idea by arguing that there is hardly reflexive agency in its meaningful sense of the world. He further notes that how a person act is determined by what has already been internalised from the past experiences which is at the unconscious level. This implies that if the person's dispositions links with what one finds in the field, the person will just fit in. The fitting in is emphasised by Bourdieu (1989, p. 43) who asserts that "when habitus encounters a social world of which it is the product, it finds itself 'as a fish in water', it does not feel the weight of water and takes the world about itself for granted".

The metaphor of 'fish in water' exemplifies the comfort that a person feels if his/her habitus (dispositions) are aligned to the requirements of the field. For example if a pre-service teacher finds out that what he/she is required to practice in the ECD/FP programme is in line with his/her beliefs and values, one can just fit in without any problems and assumes identity as ECD/FP teacher. However, social structure and unconsciousness in habitus may compromise the agency in individuals (Burkitt, 2002; Adams, 2006). In this case dispositions may limit how the person negotiates meanings as one operates in a social space resulting in mindless conformity. Jenkins (1992) views mindless conformity as not allowing actors to reason despite the fact that it is a world where behaviour has its causes. Community of practice theory fills this gap and the shortcomings of habitus theory by providing understanding on how meanings are negotiated through practice to provide a full understanding of emerging identity.

3.4. Community of Practice theory

Community of practice is a socio-cultural theory that provides an understanding that identity is as a result of a person interacting in a context. The context is taken as the community of practice in which the person interacts to form identity. Wenger (1998) considers a community of practice as a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this are by interacting on an ongoing basis. Through community of practice theory, "identity is produced as live experience of participation in specific communities through engagement with members of a community making use of repertoire of that practice and acquiring competence in it, taking on the perspectives and aligning oneself with it" (Smith, 2007, p. 381). How the person interacts in the community of practice is considered as how identities are formed.

Community of practice theory (Wenger, 1998) is broad and it also covers how learning takes place through a community of practice. Learning is considered as identity when people come to learn, change their behaviours and how they identify themselves (Wenger, 1998). The view that learning is acquiring an identity is in line with becoming. In this regard newcomers to the community of practice can learn and form identities as they become included in the community of practice (Wenger, 1998; Smith, 2007). This view of learning and identity was seen by Smith (2007) as relevant in offering a way of viewing pre-service teachers as becoming teachers. As

community of practice offers a view of identity as becoming, it becomes relevant in framing an understanding of pre-service teachers as they are in the processes of becoming teachers.

In community of practice theory, Wenger (1998) brings out three distinct modes that are important in understanding identity formation in Communities of practice. Wenger (1998) sees identity as "belonging" in terms of three modes which are also sources of identification; *engagement, imagination* and *alignment*. The modes of belonging are useful in making sense of the processes on identity formation and they are defined as follows (Wenger 1998, p.173);

"(i) Imagination - creating images of the world and seeing connection through time and space by extrapolating from our own experience

(ii) Engagement - active involvement in mutual processes of negotiation of meaning

(iii) Alignment – coordinating our energy and activities in order to fit within broader structures and contribute to broader enterprises".

These modes of belonging are interrelated because most of what we do involves a combination of engagement, imagination and alignment (Wenger, 1998). Clarke (2008) explains this relationship of the modes by stating that identity work in one mode will influence the other mode. The modes of belonging are elaborated below to show how they facilitate identity formation.

3.4.1 Modes of belonging as processes of identity construction
3.4.1.1 Engagement

Engagement is seen as a powerful source of identification as it involves investing ourselves in what we do as well as our relations with other members of the community (Tsui, 2007). Engagement as a process of identity formation entails active involvement in mutual process of negotiating meaning (Wenger, 1998). We get a sense of who we are through relating ourselves to other people and it is through engaging in practice that we find out how we can participate in activities and the competence required. Therefore, e*ngagement* allows us to invest in what we do and in our relations with other people, gaining a "lived sense of who we are" (Wenger, 1998, p. 192*).*

3.4.1.2 Imagination

Imagination is an important component of our experience of the world and can make a big difference for our experience of identity (Wenger, 1998). *Imagination* refers to creating images of the world and our place within it across time and space by extrapolating beyond our own experiences. However, there is need to fully understand practice for one to engage in the process of imagination. Without understanding one cannot go beyond the present to create images of how one envisions himself/herself. According to Wenger (1998), lack of understanding of practice can lead to stereotyping where generalisations are made on specific practices.

3.4.1.3 Alignment

Alignment coordinates an individual's activities within broader structures and enterprises, allowing identity of a larger group to become part of the identity of individual participants (Wenger, 1998 pp. 173-174). Through alignment we become part of community or group, for example, people express their belonging to the broader social system in which the industry operates through alignment with the expectations of the employer. As in teaching, teachers align themselves with the expectations of the teaching profession. Alignment allows us to see the effectiveness of our actions beyond our own engagement. Alignment links with power and as a result it is achieved through a complex interplay of compliance and allegiance. As pre-service teachers enter the foundation phase programme, they are expected to align their practices to the expectations of foundation phase teaching. However, it depends on the individual person as to how they align with the practices. How one aligns him/herself will determine a sense of belonging which result in identity formation (Wenger 1998).

Wenger further suggests that, alignment can be through allegiance or through coercion and allegiance that comes through free will creates a good ground for identity construction as compared to that which comes through coercion. Wenger (1998) argued that alignment can be unquestioning allegiance that makes us vulnerable to all kinds of delusion and abuse. This comes when people are coerced via threats and violence to align their practices. In this case a sense of belonging is thwarted because one is doing it out of fear unlike where one decides on his/her own to align practices. As a result it becomes difficult for one to construct an identity because

the person is acting out of her/his own will. Wenger (1998) further points out that alignment achieved purely through coercion and oppression affects our identities and lead to dissociation and alienation.

Through the above mentioned modes of belonging, the theory proposes that identities are formed during the "tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts" (Wenger, 1998, p. 188). In this regard, identity formation in considered to take place through a dual process of identification and negotiating meaning (Tsui, 2007). Identification is linked to how people identify themselves through building associations and differentiations; hence identification has to do with belonging to communities. Negotiating meanings occur when people are active in their social space as they engage in practice.

3.4.2 Negotiation of meanings

According to Wenger (1998), human engagement in the world comes through a process of negotiating meanings which entails both interpretation and action. In the processes of participation, people tend to produce meanings which compete for the definition of events, actions (Tsui, 2007, p. 661). Some meanings have more currency than others and their relative value are subject to negotiation. Tsui (2007) went further to say people claim ownership over meanings produced in the sense of being able to use, modify and appropriate them as their own.

Power is also involved in negotiation of meanings through ownership of meanings. According to Wenger (1998) inability to negotiate and claim ownership of meanings because of unequal power relations can create an identity of nonparticipation and marginality. This aspect help to see whether pre-service teachers are developing an identity of marginality as foundation phase teachers, given the background history of marginalisation of teachers of young children. Are they able to negotiate meanings of professionalism and come to identify themselves as professional teachers. However this theory is not without criticism. Varghese, Morgan, Johnston and Johnson (2005) mention community of practice theory's weak consideration of power relations. The theory does not account for how relationships and understanding are influenced by the how the work is structure. The theory considers relationships as natural whereas the interaction that occurs is likely to be influenced by the task and the formal controls put in place (Cox, 2005). In

this regard, belonging can be structured and not natural which links with how power is involved in negotiating meanings.

3.4.3 Modes of belonging and identity formation in pre-service teachers

The three modes of belonging were appropriate in examining how pre-service teacher were becoming foundation phase teachers because becoming a teacher is exemplified as development of a professional teacher identity (Clarke, 2008). The modes of belonging reveal the processes through which identity is constructed in practice. By examining how pre-service teachers engage in practice, how they align with shared practices and how they integrate their past, present and future in creating images of the teaching (Clarke, 2008), their emerging identity would be revealed.

Since engagement is about investing in what we do and our relationships with people in the community of practice, the process will help determine how pre-service teachers are becoming ECD/FP through relationships with members of the community. Members of the community are: their colleagues, mentors in teaching practice, school principal, lecturers, parents and learners. In addition, how they engage themselves in the activities and practices of ECD/FP for example in adopting teaching style and methods for the phase, how they interact with parents and children and so on can reveal how they are becoming teachers. Becoming ECD/FP teachers will also be identified through the images they create. This is seen in what kind of teachers they want to be and their emerging professional teacher identity can be identified from those images. Alignment will help determine whether pre-service teachers are aligning their practices with expectations of the profession. Belonging to the profession is identified if they align with practices in the ECD/FP which also contribute to developing a professional teacher identity.

As pre-service teachers participate in the programme, they are involved in the process of negotiating meanings which put them in a give and take situation. In this regard they tend to participate in activities they see as meaningful. Negotiation of meanings, therefore determines the extent to which one is able to contribute to and shape meanings in which one is invested making it fundamental to identity formation (Tsui, 2007). In the process of negotiating meanings, they develop a sense of belonging to the profession which leads to developing a professional teacher identity.

Given the above, Wenger's theory therefore provides a framework with which to explore the emergent identity of pre-service teachers through making sense of their lived experiences. As pre-service teachers engage in professional practices, imagine what kind of teacher they want to become and align their practices to the teaching profession; they form a teacher professional identity. In this theory, teacher professional identities are constructed as a result of pre-service teachers being active participants in the practice of social communities, which are university community and teaching practice schools.

Combining the Habitus and Community of practice theory in understanding identity explains how the subjective (habitus) and the objective (community of practice or field) influence identity construction which is found in how the self and the context interact in the process. The habitus of the pre-service teachers are considered as an open system of dispositions that is constantly subjected to experiences that either reinforces or modifies its structure (Bourdieu & Wacquant, 1992, p. 133). This provides the manner and extent to which teaching identities are transformed or re-formed within a system. We always have our own theories and ways of understanding the world, and our communities of practice are places where we develop, negotiate and share them (Wenger, 1998, p. 48). We cannot become human by ourselves, it is through the interaction of the individual and the community that identity is continuously buffeted and reshaped (Wenger, 1998 p. 41).

From these two theories several conceptions of identity emerged which is useful as a frame in understanding professional teacher identity. The two theories bring out the relational nature of identity. From the habitus' perspective, the relationship between the context and the person is shown through how past social structures shape who the person is. In community of practice, how identity is formed in a context is provided. Conception of identity as contextual and relational emerges. Moreover relationships with people in a context in the process of identity formation in a community of practice bring in the emotional aspect. How the person acquires identity of a community of practice to become a teacher indicates the shifting nature of identity. These conceptions of identity are essential to frame understanding of professional teacher identity. They also concur with assumption identified by Rodgers and Scott (2008) which are adopted for the conceptual framing of professional identity.

3.5 Conceptual framework for understanding Professional Teacher Identity

Further concepts that frame understanding of professional teacher identity emerged from understanding the concepts of habitus and modes of belonging from the theory. It was noted that the concepts concur with the assumptions of identity suggested by Rodgers and Scott (2008) which frames identity as; contextual, relational and emotional, shifting and multiple and storied. To add to the four assumptions given above, the concept of emerging identity is also considered since it appears in the title of the thesis. These five concepts of identity are clarified below as a conceptual framework in understanding professional teacher identity.

3.5.1 Identity as contextual

Identity is dependent upon the contexts in which we immerse ourselves: schools, teacher education programmes, study groups, family, religious groups, political parties and so forth (Gee, 2001; Beijaard et al., 2004). The experiences one will have in the context in which he/she is have an influence on the identity formation of the individual. Rogers and Scott, (2008 p. 734), argue that contexts inevitably shape our notions of who we perceive ourselves to be and how others perceive us. It is through interaction between the person and the context that identity is formed (Sutherland et al., 2010, p. 456). The idea of identity being shaped by context is clarified by Wenger (1998) in stating that a person's identity arises from his/her personal knowledge and the refinement and adjustment of this knowledge through his/her negotiated experiences within a particular community. The context provides the experiences that help to refine and change one's beliefs and perceptions leading to identity formation.

Teacher Education programmes are organized around two different contexts, formal education, where pre-service teachers learn theory at the University and practicum experiences in schools and classrooms. The teacher education context provided the professional context. How the personal and professional contexts combined to shape the emerging identity is the concern of this study.

Moreover, teaching disciplines tend to have particular teaching cultures which are likely to influence identity formation (Beauchamp & Thomas, 2009 p. 184). ECD/FP as a teaching discipline has its own culture of teaching which can influence identity formation differently from other teaching disciplines. Woodrow (2007) pointed out that teaching young children combines

notions of education and care. These notions emanating from the context of ECD/FP were checked in analysing data as they were considered likely to impact on the emerging PTI of ECD/FP pre-service teachers.

3.5.2 Identity as relational and emotional

Relationships and emotions play a part in identity formation. Relationship is essential to identity primarily because, to have any identity one must be recognized as a particular "kind of person" by others (Rogers & Scott, 2008, p. 735). One should be recognized as a teacher by people whom one relates to in the context. The process of identity formation begins with a person's self-perception of being a teacher and then being seen by others as a teacher. In the case of FP student teachers, they relate to lecturers, colleagues, mentors, school children, principals, other teachers and parents. As they interact with these people, they learn professional roles and moderate their actions according to these people's expectations (Beijaard et al., 2004) and teacher professional identity is constructed.

Relationships brings with them emotions. Emotions are considered as critical in identity formation (Yoo, 2011; Jansen, 2001; Britzman, 1993). Emotional basis for teacher identity means ways in which teachers understand their capacity to handle the emotional demands of their work (Jansen, 2001, p. 242). Emotions may alter a teacher's identity in relation to the profession, but may also be altered by aspects of the profession (Beauchamp & Thomas, 2009, p. 180).

3.5.3 Identity as shifting and multiple

As identity is contextual and relational, it becomes prone to change as contexts and relations change. Literature reveals that teacher identity is dynamic. It shifts over time under the influence of a range of factors both internal to the individual (emotions) and external (job and life experiences) (Rodgers & Scott, 2008; Flores & Day, 2006; Sachs, 2005). Changes in feelings as well as in experiences can make a shift in one's identity. Gee (2001, p. 99) elaborates this shift by stating "the kind of person one is recognized as 'being' at a given time and place, can change from moment to moment in the interaction, can change from context to context, and can of course be ambiguous or unstable". This implies the on-going dynamic nature of identity and therefore it is a process. Pre-service teachers' professional identities are likely to shift as they

gain new understandings and as they progress in the teacher education programme to become teachers. Beijaard et al. (2004) summarised this characteristic of identity as an answer to the question of "Who am I at this moment?" implying that identity can change at any moment depending on experiences, hence the adoption of the term "emerging" professional teacher identity for the title of this study.

Apart from being dynamic and shifting, identity is also varied and multiple. The idea that the kind of person can change from moment to moment and form context to context brings with it multiple identities. Within a teacher's professional identity are sub identities, which may be more or less central to the overall identity and must be balanced to avoid conflict (Beauchamp & Thomas, 2009). A teacher might have a core identity but there are multiple forms of this identity as one operates across different contexts (Gee, 2001). Thus a teacher can be a leader, assessor, sports master, counsellor as sub-identities emanating from teacher professional identity. Given the multiple identities how PTI of pre-service teachers emerged was the concern for this study.

3.5.4 Identity as storied

Stories play an important role in identity formation. According to Connelly and Clandinin (2002), teacher identity is a unique embodiment of his/her stories to live by, stories shaped by the landscapes past and present in which she lives and works. A coherent sense of identity is characterized by an individual's ability to integrate experiences in the outside world into an 'on-going story about self' (Giddens, 1991, p. 52). Stories are considered as ways in which identity is expressed. We make sense of identity through the practice of narratives, or through telling of our stories (Rogers & Scott, 2008, p. 737). The teacher's voice is conceived as the measure of the extent to which a person can articulate a personal practical identity image of himself/herself as a teacher (Sutherland et al., 2010). Professional teacher identity is therefore constructed through the stories that one tells oneself and that others tell. These stories change over time, across contexts, and depend upon relationships, bringing in the dynamic nature of identity. To find out how student teachers are constructing their professional teacher identities stories in form of narratives will be used.

3.5.5. Emerging Identity

The concept of emerging identity needs clarification since it appears in the title of the thesis. *Emerging* in simple terms means "coming out", however when considered as a concept, there is need for a comprehensive definition to give insight into the process of emerging which in a way is useful in understanding identity. A definition considered as relevant is one by Goldstein (1999) who studied emergence as a construct. He considers emergence as the arising of a novel and coherent structure, patterns and properties during the process of self-organisation in complex systems. Borrowing from Goldstein (1999) the patterns and properties that emerge during the process of self-organization can be related to the emerging identity taken as the new identity arising from interactions in a complex system. It is during pre-service education that students develop a series of attributes they need for deep understanding of complex practice and ethical conduct associated with the work of teachers (Shulman, 1998). The development of a series of attributes is related to the emerging of professional teacher identity. Therefore, pre-service teachers take on a new identity of professional teacher when characteristics or patterns that are linked to the profession start to show.

The concept of emerging identity was based on the idea that identity is not something fixed or imposed but something that is negotiated through experience and the sense that is made of that experience (Sachs, 2005). Pre-service teachers undergo a shift in identity due to a range of experiences they gain in the process of becoming teachers and this shift may continue throughout their career because of interactions with school and broader communities (Beauchamp & Thomas, 2009). Cote and Levin (2002) claim that it is possible to recognise identity at different levels of manifestation through characteristics, therefore this study focused on identity at the pre-service level which is considered as emerging and associated with becoming a teacher.

3.6 Conclusion

This chapter presented the theoretical and conceptual framework that guided interpretation and understanding of the findings on professional teacher identity. A socio-cultural perspective which views identity as made up of the social, cultural and historical aspects of a person (Wenger, 1998) provided a theoretical landscape of the study. Within the socio-cultural perspective, Habitus theory of Bourdieu (1977) and Community of practice theory of Wenger

(1998) from which modes of belonging were drawn, formed the theoretical framing for this study.

These two theories together locate identity within and external to the individual (Rodgers & Scott, 2008; Britzman, 2003) giving a holistic approach to understanding of professional teacher identity. Habitu**s** is developed from past experience and embodied as dispositions which predispose one to think and act (Bourdieu, 1977). Modes of belonging from community of practice indicate how identity is formed through processes of engagement, alignment and imagination as a person belongs to a community of practice. Through habitus, influences from the person that impact on the identity are identified while modes of belonging provide lenses to examine how person (habitus) interacts with the context in the process of identity construction. The two theories bring in an understanding of how identity is brought about from interaction between the person and the profession.

The conceptual framework was derived from basic assumptions of identity emanating from the theoretical framework and those identified by Rodgers and Scott (2008). Identity is considered as contextual, relational and emotional, shifting and multiple as well as emerging. These concepts frame an understanding of professional teacher identity. The theoretical and conceptual frameworks provided guidance on how professional teacher identity was to be researched, analysed and understood. Understanding that identity is contextual, relational, multiple and storied guided on the research methods and the type of data appropriate for this study. The next chapter discusses the methodology used for this study.

CHAPTER 4

Research design and methodology

4.1. Introduction

Chapter 3 argued for a socio-cultural perspective as appropriate for exploring the emerging identity of ECD/FP pre-service teachers because of its focus on the interaction between the person and the context in identity construction (Wenger, 1998). This perspective is useful in understanding the emerging professional identity as it broadens the social and cultural aspects that characterise identity. In this regard socio-cultural theories Bourdieu's Habitus theory and Wenger's Community of Practice theory were considered as analytic tools for understanding professional identity focusing on the personal and professional identities in constructing a professional teacher identity. This theoretical framing provided an analytic framework of understanding identity and also influenced on the methodological considerations; the type of data to be collected, how it can be collected as well as its analysis.

This chapter addresses the methodology used in this study. Punch (2008) identifies methodology as situating the researcher in the empirical world whereby research questions are connected to data raising questions that pertains the choice of research design. This study sought to understand the emerging professional teacher identity of ECD/FP pre-service teachers by answering the following critical questions;

1. What are the personal identities of ECD/FP pre-service teachers at a selected institution of higher learning?
2. What are their professional teacher identities?
3. How can we explain the emerging professional teacher identity of pre-service teachers?

To address these questions, a qualitative interpretive approach using a case study research design was adopted. Six pre-service teachers in the final year of ECD/FP Teacher Education programme were purposefully selected to participate in the study. Narrative methods which include poster narrative, semi-structured interviews, reflective writings and teaching practice reports were used to collect data. Adoption of the above mentioned methodology emanated from the philosophical positions considered for this study; that is the epistemology and ontology. Epistemologically, the

interpretive approach bears an anti-positivist orientation which positions knowledge and understanding as emanating from the experiences of actors in social contexts (Merriam, 2009; Neuman, 2009). Professional teacher identity is considered as emerging from the experiences of the pre-service teachers in their social contexts. In using the qualitative interpretive approach, the aim was to understand the subjective lived experiences of participants and interpret them to give them meaning (Cohen, Manion & Morrison, 2011). The ontological view that underpins this study is therefore based on reality as socially constructed (Mac Naughton, Rolfe, & Siraj-Blatchford, 2006). This implies that meanings from the participants' experiences would be determined by social context and constructed from interaction between human beings.

The chapter begins with a discussion on the research design which locates the study in the qualitative interpretive approach. This is followed by a discussion on the research context and participants. Next, the research processes undertaken such as gaining access to the research site and collecting data which included use of poster narrative, semi structured interviews, reflective writings and teaching practice reports are discussed and justified. In addition, data analysis procedures undertaken will be discussed. This is followed by some key limitations of the study and the attempts made to address them, and the conclusion which summarizes the salient aspects of this chapter and introduces the next chapter.

4.2. The Research design

For a study to reach sound conclusions a plan or strategic framework that guides the research activity should be put in place (Terre Blanche, Durrheim, & Painter, 2006, p.34). This strategic framework is known as a research design which is a theoretically grounded framework that describes how the study is conducted and indicates how empirical evidence for answering the research questions was collected and analysed (McMillan & Schumacher, 2006). A research design is therefore a kind of a plan which guides the researcher in collecting and analysing data to come up with answers to the research questions. In designing this study, three elements were considered; research paradigm/ approach, research strategy and research methods (Creswell, 2008). Since a paradigm frames the study (Mac Naughton, Rolfe, & Siraj-Blatchford, 2006) by giving guidance to the research strategy and research methods to be used, it was the first element to be considered. A qualitative interpretive paradigm or approach was adopted for this study for the reasons to be discussed below. Through the qualitative interpretive paradigm or approach,

methods to be used in carrying out the study such as sampling methods, data collection methods, data analysis and interpreting methods as well as the type of knowledge to be produced were determined. Framed within the qualitative interpretive paradigm or approach the study adopted a case study narrative research design.

4.2.1 Qualitative Interpretive Approach

Qualitative research is an umbrella term that covers an array of interpretive techniques that seek to find meaning to naturally occurring phenomenon in the social world (Merriam, 2009). In this regard, interpretive and qualitative researches are used interchangeably and qualitative research is itself characterised by an interpretive approach (Denzin and Lincoln, 2000). To capture both aspects of qualitative and interpretive aspects of research, the term qualitative interpretive approach was adopted in describing the research approach or paradigm adopted for this study. Given the nature of the study which sought to explore and understand the emerging professional teacher identity of pre-service teachers a qualitative interpretive approach was appropriate since it aims to collect verbal, textual, visual and observable data which provides in-depth understanding of actions and meanings (Cohen, Manion & Morrison, 2011). How the study fits the interpretive paradigm is found in what interpretivism seeks to do.

Interpretivism seeks to explain how people make sense of their circumstances of the social world and the interpretivist researcher's task is to understand socially constructed, negotiated and shared meanings, (Mac Naughton, Rolfe,& Siraj-Blatchford, 2006),which implies that interpretive research is grounded in people's experiences (Briggs & Coleman, 2007). In exploring the emerging professional teacher identity of ECD/FP focus was on how they interpret their world around them which was their experiences in the profession. In order to understand their experiences, the researcher had to interact with them through dialogue and conversation as opposed to just being an observer. Since the interpretive paradigm uses qualitative research techniques it was appropriate to use the term qualitative interpretive to capture the essence of the interpretive paradigm used.

Adopting a qualitative interpretive paradigm was driven by an endeavour to understand the subjective world of human experience (Cohen, Manion & Morrison 2011). Identity is more of subjective rather than objective because it has to do with how people feel. Deaux (2001)

illustrated the subjectivity that comes along with identity by pointing out that although every person who teaches can reasonably be called a teacher, it is not every teacher who feels strongly identified with this name. In this regard, how people identify themselves with the teaching profession has to do with their feelings, beliefs, values and perceptions of the profession. Therefore in studying identity, the researcher deals with subjective data which can be approached using qualitative interpretive approach.

Furthermore, in-depth analysis of phenomenon provided by qualitative interpretive approach (Cresswell, 2008, Punch, 2008, Mashall & Rossman, 2011) made it relevant in fulfilling the aim of this study which was to understand professional teacher identity of pre-service teachers. Given that professional teacher identity is "a complex phenomenon which comes with a lot of issues" (Beauchamp & Thomas, 2009 p. 175), understanding it requires an in-depth analysis. Qualitative interpretive approach allowed for this in-depth analysis to unravel the complexity for a better understanding of the phenomenon. In addition, investigating identity requires a person to define his or her own experiences and meanings of particular situations as opposed to something that is external and easily observed (Wenger, 1998; Flores & Day, 2006). Therefore there was the need for an approach that would enable the researcher to get these experiences and meanings from the participants. The qualitative interpretive approach, which allowed for the researcher to interact with participants to find out how they interpret their social world (Cohen et al., 2011) was thus appropriate. Qualitative interpretive approach therefore became the relevant paradigm or approach for this study because it involved "taking people's subjective experiences, making sense of people's experiences by interacting with them and listening carefully to what they tell, and making use of qualitative research techniques to collect and analyse information" (Terre Blanche et al., 2006 p. 274).

However, within the qualitative interpretive approach, there are different forms of research designs that can be used by researchers depending on the nature of the study and the type of data to be generated. The study aimed to understand the emerging professional teacher identity of pre-service teachers studying cases would enable this understanding as compared to using a large number of participants. Drawing from a qualitative interpretive approach, a case study research design was therefore chosen as appropriate in which six students in ECD/FP teacher education programme from a selected university were studied. Within the case study design, narrative data

collection methods were used. A combination of case study and narratives bred a case study narrative design.

4.2.2 Case Study Narrative Research Design

Bringing in narratives into a case study made the researcher consider narrative case study as the term for the research design for this study. In order to understand the emerging professional teacher identity of ECD/FP pre-service teachers, six cases were studied. For one to understand a human being, his or her actions, thoughts and reflections, there is need to consider the context in which the particular individual operates (Moen, 2006). The study made use of a bounded context which Miles and Huberman (1994) considered as a case. The bounded context was a selected university with its ECD/FP teacher education programme and a specific cohort of final year pre-service teachers from which participants were drawn. The university context with its curriculum and ECD/FP teacher education programme provided a unique context of shaping professional teacher identity, which is not similar to other universities and other teacher education programmes like Intermediate/ senior phase or Further Education and Training as found in the South African Education system. In this regard, the university is considered as a case because of its uniqueness in shaping identity

Since interpretivists consider knowledge as always 'local' and specific to a particular research project conducted within particular circumstances with particular participants (Mac Naughton et al., 2006), the particular university is considered as a case and within this case six cases were studied. Six pre-service teachers) were collectively studied to understand the emerging professional teacher identity of pre-service teachers within the bounded context was examined in order to investigate professional teacher identity phenomenon. The need for the use of several cases was informed by Cresswell (2005), who argued that using more than one case can provide a better insight into the issue being studied. The need to understand professional teacher identity of pre-service teachers made the researcher consider examining several cases. A case study was therefore adopted in studying emerging professional teacher identity.

A case study design was adopted based on the suitability of such a design for the purposes of the study. Yin (2009) made several contributions to understanding case study as a research method. He suggested that a case study is an empirical inquiry that investigates a contemporary

phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clear. He further identified a case study as relying on multiple sources of evidence giving space for data triangulation. The aforementioned ideas made case study a relevant method of carrying out this study.

The need to study the emerging professional teacher identity in its real life context of as the pre-service teachers were undergoing an ECD/FP teacher education programme made a case study a relevant method. Additionally, the boundaries between phenomenon and context were not clear in the sense that what the pre-service teachers brought from their experiences in other contexts into the programme could also influence or be influenced by the context in shaping professional teacher identity. The formation of professional teacher identity could therefore strictly be attributed to the profession, other influences other than the profession were considered, and hence boundaries between phenomenon and context were not clear.

Reliance of case study on multiple sources of data also made it a relevant research design. The use of more than one source of data was very appropriate for this study since it aimed to understand identity and one source could suffice to provide the understanding. In addition, a case study was preferred over other research designs because of its relevance in addressing the 'how' questions as well as its applicability in where the researcher has little control over events (Yin, 2003; Merriam, 1998). In seeking to understand professional teacher identity the 'how' question was focused as the study focused on providing an explanation of the emerging identity of pre-service teachers. Having made the considerations above, a case study design became an appropriate design for exploring professional teacher identity in order to understand it.

The nature of identity formation made the researcher consider narrative methods. Identity can be articulated through talk, social interaction and self-presentation (Zembylas, 2003; Danielewicz, 2006; Alsup, 2006) and develops as part of a narrative self (Giddens, 1991). Based on this information, narrative methods were considered appropriate for collecting data. Narratives made it possible to see how participants were creating their identities as they were involved in narrating them. Therefore narrative methods of collecting data were adopted within a case study design

Narrative can be considered as both a phenomenon and a research method (Connelly & Clandinin, 2000). For this particular study, narrative was used as a research method. Narrative research method assumes that people construct their realities through narrating their stories and the researcher explores these stories as told by participants (Marshall and Rossman, 2011). A story is defined as "a spoken or written text giving an account of an event/action or series of events/actions that are chronologically connected" (Cresswell, 2007, p. 54). From the accounts given in a story, experiences of people can be revealed. For people to become who they are, it is dependent upon their experiences from the social contexts in which they have participated (Wenger, 1998). As they tell stories, individuals assign meaning to their experiences (Moen, 2006) and identify themselves in the process. Stories are therefore one of the most pervasive forms that can be used to represent experiences (Chan, 2012).

In the narratives, attention was given critical issues that had a bearing on the participants' life experiences as persons and as pre-service teachers. Through narratives, experiences from the social contexts in which they have participated in as well as the meanings they attach to those experiences were unearthed. As they narrated their stories, a narrative thread the participants drew on to make sense of their experiences and themselves were provided (Tsui, 2007, p. 657). As the participants recounted their stories, the researcher could get a sense of what the participants care about most, what motivates them, the dilemmas with which they live (Connelly & Clandinin, 1999). Beliefs, values and perceptions on ECD/FP teaching as well as how they viewed themselves as teachers emerged. Their personal and professional teacher identities were therefore identified since teachers like all other human beings are storytellers who individually and socially lead storied lives (Connelly & Clandinin, 1990). From the research design, the research context was also considered.

4.3. The research context

The context from which the study was carried is considered as an important contributor to the pre-service teachers' emerging professional teacher identity, hence the need to make it clear. It is argued that the context provides experiences that help to refine and change one's beliefs and perceptions leading to identity formation (Chong et al., 2011). In addition, for qualitative research, the truth about human behaviour is dependent of context (Punch, 2008). The research

context was the ECD/FP teacher education programme at a selected institution of higher learning in South Africa.

During the time of this current study, there was a drive by the Department of Higher Education to improve the quality and quantity of teachers teaching in the foundation phase of the education system in South Africa. Institutions of higher learning were starting to give attention to the training of Foundation phase teachers. From the 26 public universities, 13 had headed the call by the Department of Higher Education to train foundation phase teachers (Green et al., 2011). This was a time when foundation phase teachers were beginning to obtain degree qualifications alongside other teachers like secondary school teachers. The particular higher education institution from which participants were drawn was one of the institutions that had heeded the call to offer an ECD/FP teacher education programme.

This institution also offered teacher education programmes at all levels of the education system. The ECD/FP programme was started in 2005 and three cohorts have since graduated from the programme. The graduates from the four-year programme qualified to teach young children (ages 0-9) from preschool to Grade 3. The cohort from which the participants were drawn was the 4th intake for the foundation phase program in this particular university. The cohort consisted of 122 students who were in the final year of the programme at the time of the study. The EDC/FP teacher education programme exposed students to both theory and practice in the field of early childhood and foundation phase education. The pre-service teachers did their teaching practice in the first four weeks of the second semester in each year of study, starting from second year. It was from this given context that the professional teacher identity of the pre-service teachers emerged.

4.4 Research procedures

This section discusses the research procedures that were undertaken, starting from choosing the site and participants, gaining access and the process of collecting and analysing data.

4.4.1 Selection of site and participants

The process of selecting the site of the study and the participants was informed by both convenience and purpose of the study. The participants were six pre-service teachers in the final year of BEd ECD/FP teacher education programme. Certain considerations were made in choosing the particular higher institution from which participants were drawn as well as the six participants. The selection of this particular university for the study was merely for convenience and not on any other grounds. Leedy and Ormrod (2010), described convenience sampling as a way of taking people or units that is readily available. In this regard, the selected higher education institution was where the researcher was studying. The researcher could easily get in touch with the participants and spend time with them without incurring many costs.

The selection of this particular higher education institution also promoted data collection because closeness to the people and the phenomenon through intense interactions provides subjective understandings that can greatly increase the quality of qualitative data (Marshall & Rossmans, 2011). The researcher interacted with the participants more often and got to understand their how their professional teacher identity was emerging. However closeness may also come with its own shortfalls such as bias and vested interests in the results which may influence the way it is conducted and the outcomes claimed (Punch, 2009). Awareness of these shortfalls made me to take measures to minimise them. Apart from making these considerations in selecting the research site, some considerations were also made in the selection of participants.

Since qualitative research is based generally on non- probability and purposive sampling rather than probability or random sampling approach (Nieuwenhuis, 2010, p. 79), purposive sampling was adopted. In purposive sampling, participants were selected for a particular purpose based on the researcher's judgement that the group represents diverse perspectives on the issue at hand (Leedy & Ormorod, 2010; Briggs & Coleman, 2007). Six participants were purposively selected from final year pre-service teachers in the BED ECD/FP programme at this particular university. Choosing to work with final year ECD/FP pre-service teachers was based on the need to study individuals who manifested the phenomenon intensely (Marshall & Rossman, 2011, p. 105). The assumption was that the final year pre-service teachers had experienced much of the programme

and had gained knowledge and understandings of foundation phase as compared to those in first, second and third year of study.

The selection of participants was based on the willingness to participate in the study. Since the focus was on stories or narratives all ECD/FP pre-service teachers were recognised to have stories to tell (Cresswell, 2013) about themselves. Narratives were gathered from the six participants with the intention of focusing on collective interpretations of the emerging professional teacher identity to give a better understanding of the phenomenon. The researcher chose to work with six participants basing on the trend in qualitative research, that the sample should be large enough to generate a thick description and rich data but not so large to cause data overload (Cohen et al., 2011, p. 162). A group of six participants was a manageable number that gave a thick description while at the same time not so large to cause overload of data which can be challenging to analyse. Below is a brief summary of who the participants were.

4.4.2 The participants

4.4.2.1 Brief history of each participant

Six participants volunteered to participate in the study. A brief history of each participant is given in this section. These histories were derived from their narratives on who they were. The histories are just descriptions that portray who the participants were and no attempt is being made to analyse the data. The histories are given for the purposes of introducing the individuals who participated in this study.   Histories will also provide an understanding of who the participants were and what motivated them to become ECD/FP teachers. In providing the history of the participants, pseudonyms are used to protect their identity.

Morgan

Morgan, a male participant was born in 1969 in Limpopo province in South Africa. He grew up during apartheid his personal history indicated that he was from a historically disadvantaged background as he grew up in the rural areas. He went to school at the age of eight because his parents wanted him to attend to goats and cattle. When he stared schooling, the conditions of learning were not conducive for him. He would travel to school barefooted and his parents could not afford to buy a school uniform for him. At school there were no resources and they sat on the

floor and used cardboards to write on as they were no books. At home his parents did not allow him a chance to read because they still wanted him to attend to goats and cattle during his free time. Against all odds, he managed to finish his secondary schooling and proceeded to a teacher's training college.

He graduated with diploma qualifications to teach in the primary school and began teaching in 1997. He taught for 14 years before he was sponsored by the Education Department in his province to specialise in teaching in ECD/FP. He registered for the BEd (ECD/FP) degree at the particular university. He was motivated to change the situation of young children who grow up in circumstances similar to him. He highlighted that male teachers in ECD/FP are rare and he wanted to show that male teachers can also take care of young children. After graduating, he wanted to be involved in to staff development workshops for teachers teaching in ECD/FP as well as starting his own ECD centre.

Margret

Margret, a female participant aged 42 had grown up during apartheid. Her father was a factory worker in Johannesburg so they lived in Soweto where she was exposed to urban life. She attended pre-school and proceeded to primary school. In 1976, violence erupted in Soweto where students did not want to be taught in Afrikaans. This uprising affected her as child because schools were closed and she could not go to school. Most children in Soweto were taken to their families in Swaziland, and some went to their rural homes. Her father took her to their rural home where she was to stay with her grandmother. Her life changed as she faced challenges of walking long distances to fetch water and firewood. She stayed with her grandmother until she grew up.

As a young child, she enjoyed role playing a teacher. Her grandfather used to tell her that she will grow up to be a teacher. When she finished schooling, her parents would not allow her to take up any other job apart from teaching, nursing and police service as was expected by the community, and she ended up in the teaching profession. She went to a teachers' college where she obtained Diploma qualification. After teaching for 12 years, she was offered a bursary by the education department to enrol for BED ECD/FP programme. Her motivation for choosing to become an ECD/FP teacher emanates from seeing the results of her work especially when young

children who come to school are not able to read and then start reading. Her desire is to be a productive member of society by helping children in reading and writing. She also wishes to belong to a profession and be recognised by others despite being an ECD/FP teacher.

Viola

Viola is a female participant aged 45. She hailed from Limpopo province in South Africa. She is married. She started schooling in 1976 and finished her matric in 1988. She proceeded to train as a teacher at a teachers' college where she obtained Diploma qualifications. She later extended her education by doing another diploma in educational management at a certain university. From there she enrolled for BEd Honours. She had been teaching in schools and at the same time furthering her education. She was one of the people sponsored to specialise in ECD/FP and she enrolled for BEd (ECD/FP) programme in 2009.

Viola's interests were reading and learning. Apart from her teaching job she was also a dressmaker. Her love for children arose from her own schooling where one of her primary school teachers expressed the qualities of love and care. She grew up aspiring to be like her. She sees herself as a mother and role model to the young children and feels teaching is her "calling".

Nick

Nick is a male participant aged 24. He grew up in the rural areas of Limpopo province in South Africa. His motto is "only god knows". He described himself as a down to earth person, humane and emotional. During his early schooling years, he experienced the disadvantage of teachers who were not committed to their work. His grade one teacher would make them sleep during teaching time while she attended to her personal business. He felt that a lack of exposure to the English language in the lower grades disadvantaged him. He remembered starting to learn English when he was in grade 7 and was embarrassed in class when a question was asked and could not express himself in English. He felt that his lower grade teachers did not do justice to him as they had disadvantaged him.

After completing his matric, he wanted to go to university immediately but could not because of lack of funds. Initially, he did not want to be a teacher but he learnt of bursaries that were being offered for people to train as teachers. He applied for the bursary and was offered the bursary for

ECD/FP. He did not expect to become ECD/FP teacher and he believed that his becoming an ECD/FP teacher was God's plan. He has come to accept it. He saw becoming an ECD/FP teacher as an opportunity to address the injustices that he experienced in his early schooling years. He is motivated to become a PHD graduate so that he can have a say in the education of young children.

Teneile

Teneile is a female participant aged 24. She grew up in the urban areas. She was a mother of one child. She described herself as a happy person with a lot of energy, adventurous, liked experimenting with new things, and has a love for nature. She expressed her belief in God and that God loves her, a belief she regards as shared with other people. She believed that her relationship with people is guided by this love, and manifests as kindness, sympathy and empathy. However she felt she needed to improve on her punctuality, putting herself under pressure when working and indecisiveness.

Teneile entered teaching because it was the only available opportunity for her. It was only after she was already in the programme that she realised that she enjoyed working with children. She recalled being encouraged by the couple she was working with at Sunday school. She regarded the female Sunday school teacher, whom she was assisting, as her role model, emulating how she responded to the needs of the learners. What motivates her in becoming an ECD/FP was her love for children and her personal attributes like energy, creativity that she felt made her suitable.

Susan

Susan was a female participant aged 28. She grew up in the urban areas. After completing matric she was enrolled for a degree in occupational therapy. After completing her degree, she decided to enrol for BEd ECD/FP Programme. She believes in doing her best to fulfil her life's purpose or calling which she believed was linked to working with children in different areas. Her father was a pastor and her mother a FP teacher. She grew up in a religious family. She viewed herself as somebody who was **unique**, reserved, sympathetic and empathetic. She valued good health, honesty.

Her motivation to become an ECD/FP was driven by her calling to work with young children. She saw herself not being able to work with older learners but only with young children. She is also driven by the love for children. Although she was attached to her first degree in occupational therapy, she felt she could continue working with young children even if she decided to go back to it. Supporting children in their learning was also a major factor in her becoming an ECD/FP teacher. She felt she would focus on helping children with learning barriers to help them achieve learning.

The biographical data of the participants is summarised in table 4.1 below.

Table 4.1: Background information of Participants

Name	Ethnic Group	Gender	Age	Geographical origin	Previous experience
Susan	African	Female	28	KwaZulu Natal	None
Morgan	African	Male	44	Limpopo	14 years
Teneile	Coloured	Female	24	Kwazulu Natal	none
Margret	African	Female	42	Limpopo	12 years
Nick	African	Male	24	Limpopo	None
Viola	African	Female	45	Limpopo	19 years

The table shows diversity in the participants in terms of age, sex, geographical origin and experiences. Although the participants were undergoing the same teacher education programme, they differed in terms of their backgrounds and were they were coming from. In terms of gender, there were four females and two males. Four participants were from Limpopo and two from KwaZulu Natal provinces in South Africa. Four had a rural background and two an urban background. Their ages also differed as they comprised both young and old; however their average age was 35. Despite being in a pre-service teacher education programme, three of the participants who happened to be the older ones had previous teaching experience emanating

from Diploma qualifications before they decided to specialise in ECD/FP teaching. The other three had no experience in teaching and were in their initial teacher training programme. This implied that the participants had different personal identities that brought about diversity to the construction of professional teacher identity. Diversity in form of gender, age, language, race, class can yield different interpretations and framings of the profession (Samuel, 2008) bringing about differences in the emerging professional teacher identity. This diversity enabled the researcher to gain diverse perspectives on the construction of professional teacher identity which allowed for a deep insight on the phenomenon. Apart from how the participants were selected, how the researcher gained access to the research site as well as the participants to enable data collection.

4.5 Gaining Access

Gaining access entails the processes of getting both official and social permission to conduct one's study (Bassey, 1999). How access and cooperation are negotiated can have an effect on the quality of data (Punch, 2008). To enhance quality of data, the researcher considered issues of official and social permission to access participants for data collection. Official access can be gained through gate keepers (those who control access) while social access depends on establishing interpersonal trust (Cohen, Manion & Morrison, 2011). The researcher ensured official access was gained from the university authorities who happened to be the gatekeepers and social access by establishing trust with the participants to enable data collection.

First of all getting access to enter a setting to collect data requires one to approach the gatekeepers with either a letter, email or telephone call (Marshall & Rossman, 2011). The researcher sought written permission from the university authorities, who are the gatekeepers. However, getting official permission from the gatekeepers is one thing and making participants cooperate is another thing. One may experience reluctance from the participants to participate, hence there is need to create rapport. In addition, since the study was using narratives, there was need for a great deal of openness and trust between the researcher and participant (Marshall & Rossman, 2011). In this regard, there was a need for social access to create rapport with the participants (Cohen et al., 2011; Marshall & Rossman, 2011) for them to accept to participate.

In gaining social entry, the researcher started by engaging the participants in an informal discussion about their perceptions on becoming ECD/FP teachers. These discussions made the participants share their thoughts freely which created a good rapport between the researcher and the participants. They were informed of the purposes of the meeting and research intentions were made clear. The participants asked several questions pertaining to their participation in the study and most showed enthusiasm to participate. At this point they were given an outline of the activities they were to engage in, such as poster narratives, interviews, and reflective writings. They were asked for an input in terms of time when these activities would be carried out to make them feel part and parcel of the activities. After all the issues were clarified and the participants were feeling at home, they were then given formal invitation letters to participate in the study. They showed enthusiasm and willingness to participate in the study. Meeting dates were set for data collection.

4.6 Data collection procedures

Data collection took place from March 2012 until the end of October the same year. Being in the Final year in ECD/FP teacher education programme for the pre-service implied that the pre-service teachers had covered most of their coursework and were close to qualifying as teachers. Their experiences in the programme were adequate to influence an emerging professional teacher identity. The emerging professional teacher identity in this study was equated with the process of becoming a teacher which emerged from how the pre-service teacher perceived themselves as ECD/FP teachers. The process of becoming a teacher emerged from a complex process of participation, interaction, experience, education, and development (Wenger, 1998; Castañeda, 2011). Reconciling these facets of becoming a teacher was not possible with a single method of data collection. This study therefore drew from multiple sources of data in an attempt to understand professional teacher identity.

Using multiple data sources guaranteed sufficient data to explore and come up with interpretations that explain the emerging professional teacher identity of pre-service teachers. The use of multiple sources of data is consistent with case study research that allow for multiple methods of collecting data (Bassey, 1999; Briggs, & Coleman, 2007:; Yin, 2009; Leedy, & Ormorod, 2010). Using a variety of data collection methods was also aimed at gathering

sufficient data that would address the research questions. The need for sufficient data was informed by Bassey (1999) who suggested that data collected should enable the researcher to explore significant features of the case and create plausible interpretations of what is found to construct a worthwhile argument. In addition, using a variety of methods made it possible to produce comprehensive knowledge that was necessary in the conceptualisation of the phenomenon (Onwuegbuzie & Leech, 2005).

4.6.1 Data generation methods

In using narratives, there are various data collection methods at the disposal of the researcher. Clandinin and Connelly (2000) provided an array of methods from which field notes can be obtained as follows; journal records; interview transcripts; observations; storytelling letter writing; autobiographical writing; documents such as school and class plans; newsletters; pictures. To answer the research questions for this study narratives collected through poster narratives, semi-structure interviews, teaching practice journal entries and reflective writings were analysed. In collecting data, each participant presented a poster narrative to narrate their identity. Follow up interview to the poster were done with each participant. From their teaching practice, participants were required to make journal entries which were used as data for the study. Reflective writings also complemented data for the teaching practice. For this particular study, the researcher borrowed from the list above and used narratives/stories told using a poster, interviews, reflective writings and teaching practice journals. The next section examines each of the methods used for data collection starting with poster narratives.

Table 4.2: Data collection plan

Critical Question	1. "What are the personal identities of a group of 4th year ECD/FP pre-service teachers?	2. What are their professional teacher identities?	3. How can one explain the emerging professional teacher identity of ECD/FP pre-service teachers?
Aim	To investigate the personal identities of the ECD/FP pre-service teachers	To establish their professional teacher identity.	To provide an understanding of the emerging professional teacher identity pre-service teachers.
Data Source & Frequency	Poster narrative and a follow up interview. **Step 1**- poster creation **Step 2**- presentation of poster **Step3**- feedback and analysis of all posters	• Poster narratives • Semi-structured interviews • reflective writings • teaching practice reports	Data emerging from critical question 1 &2 Invite a critical reader in identity to give feedback after write up
Research Instrument detail	Stories on personal identity	1 Poster session • Student's stories • Perceptions of the profession. 2 Teaching practice • Reflective writings • Supervision reports.	All the details from 1 and 2

4.6.1.1 Poster Narratives

In line with the assumption that identity is storied (Clandinin & Connelly, 1999, 2002; Rodgers & Scott, 2008), participants created a poster that tells about self and self as an ECD/FP teacher and presented it to the group of participants. In creating a poster, participants were asked to make use of drawings, mind maps, pictures or video snippets and captions that described who there were and how they saw themselves as ECD/FP teachers. The use of drawings and images provide an excellent forum for reflection which brings to light nuances and ambiguity in identities that might otherwise remain hidden (Weber & Mitchell, 1995; Black, 1999). The poster itself was used as a tool to aid narratives and not for analysis of the drawings and images. Creation of the poster therefore enabled space for participants to think, put ideas together using pictures, drawings and text as well as giving them the chances to think through their life histories to make sense of who they were in relation to ECD/FP teaching.

Poster narratives were used to collect data that will be analysed to identify participants' personal and professional identities. The use of poster narrative was based on the assumption that through narrating who they were and how they saw themselves as ECD/FP teachers would reveal their personal identities and how they perceive themselves as ECD/FP teacher (professional identity). Moreover from stories beliefs, attitudes, motivations, perceptions and personal attributes would be elicited.

A week before presentations, the participants met with the researcher for a briefing on how to go about poster making and to decide on a date and time for the presentations. The participants were given the following guiding questions for poster making: Who are you? How do you see yourself as a foundation phase teacher? After a week, the researcher met with the group of participants for the presentation of posters**.** Each participant presented their posters and gave a narrative of who they were speaking to the drawings and images on the poster while other group members and the researcher were audience. The presentations were video recorded and photographs of posters taken. The narratives were transcribed in preparation for data analysis. The researcher did not focus much on the drawings and pictures for analysis of data, but on the transcriptions from the poster narratives. The video recordings were done for the purposes of capturing everything about the presentation to aid understanding of the narratives in case there is need to

refer to what the participant was saying. After the presentations, follow up interviews were done with individual participants to probe further on the presentations.

4.6.1.2. Semi-structured interviews

Interviews are known to be widely used as data collection methods and they carry the assumption that knowledge can be generated through people conversing to with one another (Cohen et al., 2011). To get an insight into the emerging professional identity of the pre-service teachers, the researcher probed further on what they had narrated about who they were as well as find out more in terms of knowledge, values and preferences, attitudes and beliefs of the participants. This was made possible through the use of interviews which "enabled participants to discuss their interpretations of the world in which they live, and express how they regard situations from their own point of view" (Cohen et al., 2011).

Interviews come in various forms and the choice of an interview form or type is dependent upon the purpose of the research. Cohen et al. (2011) argue that the more one wishes to acquire personalised information about how individuals view the world, the more one moves towards open-ended, unstructured interviewing. The researcher chose in between structured and semi-structured in the sense that probing further on what the participants have narrated did not require some structuring of the interview questions. On the other hand, the need to get more information on what their knowledge, beliefs and values required structuring of questions that would help in obtaining this information; hence the researcher ended up using semi-structure interviews.

In semi-structured interviews the researcher follows standard questions with one or more individually tailored questions to get clarification or probe a person's reasoning (Leedy & Ormrod, 2010, p. 188). This description fits quite well with how the interview tool was used in collecting data in this study. The semi-structure interviews complemented the poster narrative in collecting data to address the first two critical questions on the personal and professional identity. Interviews were used because they provided an opportunity to get to know participants quite intimately so as to understand how they think and feel (Terre Blanche et al., 2006, p. 297). The interviews also helped in gaining the depth and breadth of the information required through probing the participants on what they said about themselves as persons and as professionals. Two interview sessions lasting 45 minutes to 1 hour were carried out with each participant.

The first interview was aimed at probing further on the poster narratives that were presented and was done soon after the poster presentations and during the first semester. This interview was not structured as it depended on individual participants on what they had narrated. For each interview, the researcher was guided by what the participant had said about self as a person and self as a foundation phase teacher. Before the interviews, the researcher had to listen carefully to recordings from the poster narrative in order to come up with areas that needed further probing. Arrangements were made with each participant as to when and where the interview would be held. At first this posed a challenge on the researcher's part as time would clash; when the researcher was free to do the interviews, the participants would be occupied with lectures. A Friday afternoon was settled for when all the participants were free although it was a difficult day for participants who were looking forward to a weekend break after working through the week. However participants' enthusiasm to participate in the study made everything possible. All the participants preferred that the interviews be held in my office for privacy. At first the researcher did not want to conduct interviews in the office as it would impose authority on them leading to compromising on data, but their willingness to have the interviews in my office made me to agree as I respected their wishes.

The second sets of interviews were done in the second semester aiming to collect data related to the professional aspect. The interviews were purposefully arranged to take place after the participants had gone through their final teaching practice in the BEd ECD/FP programme. These interviews were more structured than the previous in the sense that I had to follow framed questions which supplied the knowledge required (Cohen et al., 2011). The questions which aimed to elicit for participants' perspectives beliefs, understandings of foundation phase, and reasons why they chose foundation phase teaching were given as follows;

1. Why did you choose to teach in the foundation phase?
2. What are your beliefs about young children?
3. What is your understanding of foundation phase teaching?
4. What are your expectations from this profession that you have chosen?
5. What are your views about foundation phase?

These questions mainly focused on obtaining answers to address the second critical question on professional teacher identity. They interrogated on their perceptions and understandings of

ECD/FP which would reveal their professional teacher identity. Further probing to get more out of the questions depended on the responses given by individual participants. Conducting of the interviews was on a one to one basis and in one of the office spaces that was available for the researcher.

The researcher had to give participants latitude to choose time that was convenient for them since the time they were done was the busiest time of their programme because they had to complete assignments and prepare for the final examinations. Interviews therefore took place after hours that is from 16.00 hours after lectures. A timetable was set with the participants to avoid clashes. Each interview took 45 minutes to 1 hour. This went on well until all the six participants were interviewed. However, the issues that come with interviewing people were not overlooked. The researcher tried to examine all the issues and addressed them for the validity of the interviews. Besides interviews, reflective writings were also used to gather data.

4.6.1.3. Reflective Writings

Reflective writing exercises have been used in educational research in a number of ways (Maclean & White, 2007). The reflective writings given to pre-service teachers focused on their practices during teaching practice. Practicum component has been recognised as being highly influential in supporting the development of teacher identity (Webb, 2005). Reflective writing exercises were used mainly to elicit experiences in teaching practice which impacted on the emerging PTI. Seeking experiences from teaching practice was informed by Wenger (1998) who proposes that identity is seen in practice. Reflection allowed pre-service teachers to explore deeply their experiences during teaching practice from which data on their emerging PTI would be established.

In this reflective writing exercise, *reflection-on-action* and *reflection-in-action* borrowed from Schon (1987) were considered. *Reflection-in-action* is that reflection that goes on while one is in the process of teaching and is mostly done by those professionals who are well experienced. *Reflection-on-action* occurs after the lesson and makes use of the understandings of past events to shape the future action. For this study, *reflection-on-action* was adopted because the pre-service teacher was to reflect on what they have already done since they reflected after they have completed their teaching practice.

The reflection was done at the end of the programme in order to make it a conclusive one that would capture all their experience to enable them to come up with ideas on the kind of ECD/FP teacher they wanted to be. To make the reflection meaningful and relevant to the purpose and aim of the study, guidelines were designed. The guidelines in form of guiding questions were given to pre-service teachers. The following were the guiding questions for the reflection were given to participants;

1. Reflect on your teaching practice and tell those situations that challenged you and how you dealt with them as well as those that made you successful in your teaching.
    *   Challenging situations in my teaching practice:
    *   Successful situations in my teaching practice:
2. Now that you have finished your BEd ECD/FP programme, how do you see yourself as an ECD/FP teacher?
    *   Here focus on describing the kind of a teacher you want to be.

The guiding questions were emailed the participants. The reason for emailing was to avoid wasting time in meeting them to give them the guidelines. However for those who were not clear with the questions, they were given a chance to see the researcher or write email to seek clarification. Emailing guiding questions allowed the participants space for critical reflection in their own comfort while offering prompts to think emanating from guiding questions.

One of the challenges posed by emailing the questions to the participants was the turnaround time. It took two weeks before the responses were received. The researcher reminded the participants through emails and asked if they need clarification in writing the reflections. They all responded that they were working on it and everything was clear to them. Within the third week, they all emailed their responses to me. Their responses were ranging from two to three pages and were considered as data ready to analyse.

4.6.1.4. Teaching Practice Reports

Teaching practice reports were the reports written by the supervisor and mentors on pre-service teacher's performance during teaching practice. These reports were obtained as documents to analyse for data that relates to the participants practice during teaching practice. Documents

have been identified as a rich source of data for education and social research (Punch, 2009). They are a rich source of data in the sense that it represents data which is carefully written because those who write them give thoughtful attention into compiling them (Cresswell, 2009).

Teaching practice reports were deemed to give information about pre-service teachers' practice, knowledge and competence which would reveal their identity in practice. However, they were used to get information to support what the pre-service teachers would have narrated in their reflective writings. For example if the pre-service teacher highlighted that she/he is very good in planning, data from the reports will be used to confirm. This is in line with McCulloch's (2004) idea that information from documentary sources is useful in supporting a particular argument. Information from teaching practice reports was used to confirm the pre-service teachers' practices, knowledge and competences to establish their professional teacher identities.

These reports were summative reports that summarised the performance of pre-service teachers in their teaching practice. They were formatted by the university to capture different aspects that described the performance of students. The report includes four criteria categorized as follows;

    A. Interpersonal Relationships - with learners and with colleagues and parents
    B. General teaching ability; planning and preparation, lesson presentation, classroom management
    C. General; involvement in extra-mural activities, integration in the school life
    D. Additional comments; comments on any other aspects of student's performance

The analysis from the teaching practice reports did not focus on all the comments in the reports but it aimed at extracting selective information that was relevant to confirm what the pre-service teachers had narrated in their reflective writing. In this regard the reports were used to supplement their reflective writings

After all the data from different instruments were collected, transcriptions were done for poster narratives and interviews. However, for reflective writing, data was already in written narrative form and was taken as it is. For the supervision reports, relevant data was extracted in preparation for analysis. Since the study was concerned with narratives, particular attention was given to what the pre-service teachers narrated and data was taken verbatim from the poster

narrative and interviews. The next step was to find meanings of the narrative data. Approaches to analyse narrative data were considered to get meaning of the narratives.

4.7 Data analysis

Given that the data was in narrative form as transcribed from poster narratives, semi-structured interviews, reflective writings and teaching practice journals, approaches in narrative analysis were taken into consideration to bring meaning to the data. Narrative analysis considers stories as objects of investigation whereby they are examined and analysed for meaning (Riessman, 2003). Several other considerations were made for choosing narrative analysis.

Most qualitative analysis approaches segment, code and categorise data for conceptualisation and there is a likelihood of losing sense of the accounts in the process. However the likelihood of losing sense of the accounts can be addressed by recombining and re-contextualising the data (Punch, 2008). Narrative analysis is one of the approaches that contextualise data in the process of analysis. In this regard, it is a holistic approach to analysing data (Punch, 2008) making it a relevant approach to analyse narratives. In its holistic approach, "narrative analysis gives the dimension of realism, authenticity, humanity, personality, emotions, views and values in a situation" (Cohen et al., 2011, p.553). The need to make sense of the pre-service teacher's narratives on who they were and how they perceive themselves as ECD/FP calls for a holistic approach of analysis.

In narrative analysis approach data was dealt with holistically right from the start and segmenting, coding and categorising of data happened within the contexts in which the stories were told keeping the sense of data is kept (Punch, 2008), that is personal and professional contexts. Holistic approach to analysing data was considered relevant because of its multifaceted nature (Beauchamp & Thomas, 2009). How the personal and professional influenced the emerging professional teacher identity needed to be taken into account. In this regard, narrative analysis was considered relevant in analysing data for professional teacher identity.

However, according to Elliot (2005), there is no single approach to narrative analysis. In this regard, Reismann (2003) came up with the following approaches that can be used in narrative analysis; thematic analysis, structural analysis, interactional analysis and performative analysis.

Due to the need for an in-depth analysis to better understand emerging professional teacher identity of ECD/FP pre-service teachers, these four approaches were relevant in making meaning of the narratives. Reismann's (2003) approaches to narrative analysis were not used explicitly to analyse narratives; they were built in the steps that were taken in data analysis to bring out aspects of identity from the narratives.

4.7.1 Narrative approaches in analysing data

Thematic analysis was considered for its emphasis on the content of a text which focus on what is said more than on how it is said (Reismann, 2003). In using thematic analysis, the content of the data was analysed for categories and themes that described the personal identities and professional identities of pre-service teachers. For personal identity, narratives were analysed for themes that described who they were. For example from narratives on who they were (personal identity) themes like personal histories, personal attributes could be identified. For professional identity narratives were analysed for how they perceived themselves as ECD/FP teachers. From the content of narratives, themes such as possession of knowledge, roles, suitable attributes emerged which described their professional teacher identity. Thematic approach therefore made it possible to look through the content of narratives to come up with emerging themes that described personal and professional teacher identities.

Structural analysis was also considered for its inclusion of how the story is narrated on top of attention to content (Reismann, 2003). This brings about analysis of the functions of clauses in a narrative. Since identity emotional (Zembylas, 2003; Rodgers & Scott, 2008) structural analysis made it possible to identify emotions attached to the spoken words, the way participants expressed themselves and how language was used was considered for the emotional aspects in their emerging identities. Interactional analysis was also considered since data collection involved interaction between the researcher and the participants which can influence the findings.

Interactional analysis emphasises the dialogic process between the teller and the listener. In this analysis, attention to thematic content and narrative structures are not abandoned but interest shifts to storytelling as a process of co-construction where the teller and listener create meaning

collaboratively (Reismann, 2003). In using interactional analysis, the researcher was reflexive of the whole processes of analysis of data to find out how her interaction with the participants could have influenced the outcome of the narratives for meaningful interpretations. How she interacted with participants was considered for possible influences on the responses or narratives and how to address the influences. Lastly there is performative analysis which goes beyond the spoken word and extends the interactional approach.

Performative analysis was considered for making the researcher able to see how the narrator (pre-service teachers) wanted to be known and how they were 'doing' their identities (practice). This is based on the idea that identity is a performance which links very well with identity as practice (Wenger, 1998). Identity can be derived from what people say about themselves as well as what they do. Narratives were therefore taken as a performance whereby a 'self' with a past was involved in persuading audience through language and gestures (Riessman, 2003, p.5). Approaching narrative data through performative analysis enabled the researcher to identify how the participants wanted to be known. For example, the use of language of care by pre-service teachers allowed the researcher to identify how they wanted to be known as ECD/FP teachers. On the other hand, narrating about their caring episodes when reflective on teaching practice also allowed the researcher to identify how the participants wanted to be known. In this way, the emerging PTI could be identified. The four approaches were considered in the processes undertaken to analyse data for emerging PTI of pre-service teachers.

4.7.2 Procedures of data analysis

Key to data analysis and interpretation for this study was the research questions and the propositions from habitus theory and modes of belonging from community of practice theory. The analysis proceeded in two main phases; one that aimed to establish the personal and professional identities and the other that focused on explaining how the ECD/FP pre-service teachers construct professional teacher identity. Table 4.2 reflects how data was analysed in the context of the research questions, and theoretical framework. However the procedures involved in analysing data are indicated below.

Table 4.3: Data analysis plan

Research Question	Main sources of Data	Analytic framework
1. What are the personal identities of ECD/FP Pre-service teachers?	**For personal identities** - Poster narratives - Semi-structured interviews	Narrative analysis (Reismann, 2003: Taylor-Powell & Renner, 2003).
2.What are their professional identities	**For professional identities** - Poster narrative - Semi-structured - Reflective writings - Teaching practice journals	Narrative analysis (Reismann, 2003; Taylor-Powell & Renner, 2003)
3. How can we explain emerging identity of ECD/FP pre-service teachers?	Findings from Question 1 and 2. Personal identity and professional teacher identity	Interpreting data using theoretical frameworks **Habitus (**Bourdieu, 1977) **-** Dispositions **Modes of belonging(**Wenger, 1998) - Engagement - Imagination - alignment

4.7.3 Steps taken in data analysis

The first step taken in the process of data analysis was to read the data several times in order to familiarise with the data (Taylor-Powell & Renner, 2003; Terre Blanche et al., 2006). Data was organised into stories for each participant. The process of organising the narratives to make up a story for each participant helped the researcher to familiarise with the data or getting to know since a good analysis depends on understanding of data (Taylor-Powell & Renner, 2003). To bring in the voice of the participants in the stories, excerpts from the participants' stories were used. Inductive analysis was used to determine emerging themes from the narratives. Inductive analysis means that, patterns, themes and categories of analysis "emerge out of the data rather than being imposed on them prior to data collection and analysis" (Patton, 1990, p. 390). The themes emerged from data as it was being analysed.

Data analysis proceeded in the following phases and steps informed by narrative analysis approaches (Reismann, 2003; Taylor-Powell & Renner, 2003; Punch, 2008) and also included inductive analysis in the processes.

Phase 1: Establishing the personal and professional identities

1. Organising transcribed and recorded narratives into stories of participants

2. Organising stories into personal identity and professional identity

3. Identifying emerging units of meaning and categories from the stories on personal and professional identity (inductive analysis).

Phase 2: Explaining the emerging professional teacher identity of pre-service teachers

4. Reducing categories into themes guided by theoretical concepts; habitus and modes of belonging – engagement, imagination and alignment.

5. Weaving together themes from personal identity and professional identity to explain the emerging professional teacher identity.

The researcher drew excerpts from the stories and listed them under personal and professional as a way of focusing data (Taylor-Powell & Renner, 2003) in addressing the first and the second critical questions. All the excerpts to do with who the person is or personal identity were listed under personal and these excerpts related to personal lives that existed outside the professional realm of the ECD/FP pre-service teachers (Mockler, 2011). On the other hand, excerpts to do with perceptions of themselves as ECD/FP teachers (professional identity) were also listed under professional. When the data was categorised into personal and professional it became easy to identify themes and patterns that summarise and bring meaning to the data (Taylor-Powell & Renner, 2003). Using inductive analysis emerging themes from the personal and professional identities were identified and these were considered as aspects of personal identity and professional identity respectively. At this point theoretical frameworks were brought in to interpret the findings from the data to understand how pre-service teachers constructed the emerging identity.

4.7.4 Theoretical frameworks in interpreting data

Habitus theory was used to understand the influences upon the emerging professional teacher identity of pre-service teachers. Habitus as a system of durable, transposable dispositions through

which we perceive, judge and act in the world (Wacquant, 2006), explains how personal factors emanating from past experience can influence who the person is at present (Proweller & Mitchner, 2004). Habitus theory guided the assumption that as pre-service teachers join the field, they bring along with them dispositions from past experiences which can influence how they perceive themselves as ECD/FP teachers as well as how they participate in the programme. Through habitus, criteria on the influences upon the habitus and the dispositions that influenced their emerging professional teacher identity were identified. The modes of belonging made it possible to identify the influence of the dispositions on the emerging identity.

Modes of belonging brought the understanding of identity as belonging to a community of practice. Through the modes, the processes of identity formation could be identified (Wenger, 1998; Clarke, 2008) in how the pre-service teachers were belonging to a community of practice (ECD/FP teaching profession). Belonging is also seen as becoming (Wenger, 1998). In this regard, modes of belonging enabled examination of how pre-service teachers were becoming ECD/FP teachers.

Engagement allows us to invest in what we do and in our relations with other people, gaining a "lived sense of who we are" (Wenger, 1998, p. 192*)*. Criteria developed from this mode included ways in which participants related to members of the community, that is their colleagues, mentors in teaching practice, school principal, lecturers, parents and learners. It is also noted in how they engage themselves in the activities and practices of ECD/FP; for example the practices (approaches, methods) they adopt as well as how they negotiate meanings in their practice. Imagination is the process of expanding oneself by transcending time and space and creating new images of the world and ourselves (Wenger, 1998 p.176). In this regard, the mode of imagination was used to refer to the images the pre-service teachers formed about themselves as they become teachers. Responses to how they saw themselves as foundation phase teachers and the kind of teacher they intend to become were analysed for their imagination. Alignment is coordinating our energy and activities in order to fit within the broader structures and contribute to the broader enterprise (Wenger, 1998 p. 174). The criterion developed from this mode has to do with how the participants aligned their perceptions, practices and goals with the expectations of ECD/FP teaching profession. The criteria developed from each of the three modes of belonging were used to analyse professional teacher identity. However issues of validity were also considered for data

analysis, since it is from analysis that meaning of data is obtained to address research questions (Punch, 2008; Cohen, et al, 2011).

4.8 Validity in narrative analysis

Narrative analysis is not without issues, it is prone to bias as it deals with subjective data in form of words and statements which can be interpreted differently by different people. In this regard, ways of avoiding bias to increase credibility in narrative analysis were considered. According to Cohen et al. (2011) narrative analysis is strongly interpretivist and its meanings are constructed from observations and language. It is therefore rooted in the constructivist paradigm in which behaviours and their meanings are socially situated and socially interpreted. Interpretation can bring along bias which can affect the credibility of the findings. However, to bring credibility to the analysis of data several considerations were made informed by Taylor-Powell & Renner, (2003).

Firstly, data from different sources pointing to the same conclusions were brought together (Taylor-Powell & Renner, 2003). For example data from poster narrative, semi-structured interviews, teaching practice supervision reports and reflective writings that pointed to the same conclusions were put together to check on consistence that would bring credibility to the findings. Secondly, keeping track of revisions done to the categories was done (Taylor-Powell & Renner, 2003). For revisions done such as changing or refocusing a theme from personal identity category to professional identity, a justification was given and this was aimed at improving credibility as each move was justified. Thirdly, the involvement of critical readers to give feedback and input on both analysis and interpretation was also done to improve on validity. Lastly in the analysis process the researcher focused on seeking clarifications, understandings and explanations from the data rather than making generalisations. This was done because the goal was not to generalise but to provide understanding of pre-service teachers' emerging professional teacher identity which was from the participants' perspective (Taylor-Powell & Renner, 2003). Besides validity issues, several ethical considerations were made not to violate the participants' rights in any way. .

4.9 Ethical considerations

Approaching people for data collection requires the researcher to be ethical (Punch, 2008). To be ethical entails conforming to behaviour that represents a set of moral principles, rules or standards governing a person or a profession (Litchman, 2010). In making ethical considerations, one should consider all the procedures in the research that may violate the rights of the participants. In this regard most ethical issues in research fall into one of the four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues (Leedy & Ormrod, 2010, p.181). Basing on the above mentioned ideas, one of the ethical considerations that guided this study was the ensuring of informed consent.

4.9.1 Informed consent

Informed consent is the "procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions" (Diener & Crandall, cited in Cohen et al., 2011, p. 78). Before the participants were engaged in the activities for data collection, they were informed about the study, its purpose, how it was to be carried out and its duration. This was done to make sure that the participants were well informed of what exactly they would be agreeing to, so that they could decide whether to participate or not. To strengthen the information that was given verbally they were handed letters with all the information about the study as well as a statement which indicated voluntary participation and they were free to opt out at any stage of the research without fear. It was also indicated that all information obtained from participants would be kept in strict confidence. Participants granted their consent by signing an informed consent form to confirm that they have read and understood the aims and objectives of the study, and were willing to participate.

4.9.2 Right to privacy

Another ethical consideration that informed the study was the right to privacy. Right to privacy entails avoiding infringing into personal freedoms of participants and also being confidential with sensitive personal information about participants (Leedy & Ormrod, 2010; Litchman, 2010; Cohen et al., 2011). People who participate in a research normally have expectations that their privacy will be guaranteed. However, participants may choose to give up their right to privacy in

some cases by giving consent after having been informed (Cohen et al., 2011). In this study, to ensure non-violation of the right to privacy, the researcher allowed them space to share confidential information if they so wished in privacy during the follow up interviews which were conducted on a one to one basis in the absence of other participants. With its focus on identity the study concentrated largely on personal identity, of which publicising of such information with real names would be a serious violation of privacy (Cohen et al., 2011). The researcher therefore considered applying the principle of anonymity whereby information provided by participants should in no way reveal their identity. Pseudonyms were used in the discussion of findings.

4.9.3 Position of researcher

As part of ethics, the position of the researcher in relation to the participants was considered, since the researcher was both a student and part-time lecturer at the same university. According to Punch (2008) such a scenario can influence the outcomes of the study when the researcher fails to separate oneself from the research. The relationships may be too formal and threatening to the students that they will not be open in the process of gathering data. To avoid influencing the outcomes of the study, the researcher ensured that her relationship with participants was informal and non-threatening. To prevent pre-service teachers from being threatened by perceived conflicts of interest or competing agendas about the researcher's teaching and assessment role, the researcher did not take up teaching in the discipline of ECD/Foundation phase at this particular university during the time of data collection.

4.10 Limitations of the study

The study focused on ECD/Foundation phase pre-service teachers from one particular institution of higher learning which can pose as a limiting factor when it comes to the generalization of the findings. Different institutions provide different experiences which can influence differently an emergent professional teacher identity since literature has it that identity is contextual (Wenger, 1998). However focusing on one institution and on a few participants provided a deep understanding of the phenomenon to better explain how ECD/FP pre-service teachers construct professional teacher identity.

4.11 Conclusion

This chapter outlines the methodology appropriate for this study, summarized as follows: the study adopted a qualitative research method in the interpretivist paradigm. A case study research design was used to study pre-service teachers in the ECD/FP Teacher Education Programme. A group of six final year pre-service teachers were purposefully selected to participate in the study which took place from February 2012 to October 2012. Both oral and written narratives gathered from poster narratives, semi-structured interviews, reflective writings and teaching practice reports were used as data in exploring the emerging professional teacher identity of the pre-service teachers. In poster narratives, the participants were asked to narrate about who they were and how they saw themselves as ECD/FP teachers. The poster narratives were aimed at collecting data that revealed their personal identities and professional identities. Follow up interviews probed further into the personal and professional identities. Reflective writings and teaching practice reports provided data for their practices which revealed their identities in practice and how they were becoming teachers. Data were analysed using narrative analysis and interpreted using the concepts of habitus and modes of belonging from the theoretical frameworks. The methodology used enabled collection of sufficient data for the exploration of the emerging professional teacher identity of pre-service teachers. In the next three consecutive chapters the findings from the data collected, is presented.

CHAPTER 5

Personal Identities of ECD/FP Pre-service Teachers

The personal element is crucial to the process of becoming a teacher. (Flores, 2001, p. 146)

5.1 Introduction

The previous chapter explained the methodological framework for this study and its justification. It also explained the process of data collection and how data was analysed using narrative analysis and interpreted using the theoretical frameworks; habitus and modes of belonging. The analysis of data produced answers that addressed the personal and professional identities of ECD/FP pre-service teachers and explained how the pre-service teachers' PTI emerged. The next step is to present and analyse the findings. The presentation and analysis of findings will be given in three chapters (5, 6, and 7) aimed at addressing the following three critical questions.

- What are the personal identities of final year ECD/FP pre-service teachers from a selected higher education institution?
- What are their emerging professional teacher identities?
- How can we explain the emerging professional teacher identity of ECD/FP pre-service teachers?

Responses to the above questions were obtained from data collected through poster narrative, semi-structured interviews, reflective writings and teaching practice journals. The data were integrated into narrative accounts that were analysed using narrative analysis to get the participants' personal and professional identities. The main data source was poster narrative where pre-service teachers designed posters to tell a story of who they were responding to guiding questions 'who are you?' and 'How do you see yourself as an ECD/FP teacher?' Poster narratives created an opportunity for pre-service teachers to reflect as they made drawings and put pictures (Mitchell, 2008) that told a story of who they were. The process of reflection contributed to identity construction (Giddens, 1991). It also enabled collection of rich data that enabled the exploration of the emerging professional teacher identity of the participants. The process of reflection also contributed to identity construction (Giddens, 1991).

The poster narrative data were complemented by data from semi-structured interviews that followed up on the poster narratives. These interviews gave substantial data probed what the participants had narrated as well as additional questioning on aspects that related to their personal and professional identities. Additionally, reflective writings and teaching practice journals provided data for professional identities as they revealed what the participants' practiced during their teaching practice considering that identity is also seen in practice (Wenger, 1998). Data from these sources in form of transcription was organised into stories of for each participant in preparation for analysis.

The first stage of data analysis made use of narrative analysis to identify themes that described personal identities and professional identities. This first stage of analysis provided responses to the first and second critical questions, the findings of which are presented in this Chapter 5, and in Chapter 6 respectively. The second stage of analysis used concepts from theoretical framework; habitus (Bourdieu, 1977) and modes of belonging; engagement, imagination and alignment (Wenger, 1998) to interpret the findings. The two theories provided the understanding of identity as coming through interaction between the person and the profession. Through habitus, influences from the person that impacted on the emerging identity were identified while modes of belonging provided lenses to examine how person (habitus) interacted with the context in the process of identity construction. In habitus identity is considered as dispositions that predispose one to think and act (Bourdieu, 1977) while in modes of belonging identity is seen in practice through belonging to a community (Wenger, 1998). In this regard how pre-service teacher construct professional teacher identity is exemplified as becoming a teacher (Clarke, 2008). The understanding brought about by habitus and modes of belonging is how the personal identity (dispositions) and professional identity (modes of belonging) connect in becoming a teacher (emerging PTI). The connection was made visible through interplay of dispositions.

While presentation of findings separate the personal identity from the professional identity, it is acknowledged that the two are intertwined (Olsen, 2008) and difficult to treat as separate entities. However for the purposes of understanding the emerging PTI of pre-service teachers, the personal and professional identities were disentangled for a close examination. A summary on the presentation of findings are given in Table 5.1 which follows. The table shows how the research questions were answered and the themes that emerged from the responses.

Table 5.1 Summary of Presentation of findings

Chapter	Research question	How the research question was answered	Themes that emerged
5	What are the personal identities of 4th year ECD/FP pre-service teachers from a selected institution of higher learning	The personal identities of pre-service teachers comprised of their biographies characterised by contexts and contents of their lived experiences of the past	• personal history, • apartheid, • rural backgrounds • religious and spiritual backgrounds • personal attributes • prior experiences: schooling experiences and teaching experiences

6	What are their professional teacher identities?	How they perceive themselves as ECD/FP teachers	• Possession of knowledge
			• Role perceptions
			    Caring
			    Serving
			    Building foundations
			    Instilling moral values
			• Suitable attributes
			• vision

7	How can we explain their emerging professional teacher identities?	Connecting personal and professional: interplay of dispositions	**Influences upon habitus** -prior experiences, gender, geographical origin, religion and spirituality, teacher education programme **Belonging to the profession** **Engagement**–practices, relationships and negotiating of meanings **Imagination**- images they created of themselves as ECD/FP teachers **Alignment**- how they connected beliefs, values and actions with practices in the profession **Emerging professional teacher identity** **-** interplay of dispositions

5.2 Personal identities: who are the participants?

This chapter presents the findings for the personal identities of the pre-service teachers. The personal element is crucial to the process of becoming a teacher (Britzman, 1991; Flores, 2001; Danielewicz, 2001; Rodgers & Scott, 2008; Mockler, 2011; Bukor, 2013). This is because teaching is done by a person, therefore who the person is matters to the process and it needs careful conceptualisation (Kelchtermans, 2009). In this regard, the first research question for this study sought to establish the personal identities of ECD/FP pre-service teachers which would lead to understanding their emerging professional teacher identities.

Personal identities of ECD/FP pre-service teachers emerged from their life stories which comprised personal histories, geographical origin, personal attributes, religion and spirituality and prior experiences. Their life stories arose from responses to the 'who are you' question which was given as a guiding question in their poster narrative. Follow up interviews to the poster narrative also contributed to the data. The 'who are you' question was used to investigate the personal identities because of its probing into personal life histories which bring up personal identities (Bamberg, 2010). The 'who are you' question is loaded with philosophical and cultural import that makes it a relational question (Samuel and Stephens, 2002). In this regard it can be can be viewed and answered from different perspectives either focusing on self as an individual or on context in which one is. As a result different responses can be obtained from this question on how an individual perceives it.

Pre-service teachers brought their different perspectives to the responses of the 'who are you' question. How they responded differed depending on age groups; the older participants brought contexts into 'who they were' while the younger participants focused on self as an individual which brought contents of their lives such as their personal attributes (values, beliefs and talents). However the focus of this study is not on how their personal identities differ but to find a common ground whereby an argument on how the personal identity link with the professional identity. What emerged from their responses were the contexts and the contents of their lived lives from which they derived meanings of their lives (Samuel and Stephens, 2000). Getting meaning of life is very much linked to one's identity as it involves an interpretation of who one is (Beijaard et al., 2004). The following themes which emerged from analysing the life stories of the participants for their personal identities will be used to present the findings. Personal history,

- Geographical origin -rural backgrounds

- Schooling and teaching experiences

- Personal attributes

- Religious and spiritual backgrounds

5.2.1 Personal history

Personal histories were obtained from poster narratives as pre-service teachers narrated on who they were. Most pre-service teachers chose to narrate their personal histories in response to 'who are you' question, particularly the older participants. In their narratives, they began by tracing their life histories highlighting important dates and events in their lives as indicated in the following excerpts.

Morgan traced his education history up to the time he registered for the BEd programme

> *I was born in 1969 in a village in Limpopo. Like other children, I started school in 1977 and finished in 1983. I managed to go to teacher training college in 1991 and I got a teachers' diploma. I started working in 1995 until 2009 when I came to UKZN for BEd in ECD/ Foundation phase.* **Morgan, PN 03/2012**

He also mentioned his early childhood experiences that shaped his motivation to become a teacher.

> *As a young boy, I spent most of the time herding cattle and goats and our parents never gave us time to study but it was not their fault, this was due to the times they were living, they themselves did not go to school and they lacked understanding. You know, during that time in pre 1994, things were tough, that is why I have decided to take this teaching to improve my life and that of other people.* **Morgan IN/ 04/2012**

Similar to Morgan, Viola recounted her education history citing the dates.

> *My name, Viola, I was born in 1967, December 20 in Magugu village in Limpopo, that's where I come from. I started my schooling in 1976, and then went to high school in 1982 and got my matric in 1988. I then proceeded to train as a teacher in 1990 at Catheract College of Education. I later furthered my studies by doing a further diploma in*

educational management at Potchefstroom University. I did my BEd degree honours with the University of Technology. I am happily married to my beloved man William. **Viola, PN, 03/2012**

History of education seemed to be important for both Morgan and Viola as they identified with it. For Viola, her education history indicated that she was a lifelong learner; one of the qualities required for teachers in South Africa as stipulated in the Norms and Standards for Educators (2000). Speaking to her poster, she also brought up other identities in her personal identity such as 'wife' by mentioning that she is happily married. By bringing up other identities to her personal identity Viola confirmed that identity is multifaceted (Beauchamp and Thomas, 2009; indicating multiple identities.

Unlike Viola, Margret, did not focus on recounting her educational history though she mentioned it later in her narration of personal identity. She started by introducing herself and went straight to narrate life events she felt were important in her life.

> *My name is Margret and I was born in 1970 December. I grew up in Soweto at my maternal family. I grew up in the township where there was everything. I was exposed to the library, church, swimming pool, stadium, the double storey school, the church...so when I grew up I was interacting with all these things. We used to live in a 2 roomed house; it was close to Orlando Stadium. So everything to me, the stores, they were near me. I attended a crèche where I learnt routine sleeping. My parents were working by then they were factory workers.* **Margret PN 03/2012**

Margret identified with her early childhood life which she perceived as good because of exposure to urban life and pre-school. Since her parents were working, it meant she could afford the basics of life, making her early childhood life better when comparing with Morgan who grew up herding cattle and goats. However, for Margret life did not remain the same, it was changed by the socio- political situation and she ended up being displaced from the urban life as indicated in the following excerpt.

During 1976, violence erupted in Soweto where students didn't want to be taught in Afrikaans, this affected me as child because there were demonstrations that affected our learning. The 1976 black power disrupted everything including the families, most of the children in Soweto were

taken to their families in Swaziland, and some went to their rural homes. My father decided me to take me back to the rural home to stay with his mother. So I was removed from the good life of the town life to the rural areas and that is the place where I grew up until I became a woman.
Margret, PN 03/2012

Margret viewed Soweto Uprising as a historical event that disrupted her life and impacted on who she became.

From their personal histories, pre-service teachers highlighted their childhood experiences, education histories and important historical events that impacted on their personal identities. They were chronological in tracing their histories (Clandinin & Connelly, 1999) giving prominence to when they were born, where they came from, their education history, childhood experiences and historical events that impacted on who they were. They narrated their early childhood experiences which can be a source of analysis in tracing the development of an individual's identity, both personal and social (Rich, 2014). For example, growing up under difficult conditions herding cattle and goats had implications for who Morgan became. In his narrative, he indicated that these difficulties shaped his motivations to become a teacher. In this regard, his identity can be traced from his childhood experience. One of the historical events that seemed to impact on the older participants in this study is apartheid.

Morgan in the previous excerpt, he expressed how difficult life was for them and their parents pre- 1994. The era pre-1994 describes the time of apartheid in South Africa. Apartheid was a system of racial segregation in South Africa enforced through legislation by the National Party government from 1948 to 1994 under which the rights, associations and movement of the majority black were curtailed and Afrikaner minority rule maintained (Clarkson & Worger, 2013). For the participants, growing up in apartheid South Africa was an uphill task which was characterised by experiences of struggle to overcome poverty and other hardships disadvantaging them to life chances and impacted on their personal identities.

Morgan attributed his childhood suffering the situation that prevailed prior 1994. As Morgan grew up under apartheid, discriminatory laws impacted on him as his parents did not access education since as they were discriminated upon as black people. The parents therefore had no value for education which in turn impacted on Morgan. However, the low level of education of

parents can work for the positive if not portrayed as an 'obstacle' but rather as a 'hurdle' that inspires determination and perseverance (Akyeampong & Stephens, 2002). For Morgan the background of uneducated parents worked as a hurdle that inspired determination and perseverance to become a teacher as he expressed that '*that is why I have decided to take this teaching'.* This history of suffering under apartheid had implications on 'who' Morgan was as it inspired the determination and perseverance to become a teacher. Apartheid also impacted on the Margret.

Memories of the Soweto uprising a historical event in apartheid left a mark in Margret's mind. She expressed how this event affected her learning as a child. Soweto uprising was significant in the fight against apartheid's discriminatory policies in education. Gilliomee (2003 p. 17) described the events of Events of the Soweto uprising follows;

> On 16 June 1976 thousands of Soweto schoolchildren marched in protest against the language decree. Some were carrying placards bearing slogans 'Down with Afrikaans', 'We are not Boers', and 'If we must do Afrikaans [Prime Minister] Vorster must do Zulu.' When the uprising finally subsided 16 months later, between six hundred and seven hundred black people had been killed.

This uprising led to school closures in the urban areas and this affected Margret and she ended up in the rural areas. For Margret leaving Soweto to go and stay in the rural areas changed her life from good to bad. If she had remained in town, maybe she could have become a different person from what she turned out to be. This change of life therefore impacted on her personal identity as she moved to stay in rural areas where she experienced different living conditions.

 Personal histories of pre-service teachers which emerged from poster narratives included educational histories, childhood experiences and historical events. Findings on the personal histories have been presented and discussed to highlight the personal identity. From the findings, personal histories were made up of events in the life of the pre-service teachers. In this regard, they can also be taken as life histories. According to Goodson and Cole (2001) life histories are important in understanding PTI. The accounts in their life histories indicated backgrounds to becoming teachers as they brought up their education histories, political situations that impacted on their education. These confirms findings by Cardelle-Elawar, Irwin and Lizarraga, (2007) that

life histories reflect the goals for becoming teachers, their concerns as well as perspectives on the contexts in which they developed ideas for teaching. In this regard, the personal histories of pre-service teachers as a component of personal identity confirms Sloan, (2006)'s suggestion that histories are relevant in understanding professional teacher identity. Besides personal histories, where they came from, that is geographical origin featured in their narratives on who they were.

5.2.2 Rural backgrounds

Most participants narrated on where they come from describing the conditions of living from their places of origin. Since four out of six participants had a rural background, it emerged as a strong factor from the data on personal identities and became a theme to consider. The findings revealed how the living conditions in the rural area impacted on their personal identities. From a South African context, rural areas designates areas which were previously known as 'homelands' during the apartheid era and were some distance away from the urban areas (Gardiner, 2008). Rural areas are remote and relatively underdeveloped whereby communities are poor and disadvantaged, lacking basic infrastructure for sanitation, water, roads and other transport, electricity and information communication technology (Surt 2011, p. 8). Although Surt was describing the current situation in rural areas, these were the same conditions the participants experienced when growing up. The pre-service teachers narrated their experiences of living in the rural area that shaped who they were.

For example Margret through poster narrative brought up experiences of rural areas that had an impact in her life.

> *Leaving Soweto and going to live with my grandparents in Pietersburg in the rural area was a different story. In Pietersburg, I stayed with my grandmother. We used to be many children staying together, my aunt, my nephews, my uncles were there staying in the two roomed house that my father built. We were using firewood that we fetched from the bush. After school we used to go and fetch firewood and water 20 km away from home, something that I was not used to.* **Margre**t **PN, 03/2012**.

For Margret, moving from urban to rural changed her life as she was confronted with challenges of rural life. Experiences of walking 20 kilometres to fetch firewood and water left a mark in her

life and she considered it as a story of her life (personal identity). Nick also expressed how growing up in the rural areas was not smooth sailing and he likened the rural life to a struggle.

> *We struggled to be where we are at present and not every child from the rural areas can make it.* **Nick PN, 03/2012**.

Growing up in rural areas living under difficult conditions shaped who they were as noted in their values. One of the values that stood out from participants with a rural background was value for community. From their experiences of rural life, the pre-service teachers developed an attachment to their communities. They developed desires to serve their communities by ploughing back into their communities the knowledge of teaching young children as illustrated in the following excerpt.

> *I am prepared to give a solid foundation to the young because history is a good teacher. When I go back to my community, I will try to fill in the gaps that I have noticed in educating the young ones.* **Morgan PN/03/2012**

These findings confirm the idea of Gilchrist, Bowles and Wetherell (2010) that a community is a vital aspect of a person's sense of self which emphasises belonging. From the pre-service teachers who have lived in the rural areas, they indicated a sense of belonging to their communities, for example, Morgan who wanted to fill the gaps he had identified in the education of young children in his community. Through a sense of belonging to a community, pre-service teachers constructed a personal identity (Wenger, 1998). Apart from experiences in the rural areas, the pre-service teachers narrated accounts of their schooling and teaching experiences in response to who they were.

5.2.3 Prior experiences

Prior experiences are considered here as those experiences with teaching and learning the pre-service teachers experienced before they entered the programme. This theme emerged from data on poster narratives that responded to who they were. In this regard it was considered as a component of their personal identities. In response to the question 'who are you?' and follow up interviews after poster narrative, the participants mentioned episodes from their schooling

experiences and teaching experiences which they felt had an impact on who they were. The findings of prior experiences are presented below starting with schooling experiences.

5.2.3.1 Schooling experiences

Schooling experiences emerged as a sub theme for prior experiences from data analysis. From their narrative accounts, participants described their memories of their schooling experiences in terms of the struggles to get education due to lack of resources, infrastructure, and experiences with their teachers and the effects of politics (apartheid) on their schooling. By bringing up these schooling experiences, it indicated that they were important experiences that impacted on their lives.

For Morgan early years of schooling were not good due to lack of resources as expressed in the following excerpt from follow up interviews to poster narrative.

> *When I started attending school we used the tree as a class and we spend the whole day under the trees. We did have uniforms and we used to go to school barefooted. We had no books to write on we wrote on the ground and on cardboards. We didn't have chalk boards; we only saw chalk boards in secondary school. These things affected me so much that I do not want to see it happening again to the African children. I have seen that I need to do something to change the situation.* **Morgan IN/ 04/2012**

Morgan went through difficult times during his schooling days which brought emotions. He expressed his emotions by mentioning how he was affected by negative schooling experiences and vowed to change the situation for African children. In this regard, he positions himself as a child advocate fighting for the rights of children. Similarly Margret's had memoirs of her schooling during apartheid. She did not elaborate much on her experiences but only mentioned an event that affected her learning

> *During 1976, violence erupted in Soweto where students didn't want to be taught in Afrikaans, this affected me as child because there were demonstrations that* affected *our learning.* **Margre**t **PN, 03/2012**

On the other hand, Nick narrated his experiences with teachers as part of his schooling experiences. He remembered vividly how the teachers would neglect them and make them sleep during teaching time.

> *When I was doing my primary, some teachers would tell us to sleep and close our eyes when they were busy. I remember during my high school some teachers would say I don't care as long as I am getting paid at the end of the month. This is the tendency of teachers going there for the sake of getting paid and not for the sake of the community.* **Nick PN, 03/2012**

Nick's schooling experiences were negative as he experienced lack of commitment from teachers. He struggled to become who he was and he also felt for other students who can be vulnerable to this kind of teachers and be disadvantaged.

…… we struggled to be where we are and not every student can be here

This struggle to gain education in the hands of teachers who were not committed impacted on his learning of English as a second language.

> *I remember I started learning English when I was in grade 7 and I became embarrassed in class when a question was asked and I could not express myself in English when answering the question. This is because some teachers in the lower grades have failed to do their job. Ok! I want to get past this*. **Nick PN, 03/2012**

Nick felt he was robbed by teachers who were not committed as he was finding it difficult to express himself in class using English. This schooling experience brought with it emotions on the part of Nick. He felt for children who are vulnerable like him during his schooling and he therefore wanted to make a difference. He was determined to make a difference to the lives of children. He seemed to be determined to make this difference from his expression; "*Ok! I want to get past this*". In this regard, Nick felt that just being a teacher will not make him effect that changes that he was aiming at.

I understand that being a teacher only is not adequate so I want to be a PhD graduate one day so that I take part, not necessarily meaning that I will be directly in charge but I will have a say on what happens. **Nick PN, 03/2012**

He had future plans of pursuing a PhD, but these future plans were driven by emotions of wanting to change the lives of children. His emotions have been shaped by emotional experiences developed through his schooling experiences and these emotions were likely to underpin his practice as a teacher (Hargreaves, 2001). These emotions influenced his decision to be a PhD graduate so that he can have an input in decisions that matter to children. This revealed how emotions can be brought in to the professional emanating from personal experience. However, schooling experiences are not always negative; other participants had positive schooling experiences that impacted on their personal identity. For example, Viola experienced good relationships with her teacher whom she saw as her role model.

The influence came from one of my teachers in the primary school. The love that they gave me motivated me.   What this teacher was doing to me made me wish to become like this teacher or even do more than what she was doing. To me she was my role model. **Viola, IN/ 04/2012**

Viola perceived her teacher as good teachers because of the love they were giving to her and as a result she wanted to emulate them. This finding concurs with the findings from Akyeampong and Stephens (2002) whose findings suggested that teachers who were perceived as good teachers were those who demonstrated effective interpersonal relationships by showing love and care. Apart from schooling experiences, the biographies of participants also included teaching experiences.

5.2.3.2 Teaching experiences

The participants narrated their experiences in teaching children which included conventional and unconventional experiences. According to Akyeampong and Stephens (2002) unconventional teaching experiences include Sunday school teaching, teaching siblings which are valuable contexts within which a buried interest in teaching had been awakened. Participants in this study comprised of pre-service teachers who had varied experiences. Three were young participants who had come from high school and had no experience in conventional teaching. The other three

were older and had been teaching for an average of ten years and were upgrading qualifications through a pre-service teacher education programme. As alluded to in the first section of chapter 2, their training was not quality assured since they went to colleges for blacks during apartheid. According to Parker (2003), it lacked coordination and there was meagre quality assurance and accountability procedures which significantly affected the quality of primary school teachers especially for the junior level (foundation phase) from which no particular attention was given. Which implies their initial training as teachers was not of good standard; moreover they had a general training for primary school teaching. They had registered in a pre-service programme to specialise in teaching in the foundation phase. They were teaching in the foundation phase without specialisation. For example Morgan from a follow up semi-structured interview was asked whether he has taught in the foundation phase his response was;

> *Since I started teaching, I have been teaching grade 2 that is from 1995 until 2009 when I came to the university to do BEd ECD/Foundation phase.* **Morgan IN/ 04/2012**

They had experiences of 14 years teaching in the primary school. This is a long period of time which indicated that they were well acquainted to teaching. They were coming to the university with a whole lot of teaching experiences from which they could have developed certain dispositions that could influence construction of professional teacher identity as foundation phase. However, Britzman (2003) argued that overfamiliarity with the teaching profession can affect those who are learning to teach. Confusion can come if there are contradiction from what they have experienced and what they are learning. For their personal identities, these teaching experiences shaped perceptions, values and beliefs that made who they were. Moreover, re-engaging in teacher training through university had implications on the participants' status and identity as teachers. The pre-service teachers were to obtain degree qualifications which would raise their status from being a diploma holder. Besides conventional teaching experiences, participants also mentioned the unconventional teaching experiences. For instance, Margret started identifying with teaching from an early age.

> *As a young girl, when I came back home from school, I used to gather young children in our neighbourhood to come and sit around me under a tree at my maternal grandparents' home where I will be teaching them everything they had learnt at school. I*

even made them to write and I would mark their work not knowing that one day I will be a teacher. **Margret PN/03/2012**

Role-playing teaching made Margret to identify with the profession at an early age. Olsen (2008) hypothesized that these early teacher role-play experiences can reinforce a stereotypical belief of what the work of teaching requires. From her role play experiences, Margret held perceptions of what teaching is like which she brought to the profession. The participants had also unconventional prior experiences in teaching emanating from their communities. For example Teneile mentioned Sunday school as where she first made contact with teaching.

At our church, there is junior youth, which involved children from primary school to grade 8. It takes place every Friday. Many children from our community come to play games and other things that can occupy them and they were also given something to eat sometimes just because some of them come from homes with poor backgrounds. I was involved in assisting at the junior youth when I was at high school. **Teneile IN/04/2012**

Being Sunday school assistant from primary to secondary school exposed Teneile to the profession of teaching as she experienced working with children. From there she developed conceptions about teaching which were likely to influence what she learned from the teacher education programme. Olsen (2008) suggested that these early conceptions of teaching partly formed the interpretive frame though which they viewed teaching and learning. This implies that these early conceptions of teaching developed through childhood play and unconventional teaching experiences should not be ignored as they are likely to interfere in how pre-service teachers learn how to teach.

From their prior experiences with teaching, pre-service teachers encountered both negative and positive experiences which shaped emotions of love and care for children as well as desires to make differences in the lives of children. They were also exposed to working with children which made them to enter teaching as 'insiders' who already have a strong sense of what it means to be a teacher (Mayer, 1999). With regard to this, the prior experiences of pre-service teachers were likely to impact on their professional teacher identities. Apart from prior experiences, the pre-service teachers identified themselves with their personal attributes.

5.2.4 Personal attributes

Personal attributes emerged as a common theme from the narratives of pre-service teachers for their personal identities. The common descriptors of personal attributes that emerged were as follows; loving, sympathetic, empathetic, humane, emotional, kind, energetic, creative, adventurous, and caring. The young participants focused more on narrating their personal attributes as compared to the older participants. However, for those older participants who did not openly narrate their personal attributes, these were inferred from their narratives.

For example Teneile a young participant, made personal attributes a central theme in designing her poster for the narrative of who she was. The bright colours she used portrayed the kind of personality she had as indicated in her narrative.

> *This is me I got a lot of colour in my name to portray brightness in colour and an atmosphere of energy and happiness ok, and often I am happier than the word itself. A lot of colour also means I am a very extravagant person at times, I want to try new things, I like experimenting, I like to create things   I like to be kind to people and I like helping them whenever I can, and I empathise and sympathise with people ok. I love nature, gardens and adventure i.e. being outdoors.* **Teneile PN, 03/2012**

According to Teneile, bright colours in the poster expressed happiness, extravagancy and her creative nature. She also expressed her caring attributes in being kind, helpful, sympathetic and empathetic. Her love of nature portrays her as a nurturer. According to a survey of teacher identities in works of literature done by Muchmore (2012), teacher as a nurturer emerged implying that nurturing is considered as an attribute relevant to teaching. These teachers tend to be respectful towards their students and work hard to provide them with sustenance for their intellectual growth. Most likely Teneile was narrating her personal identity connecting it to the profession by mentioning the attributes that make her suitable for the profession. She further mentioned other attributes that connects her to teaching as found in the following excerpt.

Figure 5. 1: Teneile:Outgoing and creative

A smiley face on the poster shows that I talk a lot; even my parents tell me that when I was small, I used to talk a lot that when I started I wouldn't stop. Anywhere I love talking and singing. I enjoy creativity and I enjoy creating things for the benefit of somebody else, since teaching young children requires creativity in making resources, I thought I would make good use of my creativity to benefit these young children. I *have the word reflection on my poster because I like to reflect on what is happening in my life especially when I am outdoors hiking or climbing on something".* **Teneile PN/04/2012**

Teneile seemed to link her personal attributes to her becoming an ECD/FP teacher. Identifying herself as talkative, a singer, as creative and reflexive which positioned her for ECD/FP teaching. She went further to connect her creativity with resource making in ECD/FP. She also portrayed reflexivity through reflecting on her negative characteristics which she aspired to work on to improve on her identity as indicated in the following excerpt.

There are also some not so good factors in my life that I need to work on that's why I put thumbs down on the poster. The issues that I need to work on and improve are that I have a tendency of not being punctual many times and I also put myself under pressure when I am working and this is something that I need to improve but it's a process. Sometimes I can be indecisive. I decide like in heads and tails – deciding one thing and the next –

changing like dice symbolism. That's me and that's the part of life that I need to improve.
Teneile PN 03/2012

Like Teneile, Susan, narrated her personal attributes for her personal identity which she believed would make her an ECD/FP teacher. She also portrayed her attributes using drawing and pictures which she put on the poster.

Figure 5.2: Susan: Unique and appreciative
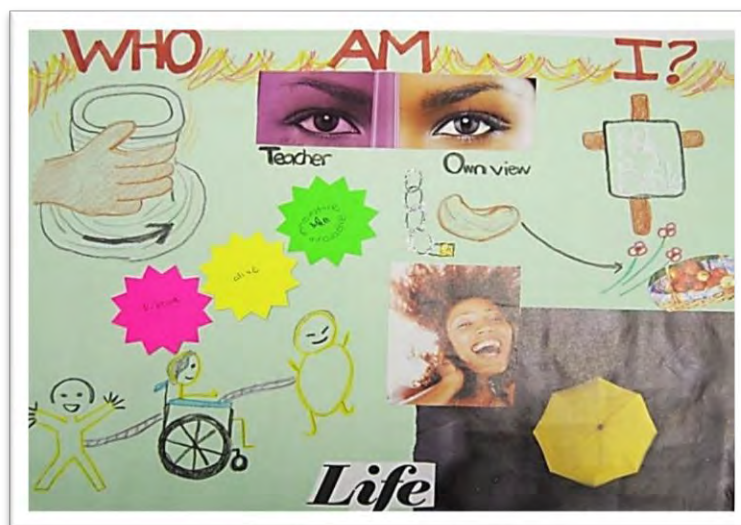
I am unique, I put a picture there of a yellow umbrella standing out amongst black umbrellas I am reserved person so I have a chain here with a little lock; I enjoy having my time alone to just evaluate my life. I am an empathetic person guilty of sometimes being too sympathetic and that can become a problem. I value good health and just exploring and trying out things. Because I am a very accepting person, I value and appreciate people around me and the things around me. **Teneile** *PN, 03/2012*

She brought in empathy and sympathy to describe who she was which implies a caring attitude towards other people. *Having time alone to evaluate her life* indicated her reflexive tendencies just like Teneile. She went further to identify herself as an accepting person adding to her relational attribute that made her able to relate well with people around her. Similarly Nick identified himself with relational attributes as indicated in the following excerpt.

First of all am just humane so I have to respect other humans. I am down to earth, I speak my mind and I am emotional. I want to make a difference. **Nick PN/03/2012**

Humane, respect and making a difference indicated that Nick cared about people. In this regard he viewed his identity in relation to others (Giddens, 1991). While some participants focused on relational attributes, Viola considered her interests, hobbies and who she was in different contexts. Her poster depicted these identities and interests.

Referring to pictures on the poster, Viola narrated;

So this is my dream house after completing my degree here, it will be upstairs. This is my dream car, as now I am driving a Yaris Toyota but when I leave this I will be driving this one. This is the food I eat, I will eat balanced diet. **Viola PN/03/2012**

Figure 5.3: Viola: Fashion designer and learner

Viola seemed to have dreams which she intended to fulfil indicating that she was a goal oriented person. She went further to identify herself with her hobbies and other roles she play in her social life.

I love nature, I love sight-seeing and during my spare time I am a fashion designer. I design wedding dresses during my spare time. I am a lot like a learner. As you can see

these books here, I just want to be more knowledgeable and be up to date with what is happening in the world". **Viola PN, 03/2012**

She identified herself as a fashion designer and a learner. Just like Teneile, she loved nature which links her to nurturer.

From the findings on attributes as a component of the pre-service teachers' personal identities, attributes such as caring, creativity, reflexivity, and nurturer emerged which are connected to ECD/FP teaching. This implies that the pre-service teachers in narrating their personal attributes for their personal identity, they were already relating who they were to the profession they have chosen. These findings concur with the proposition that through personal attributes, pre-service teachers reveal the images they hold of teaching (Weber & Mitchel, 1995). They believed these attributes would make good ECD/FP teachers; hence they were linking their personal identities to the professional identity.   Religion and spirituality also emerged as component of the ECD/FP pre-service teachers.

5.2.5 Religion and spirituality

From pre-service teacher's narratives, religion and spirituality emerged as a strong factor for their personal identities. Religion and spirituality are quite often used interchangeably because some people define spirituality from their socialisation within religious organisations (Gibson, 2011). In this regard, spirituality emanates from people using their religious beliefs to make meaning of who they are (Lindholm & Astin, 2008). Religion and spirituality were therefore used together in this theme of personal identity since there is no clear demarcation between the two. Since religion and spirituality are used in making meaning of who one is, they are connected to one's identity and religion is one of broad cultural strata in which one's identity can be understood (Olsen, 2008). Furthermore Jenkins (1996) identified spirituality in form of religion as one of the channels through which people seek identity (Jenkins, 1996). The ECD/FP pre-service teachers sought their identity through religion and spirituality.

Growing up in religious families and communities shaped pre-service teachers' beliefs in God which they used to find meaning in life. For example Susan grew up in a religious environment because her father was a pastor as indicated in the following excerpt..

My parents; my father is a pastor and my mum is a teacher and that has had a great influence in my life and the person I have become. They have taught me good morals and values. I grew up observing how they were interacting with people and I emulated them. **PN, 03/2012**

For Susan, growing up in a religious environment shaped her identity which she based on good morals and values as well as good relationship with people. Religious environment could also have influenced reflective tendencies in her as indicated in how she responded to the question on 'who she was?' for her poster narrative. Susan started with inward examination which led her to a spiritual self;

Introspection is required for one to answer the question of who I am. It's something I normally do on my own and I have rarely shared with anyone else so I will try to give you a glimpse of who I am. **Susan PN, 03/2012**

She went on to point her beliefs in God as central to ´who she was' and her values in being right with God.

First and foremost the central and guiding force of my life is my faith, my relationship with God. One of my beliefs is the importance of being right with God and always keeping in mind that you will live this word and this body and it's not about how the world views you but it's about your identity in Christ. So that is my fundamental belief. **Susan PN, 03/2012**

From the excerpt above, Susan portrayed a sense of purpose and meaning to life. She further recognised and celebrated that people are connected to each other by a power greater than all of us which is grounded in love and compassion (Brown, 2010).

Once that is established it's easy to be yourself be myself because I am sure of God's love and if you are sure of God's love then you can give love to other people. I value honesty and encouragement, being one through love and being what God wanted us to be by helping others. **Susan PN, 03/2012**

Susan's personal identity is similar to what Giddens, (1991) termed a reflexive project of self whereby personal identity is an endeavour that we continuously work and reflect on. The kind of

identity in which there is a continuous flow of incoming self-information through which identities are made, remade and transformed.   In this regard, Susan created a narrative of who she was and how she came to be who she was using her beliefs about God (Giddens, 1991). She therefore enacted her spirituality by valuing sharing love with other people. This love that emanated from her religious and spiritual beliefs is a disposition that had implications on her relationship with children she will teach.

This was also found in Teneile who enacted her religion and spirituality in sharing love with other people.

> *I understand that God loves me and because he loves me, I need to give people the love that I have discovered.   I like to be kind to people and I like helping them where I can.* **Teneile PN, 03/2012**

Nick enacted his religion and spirituality by finding meaning of life through his beliefs in God. On his poster, he put a caption '*Only God Knows'* which he considered as a motto. This motto expressed his total surrender to the will of God implying strong beliefs in God.

> "*The name of my chart is "Only God knows", that's my motto.* **Nick PN, 03/2012**

From the interview that followed up the poster narrative, Nick shaded more light on why gave the title 'Only God Knows' to his poster;

Figure 5.5: Nick: Only God Knows
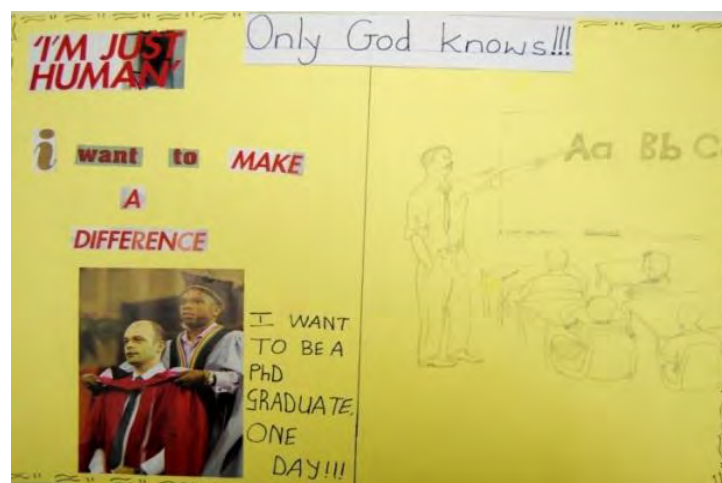
When I completed my matric, I wanted to go to university straight away, but this did not happen. I believe God has his plans for me, he wanted me to go to university at a particular time. I also believe that when he opens doors of opportunities for one, nobody can shut it, so he opened a door for me in foundation phase teaching and I accepted it because he wanted it that way. That is why I say 'Only God knows'. **Nick IN/04/2012**

Nick seemed to believe in destiny and that his destiny is in the hands of God. In this regard he felt that entering ECD/FP teaching was his destiny. According to Callister (2013) our understanding of our potential destiny, can greatly heighten our self-worth, confidence and motivation. In this regard, the belief that becoming an ECD/FP teacher was a destiny could influence how Nick would respond to teaching in ECD/FP. On the other hand, Nick's interpretation of his situation could be seen as a way of using his beliefs in God as consolation for failing to access what he wanted. In this regard, religious beliefs were used to resolve tensions and difficulties that are faced when one is reflecting about self (Giddens, 1991). Margret also used her religious beliefs to interpret how she escaped the wrath of the law during her previous experience in teaching.

I had 3 cases of beating the children, but by of the grace of God they managed to cover up for me and I apologised to the children's parents and I made a turning point and stopped it. **Margret PN, 03/2012**

The findings suggest that religion and spirituality brought self-awareness and interconnectedness with others (Lindholm & Astin, 2008) which shaped their personal identities. Through religion and spirituality, they found meaning in the lives and came to value relationships with others as they expressed the need to share love, being kind and giving help to people. These findings concur with White (2006)'s proposition that religion shapes how individuals construct their personal identities. White further argued that individuals draw from existing identity in developing a professional identity. This implies that the pre-service teachers would draw from their personal identities shaped by religion and spirituality. Self-awareness and interconnectedness with others expressed as love and compassion had implications on the pre-

service teachers' relationships with children they teach impacting on their emerging professional teacher identity.

5. 3 Summary and conclusion

The personal identities of pre-service teachers seemed to emerge from their life stories which comprised of personal histories, geographical origin, schooling and teaching experiences, personal attributes and religion and spirituality. These findings suggested that the contexts and contents of their lived lives (Samuel & Stephens, 2000) were embedded in their personal identities. The contexts and contents of their lived lives shaped aspirations, motives, beliefs, values and attributes which shaped their personal identities. This implied the role played by past experiences in shaping their personal identities. Given their difference in ages, gender and experiences, the participants also differed on what they focused on in narrating their personal identities.

In narrating their personal identities, the older participants seemed to identify with their personal histories and past experiences. Growing up in the contexts of rurality during apartheid made them to experience hardships which shaped values, beliefs and aspirations related to serving and making a difference in the lives of children. Moreover, they identified with their schooling experiences and teaching experiences which they believed shaped who they were. In narrating their personal identities, the older participants revealed an attachment to their past histories and they revealed that they are products of their histories (Olsen, 2008). On the other hand, the younger participants were much concerned about who they were at that present moment as they considered their personal attributes which they possessed for their personal identities more important. Although the participants differed on what they focused on in narrating their personal identities, they seemed to concur on connecting their personal identities to their professional teacher identities. In this regard the purpose of narrating their personal identities came out strong in determining what they narrated about themselves. This concurs with Bamberg, (2010) who proposed that in narrating identity, the purpose of narrating determines what life experiences can be included in the life stories. Bamberg went on to say that life events on their own are not relevant but what they stand for which emanates from how they connect with other events and how they differentiate us as special and unique. Since the participants were aware of the aims of the study, they narrated their personal identities using life events, experiences and attributes that

connected them to the profession (ECD/FP). These findings echoes to Mockler (2011, p.522)'s suggestion that "the articulation of one's identity is a first step toward theorizing professional practice through the explicit linking of 'what I do' with 'why I am here'". A close look at the personal identities that emerged, there is evidence that the participants were already positioning themselves for ECD/FP teaching as they narrated schooling experiences, personal attributes that make them good ECD/FP teachers and beliefs and values that link with teaching young children. The ECD/FP pre-service teachers constructed a retrospective narrative of personal history (Young & Erickson, 2011) that revealed key events in their personal lives as well as their personal attributes. The next chapter therefore presents findings on professional teacher identity.

CHAPTER 6

Emerging Professional Teacher Identities of ECD/FP Pre-service Teachers

6.1 Introduction

The previous chapter presented the findings that addressed the question; what are the personal identities of ECD/FP pre-service teachers from a selected institution of higher learning? The findings indicated that their personal identities emerged from their life stories which comprise personal histories, geographical origin, schooling and teaching experiences, personal attributes and religion and spirituality. These life stories revealed their life experiences which appear to shape beliefs, values, motivations and aspirations the pre-service teachers brought to the ECD/FP profession. Given the pre-service teachers' personal identities, what are their professional teacher identities? This chapter therefore presents and analyses the findings that indicate the emerging professional teacher identity of the ECD/FP pre-service teachers.

Professional teacher identity of pre-service teachers emerged from how they perceived themselves as ECD/FP teachers. These perceptions were derived from poster narratives from responding to the guiding question, 'how do you see yourself as an ECD/FP teacher?' This question enabled those who were becoming teachers for the first time to create images of themselves as teachers. However, for those who had been teachers before, the question gave them an opportunity to re-think and re-imagine themselves as teachers. The responses they gave brought up how they perceive themselves as ECD/FP teachers. Furthermore, follow up interviews probed on their perceptions of ECD/FP and their motivations to become teachers which also revealed how they perceived themselves as ECD/FP teachers. Reflective writings and teaching practice journals also revealed their approaches and practices which also reflected their perceptions of themselves as teachers since choice of actions and judgements in teaching are influenced by how one perceives himself / herself as a teacher (Hong, 2010). These perceptions were therefore considered as their emerging professional teacher identity.

From their perceptions of themselves as ECD/FP teachers, possession of knowledge about teaching young children, roles they perform as teachers of young children and the kind of teacher they envisioned themselves emerged as the main themes. These themes therefore represent the pre-service teachers' emerging professional teacher identity. In this regard, findings that illustrate the emerging professional teacher identities of ECD/FP pre-service teachers will be presented under the following major subheadings.

- Knowledge possession
- Role perceptions
- Possessing suitable attributes
- The kind of teacher they want to be (Vision)

Narrative accounts that relate to each theme will be presented and discussed to illustrate the emerging professional teacher identities. From the participants' narrative accounts, possession of knowledge emerged as one of the key aspects of their emerging professional teacher identity.

6.2 Knowledge possession

In response to the guiding question for poster narrative, 'how do you see yourself as an ECD/FP teacher?' all the participants mentioned possession of knowledge as important in becoming ECD/FP teachers. Furthermore, in interviews that followed, in their reflective writing and teaching practice journal entries from teaching practice, the pre-service teachers mentioned various forms of knowledge related to teaching young children which they consider important for them in how they saw themselves as teachers. In this regard, possession of knowledge was considered as a theme for emerging professional teacher identities. From literature, there are many forms of knowledge in their work such as subject content knowledge, pedagogical knowledge, curriculum knowledge, knowledge of learners and learning and others (Shulman, 1987; Grossman, 1990; Goodfellow & Sumsion, 2003). However, it is not in the jurisdiction of this thesis to unpack these different forms of knowledge but to consider the knowledge that emerged from participants' in narrating their professional teacher identity. What is important to note is that beliefs were also considered as knowledge because knowledge and beliefs are inextricably intertwined (Pajares, 1992) as beliefs can influence what knowledge one will

comprehend. For analysing knowledge, two categories were adopted; theoretical and professional knowledge (Egan, 2004).

Theoretical knowledge included knowledge which informed their practices and judgement but not directly involved in practice while professional knowledge was knowledge of how to act, which is knowledge that underpinned practices (Egan, 2004). In this regard theoretical knowledge that emerged from the narratives included child development, inclusive education, beliefs about children, knowledge about ECD/FP. On the other hand professional knowledge included ability to plan, to create a learning environment, to address children's needs and to communicate with parents. Findings that illustrate the kind of knowledge (theoretical and professional) that pre-service teachers identified with are presented and discussed below to highlight the emerging professional teacher identity.

6.2.1 Theoretical Knowledge

The pre-service teachers perceived themselves as ECD/FP teachers basing on theoretical knowledge they have learnt from the teacher education programme. In this regard, knowledge of child development, knowledge of children, and knowledge of inclusive education emerged from their narratives as important in making them ECD/FP teachers.

6.2.1.1 Knowledge of child development

The pre-service teachers perceived knowledge of child development as important in making them ECD/FP teachers. Most of them mentioned that they possess this knowledge which they felt made them to be professional teachers. For example, participant Morgan said that to be identified as an ECD/ FP professional one should have an understanding of child development as indicated in the following excerpt.

> *I call myself a professional ECD teacher due to an understanding of child development I got from the university and this makes me feel confident.* **PN/03/2012**

Furthermore he derived his confidence as an ECD/FP teacher from his understanding of child development which indicates the importance he attached to this knowledge for his professional teacher identity. Furthermore, Viola elaborated on the importance of child development for an ECD/FP teacher.

*Child development is important in that when you are teaching a child, you have to see to it that all aspects of development are catered for. That is teaching the child holistically…….We also learnt about Piaget's cognitive theory, that children develop through some stages and that children differ in their level of understanding……***Viola PN/ 03/2012**

Similar to Viola, Teneile saw herself as an ECD/FP teacher through her contribution to the holistic development of children.

I see myself as an ECD/FP teacher who is not just going to contribute to the children's intellect, but to their holistic being, that is, to their hearts, their minds, their bodies and their social life. **Teneile PN/03/2012**

Nick also acknowledged that teaching young children should follow a holistic approach in developing them as indicated in the following excerpt;

You must also make sure that you develop them holistically. **PN/ O3/2012**

This implied that he also considered knowledge of child development important in becoming an ECD/FP teacher.

The findings above suggest that pre-service teachers perceived child-development as an important knowledge component which makes them ECD/FP teachers. the pre-service teachers' perceptions are in line with the values and practices of ECD/FP. Child development is valued knowledge for early childhood and several scholars in the field have identified it as typical knowledge component that is included in teacher education programmes for ECD/FP (Gordon *&* Browne, 2004: Langford, 2005; Ryan & Grieshaber, 2005; Sumsion, 2005) making it important knowledge in becoming teachers of young children. According to (Berk, 2009, p. 4) "Child development is conceptualised in terms of three broad domains: physical, cognitive, and emotional and social". These domains are featured in definitions of early childhood development for example in a definition by (DoE, 2001) given previously in chapter one. This definition mentions physical, mental, spiritual emotional, moral and social domains as areas focused to help children develop.

A focus on all the domains mentioned above brings the perspective of holistic development which is emphasised in the education of young children. From the data presented above, the pre-service teachers seemed to conceptualise ECD/FP along with facilitating holistic development, thereby concurring with the definition of ECD. Their understanding of ECD influenced on how they perceived their approach to teaching young children which they interpreted in terms of facilitating holistic child development. This finding concurs with Daniels and Shumov's (2003) suggestion that understanding of a child's development is important in teachers because it influences pedagogy. The pre-service teachers saw teaching young children as involving attending all aspects development hence they linked becoming ECD/FP teachers with knowledge of child development. Linked to child development are beliefs about children which emerged from probing done in the interviews that followed up poster narrative.

6.2.1.2 Knowledge of children

Having identified from poster narrative the pre-service teachers indicated that they perceived themselves as ECD/FP teachers in terms of knowledge in child development, the researcher considered probing on what they know about children in the follow up interviews to find out how far their knowledge goes. Considering knowledge of children was also informed by literature on teacher knowledge that brings out knowledge of children as one of the domains of teacher knowledge which is important in teaching young children (Shulman, 1987; Grossman, 1990). In responding to the question what are your beliefs about children, various statements emerged from the responses which seemed to indicate that their knowledge of children is related to their perceptions of how children learn.

The analysis of responses indicated that the pre-service teachers perceived young children as having the potential and eagerness to learn as indicated in the following excerpts.

> *They have a lot of potential if they are given the chance to experience.* **Tamara IN/O4/2012**

> *They are eager to learn and they are like sponges, they absorb like a sponge in water.* **Nick IN/04/2012**

They also believed that the environment shape children as indicated in the following excerpts.

They can become whatever depending on what you expose them to. **Susan IN/04/2012**

They are also influenced by what happens around them especially from their families. **Morgan IN/04/2012**

Young children are capable of doing whatever you want them to do. **Viola IN/04/2012**

They perceived children to enjoy playing and that they can learn through play as indicated in the following excerpt.

Young children enjoy playing and learn through playing, **Morgan IN/04/2012**

The beliefs held by pre-service teachers about young children indicate that their understanding of children basis on how children learn and how the importance of the environment in the learning of children. These beliefs seemed to be influenced by the theory they had learnt from the teacher education programme. However other knowledge sources cannot be ruled out. Their experiences with young children might have contributed to this understanding. Statements like "*young children are capable of doing whatever you want them to do*" indicate that the participant had interacted with young children and come to know them. The implications of these findings are drawn from the importance of knowledge of children to the teacher of young children. Several authorities have identified teachers' views about children to shape perceptions of their roles as educators as well as their classroom practice (Daniels & Shumov, 2003; Hammerness, Darling-Hammond & Bransford, 2005; Akkerman & Meijer, 2011). In this regard, the beliefs held by pre-service teachers were likely to influence their approaches to teaching young children also indicating their emerging professional teacher identity. Besides knowledge on children, the pre-service teachers perceived knowledge on inclusive education as important for them in becoming ECD/FP teachers.

6.2.1.3 Knowledge of Inclusive education

Knowledge about inclusive education featured in the pre-service teacher's responses to how they see themselves as ECD/FP teachers. They seemed to view supporting learners in learning as important for them in becoming ECD/FP teachers. Supporting learning is about practicing inclusive education which is considered by UNESCO (2005) as a dynamic process of addressing and responding to the diversity of needs of all learners and seeing individual differences not as

problems but as opportunities for enriching learning. From a South African context, inclusive education is about supporting all learners, educators and the education system as a whole to meet the full range of teaching needs (Department of Basic Education, 2001). The pre-service teachers perceived themselves as ECD/FP teachers through their ability to implement inclusive education.

Perceptions of inclusive education as important in ECD/FP teaching were identified from participants' narratives. For example, Susan designed a poster in which she drew a child on a wheelchair and others not on a wheelchair to highlight part of her work as a teacher (see Figure 6. 1 below). She explained the meaning of the drawings in relation to how she saw herself as an ECD/FP teacher.

Figure 6.1: Susan: Unique and Appreciative
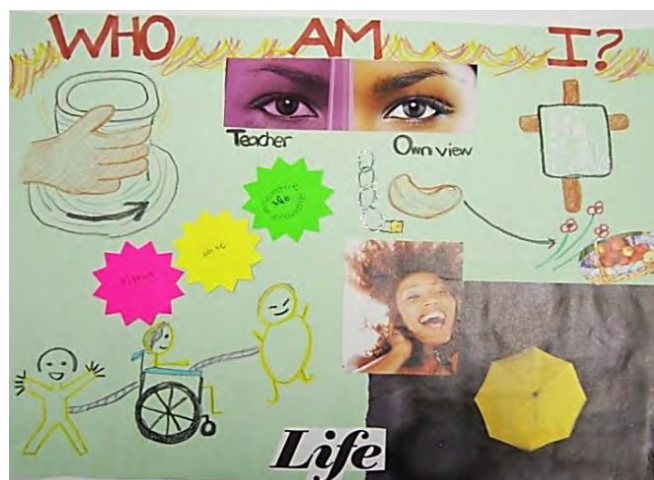
On my poster I have drawn a picture of children with different abilities who they are trying to get into the road. The drawing implies that I shouldn't view these children as different from other children but I am there to help them cross the road and be like other children. **Susan PN/ 03/2012**

Susan indicated awareness of different needs that children bring to school. She saw her role in accepting all children despite their differences as well as in addressing their needs. This implies how she identified with inclusive education in becoming an ECD/FP teacher. Similarly Teneile perceived supporting learners as a key factor in her profession.

.....supporting learners is a bigger factor in my life and as a teacher I see myself supporting them in whatever ability or disability and working with them to become the best they can be. **Teneile, PN, 03/2012**

Likewise, Morgan acknowledged possession of inclusive education knowledge as indicated in the following excerpt.

I now understand how children develop and what inclusive education is, as well as diversity **Morgan**, **PN/03/2012**

Moreover, for Morgan, this knowledge did not remain theoretical but he put it into practice during his teaching practice as evidenced from an excerpt from his reflective writings on teaching practice.

In my class there were two physically challenged learners. One was paraplegic, he could not speak well and his hands were weak and could not hold a pencil to write. The other learner could not speak- had speech problems. I started to give them activities to develop their motor skills. By the time I left the school, they were able to hold the pencil and were trying to write. **Morgan RN/ 10/2012**

Nick also acknowledged the importance of inclusive education in becoming an ECD/FP teacher by relating a situation where he did not know how to attend to a hyperactive child because he did not have the knowledge.

During my first year of teaching practice, there was a learner who was hyperactive; he was going up and down and could no settle. This learner was different from other learners and appeared unusual. But then I asked other teachers that I have this kind of learner and that is when they explained to me that maybe he has hyperactive. So I asked what can I do and they said just keep him busy and if he is busy he won't disturb. When we returned to the University for the second semester, we learnt about barriers to learning and how to assist such learners. **Nick RN/10/2012**

Findings indicated that the pre-service teachers perceived knowledge on inclusive education as necessary in becoming an ECD/FP teacher and they made it an important factor in their emerging professional teacher identity. Without this knowledge, they saw themselves not able to perform their role adequately. Apart from theoretical knowledge, professional knowledge also emerged from their narrative on how they perceive themselves as ECD/FP teachers.

6.2.2 Professional knowledge

Narrative data from poster narratives, interviews and reflective writings which spoke to professional teacher identity indicated that pre-service teachers perceived themselves as ECD/FP teachers basing on the competences they believed would make them teachers. Egan, (2004) identifies competences as professional knowledge. Egan further elaborated on professional knowledge as knowledge about teaching which relates to ability to; plan, teach particular subjects, create a learning environment, meet children's needs and communicate with parents. These competences concur with those mentioned by the participants in their spoken and written narratives which are used as sub-themes to present findings for professional knowledge.

6.2.2.1 Knowledge of teaching subjects

Knowledge of teaching subjects emerged from the participants' narratives on how they see themselves as ECD/FP teachers. They indicated that they possess knowledge of teaching particular subjects in the ECD/FP which they believed would make them teachers. For example, one of the participants in the follow up interview to poster narrative when probed on what the spectacles on her poster Figure (6.2) she responded;

> *This pair of glasses symbolises me as an ECD specialist and I am now putting on a new pair of glasses which make me see things in a different way. I cancelled what I have been doing before and I am starting a new chapter. So I want to go impart the knowledge that I gained and make a difference when I go back to school.* **Margret PN/03/2012**

From further probing on the new knowledge she had gained, Margret responded;

> *Before I came to university, I was not able to teach mathematics for grade 1. The only topics that I knew were addition and subtraction. Division, space, shape and geometry I*

haven't come across them. But now I know that all these can be taught from grade R in sequence up to grade 3. **Margret IN/042012**

Figure 6.2: Margret:

These findings indicate the competences in teaching mathematics that Margret identified as what she has acquired. She believed the competences would make her a good ECD/FP teacher. In this regard she perceived herself as an ECD/FP teacher through ability to teach mathematics. She went further to reveal some of the competences that she perceived were important in her becoming an ECD/FP teacher.

> *In my teaching in the foundation phase, I wasn't using resources before but now I have learnt that resources is a must when teaching these young children. Children learn better when they see, touch and do, making resources very important in their learning.* **Margret IN/042012**

Margret considered ability to make and use resources in teaching as an important factor in her becoming an ECD/FP teacher. She perceived herself as an ECD/FP teacher through the competences she possessed. These competences link with what Egan (2004) considers professional knowledge. From reports made by her mentor during teaching practice, the competence was identified as indicated from an excerpt from the teaching practice report;

She planned her lessons well and showed creativity in resource making which she effectively used in her lessons. **TPN/08/2012**

The findings indicate a contribution from Teacher Education Programme to the emerging professional teacher identity of pre-service teachers. Margret acknowledged the contribution made by the Teacher Education Programme in making her a better teacher. She used a metaphor of glasses to symbolise her shift in identity. Margret was one of the participants who had teaching experience before coming for specialisation in ECD/FP. Going through a BEd ECD/FP programme had changed how she viewed herself as a teacher. She attributes this change to the professional knowledge she had acquired from the programme. This confirms findings from Beijaard et al. (2004), Rodgers and Scott (2008), and Beauchamp and Thomas (2009) who identified experiences from teacher education programmes to bring about a shift in professional teacher identity. Margret came to identify herself as an ECD/FP specialist because of the knowledge she had acquired from the programme. She managed to put this knowledge into practice as evidenced by the reports from her mentor.

6.2.2.2 Classroom management

The pre-service teachers also identified with the ability to manage in the classroom. This emerged from their reflective writings and teaching practice journals. For example, Viola reflected on how she addressed challenges of teaching large classes as indicated in the following excerpt;

> *The classroom was full in such a way that I was unable to move freely as well as the learners. I adopted a strategy of attending to learners in their groups in order to get each and individual learner.* **Viola, RN/10/2012**

This excerpt from her reflection indicates professional competences in classroom management. The fact that she reflected upon it meant that she considered it as an important element that made her an ECD/FP teacher. The mention of the need to attend to individual learners indicates that she perceived herself as responsible in addressing children's needs which is one of the qualities of an ECD/FP teacher as identified by scholars in the field (Siraj-Blatchford, 1993; Gordon & Browne, 2004*;* Langford, 2005; Bruce, 2008; Bredekamp & Copple, 2009). Her ability to address the challenge made Viola identify herself with teaching.

6.2.2.3 Communicating with parents

Pre-service teachers also identified with knowledge of parental involvement in educating young children. They considered ability to communicate with parents to address issues affecting learners as important in becoming ECD/FP teachers. For example, Margret reflected on how she applied her knowledge of parental involvement in the following excerpt.

> *Bullying that was being done by one of the learners disturbed me. It seems teachers at that school had failed to deal with the learner whom I met in grade three. The child would make my lessons unbearable as he would disrupt other learners moving from one desk to another teasing, hitting and calling others names. I talked to other teacher who has taught her and they complained about him. I consulted with my mentor and we decided to call the parents. The mother responded to the call and came to school.* **Margret RN/ 10/2012**

The excerpt above from reflection, indicates that Margret possessed knowledge of solving some of the challenges that a teacher can face in dealing with children. She regarded partnering with parents as important in her becoming an ECD/FP teacher concurring with authorities who identified the importance of communicating with parents as an important factor in the education of children (Fasina, 2011; Kernan, 2012). By involving parents, Margret indicated professional knowledge in solving problems which indicated her emerging professional teacher identity.

The findings indicate that knowledge was identified by pre-service teachers as an important aspect in their becoming ECD/FP teachers. These findings go to support authorities on teacher knowledge who identified knowledge as a crucial element in becoming a teacher (Shulman, 1987; Bernstein, 2000; Clandinin, 2000; Goodfellow & Sumsion, 2003; Beijaard et al., 2004; Beck & Young, 2005; Bukor, 2013). The pre-service teachers indicated that they possessed a variety of knowledge forms; theoretical and professional they perceived would make them ECD/FP teachers. They seemed to agree with Grossman (1990) who suggested that for one to be identified as a teacher, one should be grounded in the knowledge, skills, values, methods and procedures pertinent to the discipline.

The findings also confirmed the role that Teacher education plays in shaping professional teacher identity as found from literature (Beck & Young, 2005; Alsup, 2006; Tsui, 2007; Sexton, 2008; Pearce & Morrison, 2011). The pre-service teachers indicated theoretical and professional knowledge they have gained from their experiences in the programme. This confirms findings from Connelly and Clandinin (1995) which suggested that professional knowledge is influenced by the experiences within the spaces of teacher learning (teacher education programme). From their experiences in Teacher Education programme, the pre-service teachers drew from many forms of knowledge (Shulman, 1987) as they become ECD/FP teachers. They saw possession of knowledge as an important for their profession. Owing to this knowledge, they identified themselves as ECD/FP teachers, specialists and professionals concurring with Beijaard et al. (2004)'s proposition that professional teacher identity as derived from seeing oneself as an expert in various knowledge sources. Identifying with the knowledge that one has leads to professional consciousness and commitment and brings about professional identity (Beck & Young, 2005). In this regard, the pre-service teachers' professional identity emerged from relating with knowledge they possessed on teaching young children. The pre-service teachers' professional teacher identity also emerged from how they perceived their role as ECD/FP teachers.

6.3 Role perceptions

In response to the guiding question on poster narrative on how they saw themselves as ECD/FP teachers as well as from reflections on their teaching practice, the pre-service teachers mentioned what they perceived to be their roles in teaching young children. Mayer (1999) described a teaching role as something that captures things done by the teacher in performing the functions that are required of him/ her as a teacher. In this regard, a teaching role can be associated with a set of understandings of what it means to be a teacher in a given context (Sexton, 2008). The pre-service teachers associated becoming an ECD/FP teacher with playing particular roles related to teaching which include caring, loving children, serving communities, building a foundation for learning, instilling moral values, being creative.

6.3.1 Caring

Caring is considered a gendered construct (Vogt, 2002) because of its link to what mothers or women do to children. Although caring can be considered as a gendered construct, it can be conceptualised as a central facet of the teaching profession (Alexander van Wyk, & Moreeng 2014**).** As an aspect of teaching profession, caring relates to emotions, actions and reflections that emanates from the teacher's desire to motivate, help and inspire their students (O' Connor, 2008). In this regard, good teaching can be linked to care making it an integral part of teaching (Zembylas, 2003; Darby, 2008) and an aspect of professional teacher identity (Tateo, 2012). The pre-service teachers perceived teaching in the ECD/FP as playing a caring role.

From their narratives, all the participants considered caring as part and parcel of their teaching role as ECD/FP teachers. For example Margret likens teaching in the ECD/FP to mothering as indicated in the following excerpt.

I understand that when teaching the ECD/FP, the child must feel that she has a mother. **Margret PN/03/2012**

Viola used her understanding of the nature of work in the ECD/FP which according to Vogt, (2010) demands and fosters an ethical orientation towards care. In this regard, she aligned the nature of work with mothering which positions ECD/FP work in the care paradigm (Gibson, 2011) and feminising it as requiring soft skills of care, nurturance and love (Hatcher, 2000; Ailwood, 2008;Page, 2011). Viola therefore intertwined being a teacher with being a mother putting women in the place of educating young children. Linking ECD/FP teaching with caring was also found in participants as they emphasised the notion of love and care for children. All the female participants mentioned their love for children as their personal attributes as well as in their motivations to teach in the ECD/FP implying that they saw this notion as relevant in performing their teaching role. Even male participants also considered their role as ECD/FP teachers as that of caring. For example Morgan expressed the following;

> *I understand that people believe male can't handle young children! So that's what I want to show the world that we men can also take care of young children.* **Morgan** *PN/*03*/2012*

Morgan further brought in the notion of love that goes along with the caring role.

> *Teaching in ECD/FP needs active and creative teachers who love children otherwise you can't do it.* **Morgan** **IN/04/2012**

Although he mentioned other attributes such as active and creative as relevant in his teaching role, he saw love of children as more important. Love is one of the emotions that go along with caring. By mentioning the notion of love in his teaching role, Morgan was just emphasising the caring aspect. Similarly Nick another male participant seemed to align his teaching role with caring as indicated in the following excerpt;

> *ECD/FP teaching is a lot of work especially for us men because one has to take care of the children and attend to them and support them individually.* **Nick IN/04/2012**

Both male participants appeared to implicate that males are not capable of caring. Nick viewed ECD/FP teaching as more work for men because of the caring connotations associated with it. In this regard, gender seemed to interfere with construction of professional teacher identity and this will be elaborated in the following chapter. However, the participants went beyond just narrating and put their professional teacher identity in practice by demonstrating caring during teaching practice as evidenced from their reflective writings. Caring in practice is indicated in the following excerpt from a reflection on teaching.

> *During my teaching practice I was disturbed by orphaned children who came to school dirty. I learnt that these children were staying with their relatives or family members who did not take care of them but took custody because they wanted to get social grants for orphans. I asked my mentor if we could talk to the guardians about this issue and she seemed not interested.* **Nick RN/10/2012**

Nick showed his concern and care for the orphaned children and intended to address the children's plight by talking to the guardians. This implies that he saw his role not only in teaching children but also in caring for them by addressing their needs.

The finding above suggest that the pre-service teachers put into practice what they considered important for their identity as ECD/FP teachers which is in line with Zembylas' (2003, p. 213)

suggestion that teachers ''invest in the values that they believe their teaching represents''. The pre-service teachers' caring emotions impacted on their professional actions and reflections (O'Connor, 2008) as they believed that teaching in ECD/FP represented caring. In their reflections, issues related to the caring took precedence over other issues of teaching indicating caring as one of the major aspects they used to construct their professional teacher identity.

The findings suggest that pre-service teachers perceived their role in teaching young children in terms of caring. Similar findings emerged from studies on pre-service teachers and teachers of young children which suggested that these teachers conceptualised their work in terms of caring (Nias, 1985; Vogt, 2002; O'Connor, 2008; Gibson, 2013, Harwood, et al, 2013). Moreover, due to the nature of work in ECD/FP, there is advocacy for caring to be considered as a professional aspect in the field (see Dalli, 2001; Brown, Morehead & Smith, 2008; Alexander, et al 2014). Working with young children involves moral ethics that are similar to those of other "caring professions" and this dimension needs to be central to professionalism (Taggart, 2011). As a professional aspect, caring is about good relationships with learners which include feelings of responsibility for children's well-being and development (Alexander, et al, 2014). Pre-service teachers indicated feelings of responsibilities for children which strengthen their caring role in becoming teachers. Apart from perceiving their profession in terms caring, they also perceived it as a way of serving their communities.

6.3.2 Serving Communities

The pre-service teachers construed becoming ECD/FP teachers as playing a role in serving their communities. Past experiences as young children, their upbringing and conditions in which they grew up made the older participants to perceive themselves as having a responsibility of developing their own communities. Their narratives indicated strong beliefs that they would contribute to the education and welfare of young children from their communities and make a difference in the children's lives by becoming ECD/FP teachers. In this regard they expressed concern for their communities and how becoming an ECD/FP teacher would be a way of providing a service to their communities.

For example Nick expressed concern for young children in his community as well as strong convictions that he will be able to change their situation.

Our communities are suffering and the reason is most of the teachers who are teaching in the foundation phase in the rural areas are not doing their work and they are from the suburbs. Their children are going to good schools where they know teachers are hardworking while they do not put their effort to help children in our communities. As a result they are killing our community. So I want to go there and change the situation for children in my community. **Nick, PN/03/2012**

From the negatives he had identified from teachers, he intended to change the situation for children in his community. In this regard he saw himself as going to play a serving role whereby he would change the situation for children in his community. Similarly Margret saw herself serving her community by ploughing back what she learnt from the teacher education programme and thereby making a difference.

I am hoping that what I have learnt here I will be able to share it with people from my community. So I think it's rewarding when you gain something that you will plough back into your community. So I want to go impart the knowledge that I gained and make a difference when I go back to school. **Margret, PN/03/2012**

Apart from ploughing back into the community Margret saw herself contributing to society by making children valuable members of society through educating them as indicated in the following excerpt.

These spectacles symbolise a vision which I have when working with young children which at the end of the day is making them productive members of the society, making them something they will be after school. Not to teach them just to read and write but make them some valuable members of society, productive members. **Margret, IN/04/2012**

Margret indicated her responsibility towards children as in developing them to be productive members of the society. In this regard she viewed herself as providing a service to society by producing members who add value. She perceived her role as more than just teaching reading and writing. Morgan also perceived his role in serving his community. Referring to the difficulties that he faced during his early schooling years, Morgan narrated;

These things affected me so much that I do not want to see this happening again to the African children. I have seen that I need to do something to change the situation for people in my community. In the near future I hope to have a place of my own which I will develop into a private school especially focusing on ECD/FP, maybe in this way I can develop my community and my society because I will be using knowledge that I have gained from BEd ECD/FP programme. **Morgan, IN/04/2012**

Furthermore, Morgan believed that becoming an ECD/FP teacher would enable him to extend his services to the development of teachers for the young children in order to improve his community.

I have this idea of sharing knowledge with other educators in the Foundation phase. I have noted that they need empowerment **PN/03/2012.**

He went further to elaborate in a follow up interview;

There are still teachers who do not have much understanding in ECD. I have noted the gaps in caring for young ones so when I go back to my community I think I will have that time to sit down with them and discuss how to help these poor children. **Morgan, IN/04/2012**

Similarly Viola mentioned her wish to empower other teachers as indicated in the excerpt that follows.

We have come here to be empowered, get knowledge and go back to our provinces to empower other teachers in order to help ECD/FP learners." **PN, 03/2012**

Nick felt more can be achieved by becoming a PhD graduate which would put him in a better position to address issues affecting ECD/FP.

I understand that being a teacher only is not adequate, so I want to be a PHD graduate one day so that I take part, not necessarily meaning that I will be directly in charge but I will have a say on what happens…………..I want to go in the field and educate other teachers on the knowledge I got from the university. I intend to be involved in workshops on ECD/FP teaching. **Nick, PN/03/2012**

They saw their service in making a difference in the lives of children and empowering other ECD/FP teachers through sharing knowledge for the betterment of children. These findings concur with Troman (2008) who suggested that wanting to make a difference is related to 'service' and service brings a strong commitment to teaching. The findings also suggest that the pre-service teachers represented the needs of children as found for example in Nick who to be a PhD graduate in order to have a say in the education of children. In this regard, their service extended to advocacy which Sumsion (2006) describes as speaking on behalf of others as well as being active to bring about change on the rights of children. In addition, the pre-service teachers saw themselves serving by fixing problems affecting young children using knowledge and skills obtained from the programme. The fixing of problems is in line with advocacy described by Gibson (2013) as emanating from what needs fixing and goes about to make it happen. The pre-service teachers indicated a commitment because they wanted to see an improvement in the education of young children in their communities and according to Hsieh (2010) commitment is an aspect of professional teacher identity. Therefore, the pre-service teachers expanded their professional teacher identity within serving communities to include change agents and advocates for young children.

The findings suggest that pre-service teachers viewed becoming a teacher as a way of serving their communities. Emanating from their experiences, beliefs and understanding of ECD/FP, the pre-service teachers perceive their role as serving communities. These findings are in line with what Nias (1989) regarded as identities invested in service projects of self. For the pre-service teachers, "service projects" focused on addressing the injustices of the past by providing better education opportunities for the once marginalised children and making a difference in their lives. They considered teaching children as contributing to the development of their communities. According to Hackett and Lavery, (2010) work that is described as of service to others is a vocation and a vocation provides people with a sense of identity and meaning. Moreover, meanings educators attach to themselves may be an essential aspect of contesting and situating professionalism (Harwood, Klopper, Osanyin & Vanderlee, 2013, p. 4). Serving communities was therefore the meaning pre-service teachers attached to their job as ECD/FP teachers therefore highlighting their emerging professional teacher identity. Apart from the major roles of caring and serving, the pre-service teachers perceived other roles such as building learning foundations, instilling moral values.

6.3.3 Building learning foundations

As the pre-service teachers reported aspirations to make a difference in the lives of the children, they believed becoming an ECD/FP teacher would create the opportunity to realise this aspiration. From the South African context, ECD/FP level of the education system is considered in playing a key role in building solid learning foundations for young learners so that they will be able to acquire knowledge, skills and values for future learning. These learning foundations include "the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning" (Department of Education, 2001 p.6). With this in mind, the pre-service teachers framed ECD/FP as an important phase in the lives of the learners from which their lives could be changed if a good education is provided. They perceived themselves as responsible for building these learning foundations in children as ECD/FP teachers.

For example Viola in the following excerpt revealed her perceptions of ECD/FP as that of laying a foundation.

> *If I can lay a good foundation for these young learners I think I will be doing good for the future of these children.* **Viola/IN/04/2012**

She saw her responsibility in laying a good foundation of learning for the future of the children which links with making a difference. Morgan echoed the same sentiments by saying;

> *I am prepared to give a solid foundation to the young children.* **Morgan/IN/04/2012**

Similarly, Teneile saw her teaching role as that of moulding and building a foundation for further learning in children as indicated in the following excerpt.

> *ECD/FP is like a process of moulding these new little people, young human beings. Foundation means building something that isn't there because you are starting off. You are kick-starting you know like you are switching on an engine, igniting something that is going to progress.* **Teneile PN/03/2012**

She went further to elaborate using an analogue of a magic square the processes of moulding children for their development.

> *I got here what they call magic square that you can twist and turn around. The objective of this is that a child is this person inside the block. When the blocks are turning the child is inside. As a teacher my aim is to stimulate this and get it turning and building so that eventually when the blocks of the same colour come up together, it means the child has achieved a purpose in growing and becoming a human being.* **Teneile PN/03/2012**

The participants' responses appear to concur with a proposition by Cooper (2002) that the term foundation in an educational environment intends to emphasise the stage of learning whereupon future achievement and attainment depends. By laying a good and solid foundation the participants were emphasising how they intended to prepare young children for future achievement. In this regard, becoming an ECD/FP teacher for the pre-service teachers provided them with the opportunity to change lives of young children from their communities or previously disadvantaged communities for the better. This implies that the pre-service teachers valued social justice which emerges from a commitment to rectify through schooling some historic injustices based on racism, sexism and classism (Hansen, 2008). Inspired by a desire for social justice the participants intended to make a difference in the lives of children by giving them a solid foundation for learning. The pre-service teachers also perceived their role in instilling moral values.

6.3.4 Instilling moral values

Pre-service teachers considered instilling moral values in children as part of their role in teaching. For example Susan saw her role as similar to that of a potter in shaping the minds of little children.

> *I see myself playing an important role of shaping the minds of young learners which is not an easy thing. (*Referring to drawings on the poster) *Here I have a little hand of someone's doing pottery and this represents the moulding that I will do to young children. In moulding, I will be trying to instil good values and morals to help them grow well.* **Susan PN/03/2012**

She used a metaphor to describe how she perceived her role as an ECD/FP teacher. Metaphors are considered as powerful forms for identity creation and a catalyst for personal growth (Alsup, 2006, p. 10). Through a metaphor, she created images in her mind on how she would play her role as an ECD/FP teacher. Representing herself as a potter indicated her responsibility in shaping and moulding the behaviours of children which is about instilling moral values. This was also found in Margret and Viola who saw their role as instilling moral values. It could be noted from their reflective writings on teaching practice that the participants were concerned about moral values since they mentioned issues of bad behaviour and discipline in children.

The findings for role perceptions seemed to suggest that the participants identified themselves as ECD/FP teachers in terms caring, serving communities, building a foundation and instilling moral values. These roles seemed to emanate from the meanings they attached to the profession derived from their experiences, beliefs and understandings of ECD/FP. Therefore, a teacher role illuminates the conceptions of professional teaching that have been socio historically constructed and maintained across institutions (Sexton, 2008, p. 75). These findings are in line with earlier findings that suggested that in defining themselves, teachers use the roles they play in their professional lives (Nias, 1989; Barber 2002) and later findings from Malderez, Hobson, Tracey and Kerr (2007) also confirmed that pre-service teachers focused more on roles and responsibilities when describing their professional teacher identities. Apart from their role perception, the ECD/FP pre-service teachers identified with attributes they perceived would make them suitable to teach young children.

6.4 Possessing suitable attributes

Suitable attributes emerged from the narratives as a theme that described the professional teacher identities of the participants. Suitable attributes refer to those personal attributes that the participants possessed and believed would make them capable to teach young children (Malderez et al., 2007). In narrating who they are and how they saw themselves as ECD/FP teachers, the participants mentioned characteristics or attributes they believed can make them suitable to work with or teach young children. For example Teneile believed that she possessed suitable attributes that enabled her to work with young children.

When I entered the programme that is when I discovered that I enjoy working with children. I like assisting children and I enjoy seeing them just being who they are. They are innocent and have an inquisitive way of going about things and they are just fun. Another thing is I enjoy creativity and I enjoy creating things for the benefit of somebody else, since teaching young children requires creativity in making resources, I thought I would make good use of my creativity to benefit these young children in making resources. Choosing to teach in the ECD/FP is a form of channelling my talent. I also have a child and I think I can handle young children. So I believe that with all these characteristics that are part of my personality, my nature, I will incorporate them in imparting knowledge into children and likewise learn from them. **Teneile, IN. 04/2012**

Teneile matched her personal attributes to teaching ECD/FP children. It seemed these attributes that make her suitable were also a source of motivation for becoming a teacher of young children. She believed the talent of creativity she possessed would make her a good ECD/FP teacher and she would use the talent in making resources for teaching and learning. Being a mother for her meant she would use her experience of being a parent and this experience was found by Beijaard et al. (2000) to contribute to a caring relationship with the children. A caring relationship would bring about commitment to her work which is associated with professional identity. Moreover, Teneile believed her personal characteristics would make her suitable to teach young children as found in the following excerpt.

> *So I believe that with all these characteristics that are part of my personality, my nature, I will incorporate them in imparting knowledge into children and likewise learn from them."*

Similarly Susan also believed she possessed attributes that would make her work better with children.

I chose to teach in ECD/FP because I believe I work better with children, I love children and I have the energy and the patience to work with them which is what most people cry about that they don't have, so they prefer working with older people but I prefer younger kids. I find them fascinating, the way they think and do things...I find that fascinating. **Susan, IN, 04/2012**

Susan saw the energy, patience and a love for children that she possessed as enabling her to become a good ECD/FP teacher. Likewise other participants believed that their love for children would make them suitable to teach young children, to give an example of Viola who said;

> *I chose this foundation phase teaching because I love children, I have the love of children in my heart.* **Viola IN/04/2012**

The participants identified themselves as suitable for teaching young children based on what they considered as good qualities of the teacher of the young children. In this regard, they identified patience, energy, creativity and love for children. These attributes could have been influenced by both personal and public conceptions of good qualities of a teacher of the young children (Brown, Morehead & Smith, 2008). However, these conceptions can be a problem if the pre-service teachers are stuck in societal norms that were part of society when they were school children (Alsup, 2006). Being stuck in the old societal norms implies that the pre-service teacher is not taking into consideration the changing role of the teacher that comes with new approaches to teaching since a profession is dynamic. As a result identifying with what was perceived as good teaching when the pre-service teachers were school children might not be relevant to the current demands of the profession, rendering the emerging professional teacher identity irrelevant. It is therefore important to challenge the beliefs that pre-service teachers bring to the profession (Feinman-Nemser, 2001) so that they develop a relevant professional teacher identity.

Moreover, by identifying with personal attributes, the pre-service teachers considered the potential they already possess for becoming ECD/FP teachers. In this regard, they assumed becoming an ECD/FP teacher is a matter of actualising the potential they already possess in terms of attributes (Malderez et al., 2007). They believed they already have the required attributes that enable them to perform the required functions of an ECD/FP teacher. In this regard, they identified themselves as ECD/FP teacher through the attributes they possessed. The participants' professional teacher identities also emerged from their vision of the kind of teacher they wanted to become.

6.5 The kind of teacher they wanted to become - vision

The kind of teacher one want to become describes the vision one has for teaching. At the end of their programme, the pre-service teachers were asked to reflect through writing the kind of ECD/FP teacher they wanted to be. From the reflections, their visions of teaching emerged. A vision is a future oriented perception about oneself which may play a role in forming future behaviour in pre-service teachers (Hong, 2010). Through reflecting on the kind of teacher they wanted to be, the participants produced a vision of an ideal ECD/FP teacher basing on what they have learnt as well as what they perceived to be qualities of a good teacher.

For example Viola based her vision on the knowledge she has acquired as well as what she perceived to be qualities of a good teacher as indicated in the excerpt that follows.

> *The kind of teacher I am going to be is based on what I have learnt from the programme. When I finish my BEd Foundation Phase programme, I am going to practice all the roles of the teacher. I am going to be a teacher who is dedicated and committed to my work, self-disciplined with positive attitude towards my teaching as a noble calling to my profession.* **Viola RN/10/2012**

Viola considered knowledge of roles of a teacher as important to the kind of teacher she wanted to become. She imagined herself practicing all the roles that related to teaching. She had an image of an ideal teacher she envisioned herself to become, for example one who is dedicated, committed and self-disciplined. Similarly, Nick had ideal qualities he hoped to portray in the kind of teacher he wanted to become as reflected in the excerpt that follows.

> *Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter and curriculum, a caring attitude, a love of learning, knowledge of discipline, classroom management techniques and a desire to make a difference in the lives of young people. If I can portray most of these qualities, I will be a great teacher and my learners will enjoy my teaching. I am a teacher whose classroom will provide equal opportunities to learners to help them be independent and develop their best ability.* **Nick RN/10/2012**

Nick drew from the demands of the profession in terms of knowledge and skills to come up with the kind of teacher he aspired to become. He imagined himself becoming a great teacher if he could portray the qualities that he had identified as ideal for his profession. More importantly his vision was to provide equal chances for learners to ensure that every learner benefits. Also with a vision that puts learners first was Margret from the excerpt that follows.

> *These spectacles also symbolise a vision which I have when working with young children which at the end of the day is making them productive members of the society, making them something they will be after school. Not to teach them just to read and write but make them some valuable member of society, productive members. I will be one of the teachers who will be self-less and put the interest of the learners forward. I will make sure that I protect and be in class to teach the children. I will not be the kind of teacher who complains about children but one who can deal with learner problems. I want my teaching to impact in the community.* **Margret IN/04/2012**

For Margret, the ideal teacher is one who attends to the problems of learners and making an impact is one of her vision while for Teneile it was about discipline and integrity as indicated in the excerpt that follows.

> *I see myself as a disciplined teacher who will also be able to discipline learners. I also see myself as a teacher of integrity, a professional not only towards my calling and job description, but also in principles and values I have been taught. I see the need to be constantly reflecting in order to grow and shift away from being too comfortable in the norm. I need to be a life-long learner so that I am consciously aware of the changes that appeal to the generation of learners I will be teaching as well as how to improve my practice.* **Teneil**e **RN/ 10/ 2012**

Teneile envisioned herself as one who will continue reflecting in an effort to grow in the profession. As a result she saw herself as a lifelong learner who aimed to improve her practice.

On the other hand some participants looked beyond just becoming ECD/FP teachers and considered how best they could utilise the knowledge and skills they have acquired from the

ECD/FP teacher education programme. One example is Susan who saw becoming an ECD/FP teacher as a stepping stone to get to her passion of occupational therapy.

> *I see myself as an active vibrant teacher who will bring life to the classroom because of the skills I have learnt from my life and the passion that I have. I don't see myself being stuck in main stream classes, but I see myself moving on into the field of special needs children. This degree for me serves as a foundation. Eventually I would like to work with people with different needs and abilities not being solely a teacher but maybe going to rehabilitation work. I have a background of occupational therapy which was my first degree or my first love. I thought that was it but I believe that God works in mysterious ways; He will guide you to reach what you are supposed to do.* **Susan *RN/10/2012***

In her vision, Susan had an ideal image of an ECD/FP teacher, that is, one who is vibrant and who brings life to the classroom. However, she envisioned herself using the vibrancy in occupational therapy and becoming an ECD/FP teacher is a stepping stone to get to her passion. She acknowledged her passion for occupational therapy and passion is an emotional aspect. According to Zembylas (2003) an acknowledgement of emotions is essential for identity formation. In this regard Susan seemed not to really identify with ECD/FP teaching but using it as a stepping stone to occupational therapy. Therefore through her vision, her professional identity was established. Unlike Susan who intended to change the profession, Morgan looked beyond being a classroom teacher but envisioned himself in developing ECD/FP teachers and owning his own school.

> *I see myself as fully empowered and confident. It is now my responsibility to go in the learning and teaching field to proof my capability. I am prepared to lead the project in developing foundation phase educators. I will be a mediator for better education to our children.* **Morgan RN/10/2012**

His vision is that of a mediator of better education. Feelings of preparedness made Morgan to view himself as capable for bigger things. Morgan felt he had a responsibility to help children in his community and he saw himself as an advocate for the disadvantaged children. His intention was to educate other teachers to maximise the benefits of the young children.

The kind of teacher pre-service teachers wanted to be highlighted the visions they have for teaching. These visions brought together, knowledge, roles and attributes they perceived were relevant for them in becoming ECD/FP teachers. It is through forming a vision of what is possible and desirable in teaching that professional learning and practice is inspired and guided (Feinman-Nemser, 2001). Moreover, the process of envisioning the self as a professional is a crucial stage in the development of an effective professional teacher identity (Thomas & Beauchamp, 2011). In this regard their visions highlighted their emerging professional teacher identities (Korthagen, 2004).

6.6 Summary and Conclusion

The findings indicate that the professional teacher identities of ECD/FP pre-service teachers included knowledge they possessed, roles, attributes and visions. The professional teacher identity evolved from perceptions of what it means to be an ECD/FP teacher. What it means to be an ECD/FP teacher was found in how they experienced and identified with their role as ECD/FP teachers (Harwood et al., 2013). Their experiences and identification with the role were based on 'what counts as professional' which is what they should know and do as well as what they found important in their professional work and lives (Beijaard et al., 2004). These findings only highlight the constructed or emerging professional teacher identity and do not explain how this identity came to be. For a deeper understanding of the professional identities of the pre-service teachers, there is need for a close examination to find out how this identity is constructed given the personal and professional identities. This will be done in chapter 7.

Chapters 5 and 6 presented the findings on the personal and professional identities of ECD/FP pre-service teachers respectively. The separation of the personal identity and personal identity was for the purposes of data presentation. However, the two are intertwined and difficult to separate (Olsen, 2008; Lamote & Engels, 2010; Mockler, 2011; Meijer et al., 2011). The findings indicate that the personal identities of pre-service teachers emerged from their life stories which comprised life experiences that shaped beliefs, values, motivations and aspirations. Professional teacher identities emerged from how the pre-service teachers perceived themselves as ECD/FP teachers. Their perceptions of themselves as ECD/FP teachers were based on the knowledge they

possessed, roles they played, attributes they possessed and their vision (kind of teacher they wanted to be). From the findings of personal and professional identities, it appeared life experiences from the personal identity influenced on the professional identity. This suggests a connection between personal and professional in the emerging professional teacher identity of pre-service teachers. How the personal and professional connect indicate the process of identity construction which leads to the emerging identity. The next chapter presents and interprets the findings that explain this process of identity construction to provide an understanding of pre-service teachers' emerging professional teacher identity.

CHAPTER 7

Connecting the Personal and the Professional: interplay of dispositions

Who one is as a person is so much interwoven with how one act as a professional, and because of this both sides cannot be separated (Lamote & Engels, 2010, p. 4).

7.1 Introduction

This chapter presents the findings that address the third critical question which sought an explanation on the emerging professional teacher identity of final year ECD/FP pre-service teachers. The chapter brings together findings from the personal identity and professional teacher identity in explaining the process of identity constructing in pre-service teachers. It is believed that an explanation of the process of identity construction in pre-service teachers will bring understanding of the emerging identity of pre-service teachers. The explanation is framed by the concepts of habitus and modes of belonging: engagement, alignment and imagination. The chapter will begin with an orientation to the chapter which revisit the concepts of *habitus* and *modes of belonging* which are used to analyse the findings to bring about an understanding of the process of PTI construction in pre-service teachers. This is followed by the explanation of pre-service teachers emerging PTI which reveal the process of how this identity was constructed. The explanation will begin with a presentation and discussion of findings on the influences upon habitus to show where the dispositions emerged from. The next step will be to present findings that indicate interplay of dispositions with the profession in the process of becoming an ECD/FP teacher. Lastly, the emerging professional teacher identity of the pre-service teachers will be highlighted drawing from the findings.

To further the explanation of emerging identity, it is argued that the findings suggest that there is interplay of dispositions which connects the personal and professional identities in the process of becoming teachers. An analytic framework developed from two core theories Habitus theory and Community of practice theory (modes of belonging) is used. The two theories establish an understanding of identity to be that which is brought about through interaction between the person and the profession. Through habitus, influences from the person that impact identity can be identified while through modes belonging how person (habitus) interacts with the context

(community of practice) reveal the process of identity construction. In this regard the interaction between the person and the profession explains the emerging identity. This chapter therefore develops this explanation by presenting and discussing the findings organised in an attempt to show how the personal and professional interacts in the process of an emerging PTI identity in pre-service teachers.

7.2 Orientation to the chapter

7.2.1 Personal and professional in emerging identity

The study's intention was to explore the emerging professional teacher identity of ECD/FP pre-service teachers to deepen understanding on how this identity emerges. Based on the argument that the person of the teacher is an essential element in what constitutes professional teaching (Kelchtermans, 2009) and who the person is has an impact on the professional (Bukor, 2013), the study set out to investigate the personal identities and professional identities of ECD/FP pre-service teachers in order to understand how they connect in the emerging professional teacher identity. The assumption was that an examination of the personal and professional identity would reveal how professional teacher identity emerges. Influences from the personal are understood through the concept of habitus borrowed from the habitus theory.

7.2.2 Habitus as internalised dispositions

The concept of habitus explains the influences on the person that impacted on identity. Habitus is shaped by experiences from past social structures which comprise of cultural and normative patterns that define expectations of agents such as family, religion, class, gender, race and others (Lopez and Scott, 2000). The findings on the personal identities of pre-service teachers seemed to indicate prior experiences with teaching, geographical origin, gender, religion and spirituality emerging from their experiences of the past social structures. These experiences shaped the habitus they brought to the programme. Habitus is seen as a system of lasting, transposable dispositions which integrate past experiences and functions at every moment as a matrix of perceptions, appreciations and actions (Bourdieu, 1977, p. 82-83). To further the explanation of emerging PTI, focus was given to the dispositions which functioned as a matrix of perceptions, appreciations and actions. Dispositions were seen as relevant to enable examination of the

process in which the personal and professional identities interact in the process of identity construction because they integrate past and present.

In line with integrating past and present, habitus as the past which survives in the present and tends to perpetuate itself into the future (Bourdieu, 1977) as individuals carry ways of thinking and being and doing from one place to another (James, 2011). The individual's ways of thinking and doing are expressed as dispositions and dispositions are the acquired modes that predispose individuals towards practical actions in a given situation (Burkitt, 2002). From findings on personal identities, dispositions of working with young children emerged from prior experiences with teaching and learning, geographical origin, gender, religion and spirituality as well as from experiences in teacher education programme. Dispositions of love, care, compassion, service and knowledge were shaped. Findings suggested an influence of these dispositions on the professional teacher identity as they oriented pre-service teachers in giving meaning to how they perceived themselves as ECD/FP teachers; for example their role perceptions which linked to caring and serving. In this regard the past and the present were integrated through the dispositions which emanated from the past experience and continued to influence the present which is the professional. This connection or integration is explained using the term interplay.

7.2.3 Interplay of dispositions

This study preferred to use the term 'interplay' to explain the connection that occurs between the personal and professional identities because it is assumed that there is a synergy that brings together the two together. Borrowed from Alsup, (2006) a synergy occurs in bringing together the personal and the professional which is explained as mixing and merging and even welcoming a collision between the personal values or beliefs and the perceived professional expectations. This description of synergy implies a complicated process which is not simply about bringing the binary (personal and professional) together, but there is a transaction that takes place in the process which is better explained using the term interplay.

To explain the interplay, a general understanding provided by habitus was adopted, that is; how the past social structures get into the present action and how the current actions confirm or reshape current structures (Bourdieu, 1993; James, 2011). From the past social structure dispositions of love, care, compassion and service emerged which got into the present (emerging

PTI). In addition, experiences in the ECD/FP teacher education programme also shaped forms of knowing (Shulman, 1986; Grossman, 1990; Egan, 2004; Ronfeldt and Grossman, 2008) which influenced on the emerging PTI. How the current actions confirm or reshape current structure explains the process of identity construction brought about through interplay of dispositions. The current actions are seen as influenced by the dispositions and current structure is the profession. How the dispositions shape practices suggests an interplay of dispositions which is argued to be the process of becoming a teacher. This process is identified through modes of belonging.

7.2.4 Modes of belonging; engagement alignment and imagination

Modes of belonging revealed and interplay of dispositions which explained the process from which the PTI of pre-service teachers emerged. Three distinct modes of belonging; engagement, imagination and alignment are important in understanding the processes of identity construction (Wenger, 1998). These modes are based on the assumption that the process of identity construction occurs through belonging to a community of practice. The act of belonging is analogous to becoming (Wenger, 1998; Smith, 2007). Through undergoing a teacher education programme, the pre-service teachers were becoming ECD/FP teachers. How they participated in the programme revealed how they were belonging to the profession which is also an act of becoming a teacher since "professional action is doing professional identity" (Watson, 2006, p. 510). The emerging professional teacher identity could be identified through their participation in the Teacher Education Programme as they engaged, imagined and aligned their practices.

Engagement as a form of belonging is about investing oneself in what one does as well as in relations with members of the community (Wenger, 1998). Through relations, people get a sense of who they are and through practice people find out how they can participate in the activities and the competences that are required. Engagement is therefore an active process of involvement in mutual processes of negotiating meanings (Wenger, 1998). In this regard, engagement is connected to the daily experiences of teacher's work and life (Castañeda, 2011). Engagement was therefore examined from the pre-service teachers' practices, relationships with children, parents and mentors and how they negotiated meanings from experiences in the programme. Reasons for choosing to become ECD/FP teachers are also considered as engagement because "choosing teaching involves engagement with practices of teaching" (Clarke, 2008, p. 76).

Imagination as a mode of belonging involves constructing of images of the world that help us to understand how we belong or not belong. The role of imagination in constructing identities of those operating in a community of practice is emphasised by Wenger, (1998). He conceptualised "imagination as a different kind of work of self – one that concerns the production of images of self and images of the world that go beyond engagement" (p.177). In this regard, imagination captures the need of members to stand back from their position of engagement and explore alternative views, connections and scenarios (Smith, 2007). Through imagination, the pre-service teachers were able to create images of ECD/FP teachers and envisioned themselves as the particular kind of teachers. Alignment as a mode of belonging is recognising the need for members to make connections between the activity of the learning community and broader issues outside of the community (Wenger, 1998). In alignment, pre-service teachers connected their beliefs, values and actions to their role as ECD/FP teachers.

Having explained how the concepts from the theoretical framework will guide the explanation, what follows is the explanation that brings to light the process of emerging PTI in pre-service teachers.

7.3 Explaining Emerging Professional Teacher Identity of ECD/FP Pre-service Teachers

Explaining emerging professional teacher identity will be developed through the following subheadings which will show the process of emerging PTI in pre-service teachers

- Influences upon habitus
- Belonging to ECD/FP teaching profession; interplay of dispositions
- The emerging professional teacher identity

7.3.1 Influences upon habitus

The habitus of pre-service teachers is presented as dispositions that were analysed from their personal identities which were found to influence their professional teacher identities. The analysis of findings indicates various influences upon the habitus of the pre-service teachers which will be discussed to show how the habitus in form of dispositions were shaped. These influences are shown in the Figure 7.1 below:

Figure 7.1: Influences upon habitus
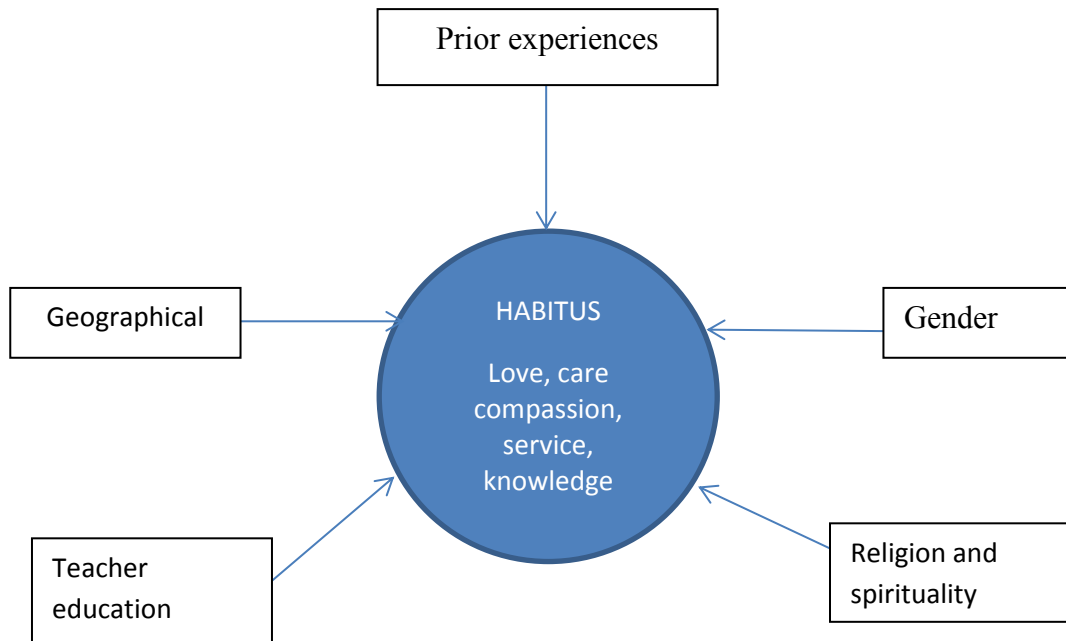
The habitus of the pre-service teacher include dispositions of working with young children and these are: love, care, compassion, service and knowledge. How these dispositions emerged will be discussed showing their influences. The major influences upon the habitus of the participants were identified as: prior experiences, geographical origin, gender, religion and spirituality and teacher education programme. These influences emerged from the findings on the personal identities of pre-service teachers. In narrating who they were, the pre-service teachers gave accounts of their life experiences from which these influences emerged. Habitus is acquired informally through experiences in social interactions and predispose individuals to act out what they have internalised from past experiences (Swart, 2002). Interactions with social systems begin as soon as an individual is born, making habitus "deeply internalised dispositions, first acquired by the individual through early childhood socialisation" (Swartz, 2002, p.625). In this

regard, experiences starting from early childhood in family contexts and other social contexts provide the influences upon the habitus (internalised dispositions) of the pre-service teachers.

The pre-service teachers' influences upon their habitus emerged from the impact of lived or past experiences in shaping their personal identities. The lived or past experiences shaped dispositions of love, care, compassion, service and knowledge which influenced their emerging professional teacher identity as ECD/FP teachers. Moreover, the pre-service teachers were in their final year of the programme. This implied that they had some lived experience from the programme which also influenced upon forms of knowledge for ECD/FP profession. Since habitus is taken as "…yesterday's man who inevitably predominates in us, as the present amounts to little compared with the long past in the course of which we were formed and from which we result" (Bourdieu 1977, p. 79) 'yesterday's man' of the ECD/FP pre-service teachers was understood from their prior experiences.

7.3.2 Influences from prior experiences: yesterday's man

From their prior experiences, interactions with significant people such as parents, teachers and other social experiences contributed in shaping beliefs, values and emotions which emerged as dispositions of love, care, compassion, service and knowledge. How they perceived themselves as ECD/FP teachers could be traced from their prior experiences which shaped the dispositions and the dispositions were instrumental in the construction of professional teacher identities as ECD/FP teachers. Among prior experiences were prior schooling experiences which influenced upon the habitus brought by the pre-service teachers to their emerging professional teacher identities.

7.3.2.1 Influences from prior schooling experiences

As previously mentioned in chapter 5, prior experiences are considered as those experiences that exposed pre-service teachers to teaching such as their schooling experiences, previous teaching experiences, conventional or non-conventional (Akyeampong & Stephens, 2002; Flores & Day, 2006). Of significance in their prior experiences were experiences with their past teachers. In literature, several studies (Lortie, 1975; Flores, 2001; Akyeampong &Stephens, 2002; Beijaard et al., 2004; Cross & Ndofirepi, 2015) have identified the influences from experiences with past teachers on the images of teaching brought by pre-service teachers to the teaching profession.

In narrating their personal identity, the pre-service teachers came up with schooling experiences from which they had positive and negative experiences with their past teachers.

The experiences shaped in them dispositions of working with young children they brought to the programme. They identified with teachers who enacted dispositions of care, love and compassion, and took them to be their role models. They came to perceive these dispositions as important in becoming ECD/FP teachers. To give an example of one of the participants who gave accounts of positive experiences with one of her past teachers in the following excerpt taken from a follow up interview to the poster narrative;

> *The influence came from one of my teachers in the primary school who gave me love and motivation. I noticed that whenever she praised me by saying "Good Girl" I would do so much. She always motivated me and this made me more confident. I was influenced by what this teacher was doing to me and my wish was to become like this teacher and even do more than what she was doing. To me she was a role model.* **Viola IN/04/2012**

Viola was inspired by the love and care shown by one of her past teachers. In this regard she created an image of a loving and caring teacher which she identified with. She considered the teacher as her role model and aspired to be like her. Consequently, through experiencing love and care from her teacher, she developed these dispositions which she considered as an important factor in becoming an ECD/FP teacher. To indicate that these dispositions when probed on why she chose to become an ECD/FP, hers response was as follows;

> *I chose this ECD/FP teaching because I love children, I have the love of children in my heart.* **Viola IN/04/2012**

Viola drew her motivation to become an ECD/FP teacher from the positive experiences she had with her past teacher. She perceived loving children as a professional aspect that would make her a good ECD/FP teacher emanating from her experiences with her past teacher. From a study carried out by Akeyeampong and Stephens (2002), similar findings emerged whereby pre-service teachers perceived the dispositions of love and care shown to them by their previous teachers as signs of deep commitment and interest in the profession and they came to consider these dispositions as good teaching. Likewise Viola came to perceive good teaching in ECD/FP to be related to loving and caring for children emanating from her past experiences with her teacher.

Becoming an ECD/FP teacher for Viola is similar to what Chuene, Lubben & Newson (1999, p. 24) described as "--- a wish to bring to life the image that she had built of one's role model". She brought dispositions of love and caring developed through her experiences with her role model to her professional teacher identity. Similarly Teneile found motivation from her role model which influenced the disposition of caring as given in the following excerpt;

> *I was inspired by one of the Sunday school teacher whom I assisted in teaching Sunday school. She was very inspiring in the way she responded to Sunday school children. This motivated me and got me to think of trying teaching.* **Teneile IN/04/2012**

From her role model, Teneile created an image of a caring teacher who responds well to young children. She came to identify with her role model and aspired to be like her. She therefore wanted to be that kind of teacher. She therefore based her professional teacher identity on a caring disposition which emanated from observing her role model. However not all school experiences were positive for the pre-service teachers, some had negative experiences from which they perceived positive professional dispositions like commitment to counter the negatives they have observed from their teachers.

For example, Nick reflected on teaching models that were not so inspiring. From previous excerpts Nick mentioned lack of commitment displayed by his past teachers. Nick narrated how these teachers would make them sleep instead of teaching them and how they disadvantaged him by not teaching him English. He expressed how these teachers were disadvantaging them as children from the rural areas. He viewed these teachers as "*killing his community*". Nick brought out an important professional aspect which he considered for his role as a teacher and this aspect is teacher commitment. Instead he created an image of a teacher who is committed and who would make a difference in the lives of children. Along with the aspect of commitment, Nick put a caption '*I want to make a difference*' on his poster to indicate his commitment. From negative experience with his past teacher, he created a positive image of a teacher. Nick perceived teaching as a responsibility towards children and therefore wanted to make a difference in their lives. Nick's perceptions are in line with altruistic values which involve feelings of responsibility towards children (Watt & Richardson, 2008) and altruistic values were found to bring about

commitment to teaching (Day et al., 2005; Cohen, 2010). Dispositions of caring, serving compassion interplayed to bring commitment to the profession.

Similarly Morgan had negative schooling experiences which emanated from attending disadvantaged schools in rural areas where there were no resources. These experiences brought with them emotions that he expressed his desire to serve young children so that they do not experience the same problems he experienced as a young child. Emotions though given as dispositions in this study seemed to impact on the emerging professional teacher identity. Emotions of love, care, feelings of responsibility as found in serving, seemed to influence how they perceived their role in becoming ECD/FP teachers as well as their practices. These findings confirm Zembylas' (2003, p. 223) suggestion that emotions inform and define identity in the process of becoming. Emotions emanating from prior experiences of pre-service teachers informed and defined their emerging professional teacher identity.

The findings confirm that experiences with past teachers impact on the emerging professional teacher identity of pre-service teachers. Both positive and negative schooling experiences brought up emotions that made pre-service teachers feel they have obligations to commit to their relationships with children and to serve. They emulated how their past teachers were relating to them as learners and come to view it as what ECD/FP teachers should do to their learners. Past teachers became their role models and they identified with them in their becoming teachers. This confirms findings by Flores (2001) as well as by Flores and Day (2006) that schooling experiences have a powerful effect on the formation of beliefs and ideas related to teaching. For the pre-service teachers, prior schooling experiences whether positive or negative influenced in some way on their beliefs about teaching. The pre-service teachers' experiences with past teachers therefore influenced caring, loving and serving dispositions which interplayed in the profession and impacted on their emerging identity.

7.3.2.2 Influences from prior teaching experiences

Both conventional and non-conventional prior experiences with teaching seemed to shape dispositions of working with young children that emerged from pre-service teachers. As mentioned in previous chapters, three of the participants had been teachers before they registered for BEd (ECD/FP) teacher programme which is a pre-service programme. This experience

cannot be ignored since habitus is shaped by the players' past experiences from social contexts (Bourdieu, 1977). The teaching experiences shaped dispositions of working with young children which they brought to the programme, since they mentioned that they were teaching in the FP. for these pre-service teachers with prior teaching experiences, theirs was not merely an emerging identity, a case of re-emergence of identity can be considered here since they have been teachers before. Unconventional teaching experiences such as role playing teacher and Sunday school teaching emerged from those pre-service teachers who had no teaching experience. These prior experiences with teaching seemed to shape dispositions of love, care, and knowledge.

When probed in an interview for the motivations to choose ECD/FP teaching, the pre-service teachers related to their experiences with teaching. For example one participant who had prior conventional teaching experiences responded by saying;

I remember one parent when I was teaching grade 1 coming to my class saying, "Oh! Mum, you know what, Nkeku, (name of that learner), *is able to read the bible, the siPedi bible". Can you imagine! siPedi bible of all the bibles and it has this small font but that child was able to read it perfectly. This motivated me because I felt I have done something important for the child.* **Margret/ IN/ 04/2012**

From the above excerpt, Margret narrated experiences that influenced her to specialize in teaching in ECD/FP. This motivation emanated from her experiences in teaching young children. The ability to teach reading to young children motivated her to consider becoming an ECD/FP teacher. Her experience in teaching shaped professional knowledge (knowledge on teaching reading) as well as knowledge of working with young children which she brought to the programme. In this regard she brought a disposition of teaching reading (knowledge) which she identified with as an ECD/FP teacher. Prior experiences in teaching implied she had worked with young children before; therefore she was bringing knowledge of working with young children as a disposition.

Similarly, other participants mentioned prior experiences in teaching in the FP. For example Morgan when probed in an interview he felt as a male teacher in the ECD/FP. He responded that it does not disturb him because he had been teaching grade two before he entered the BEd (ECD/FP) programme. This implied that he already have the experience of working with young

children which he was bringing to the programme. In this regard he brought dispositions of working with young children which were likely to interplay with what he was learning in the programme to influence emerging PTI. Besides conventional teaching experiences, nonconventional teaching experiences also influenced upon the habitus of some of the pre-service teachers.

Nonconventional teaching experiences emerged from role playing and Sunday school teaching influenced dispositions of loving and caring for children. For example Teneile mentioned her experience in teaching young children at Sunday school where she was working with a teacher who inspired her. As mentioned earlier on, from observing the teacher's responses to children, she perceived caring as an important disposition in working with children and she considered this disposition in identifying herself as an ECD/FP teacher. Similarly Margret from her role play as a young child, she considered loving children as an important disposition in working with young children and identified with loving children in becoming an ECD/FP teacher. This was noted in her reflection on early childhood play episode as given in the following excerpt.

> *My tendencies of loving small children didn't fade when I left Johannesburg so I decided to organise young children, my siblings, behind the backroom of my father's house was my classroom where I was teaching these young children. I remember, I used to give these children my own names such as Joyce, Sharon, Belinda and they would use these names in our activities.* **Margret/ IN/ 04/2012**

Reflecting on this episode even when she was about to complete her second teacher training programme implied that she considered loving children as important for her emerging professional teacher identity.

The findings suggest that prior experiences with teaching have a role to play in shaping the dispositions pre-service teachers bring to the programme. From their experiences, pre-service teachers acquired dispositions of teaching and working with young children such as care, love and knowledge. From the findings, these dispositions were embedded in their motivations or reasons to become ECD/FP teachers.

Pre-service teachers came to value these dispositions as important for them in becoming teachers. Love, care, and knowledge seemed to influence how they perceived the profession. Prior experiences therefore enabled strong influences from their role models which penetrated their own vision of the teaching profession (Korthagen 2004) and impacted their emerging professional teacher identity. Apart from prior experiences, geographical origin in terms of where the pre-service teachers were brought up also influenced upon their habitus.

7.3.3 Influences from geographical origin – rural background

Where and when the pre-service teachers where brought up in terms of geography as well as historical time seemed to influence upon their habitus. Differences were noted in the pre-service teachers' values depending on where they grew up. For those pre-service teachers who grew up in urban areas, they seemed not to be concerned about serving communities which indicated that urban backgrounds did not influence on the disposition of serving like rural backgrounds. Instead the younger participants from urban areas where more concerned about their individual development and did not focus on serving communities like the participants from rural areas. Since the majority of the pre-service teachers came from rural areas, rural background emerged as a stronger influence when comparing with urban background, hence the need to consider it. Growing up under apartheid and in rural communities seemed to have contributed to their "developing a social and political agenda embedded in the need to serve their communities" (Merserth, Sommer & Dickson, 2008, p.103). Rural backgrounds therefore influenced disposition of serving which emerged in their professional teacher identity.

From the findings, the pre-service teachers who experienced apartheid and were originally from rural areas shared the same values of serving their communities. They saw becoming an ECD/FP teacher as an opportunity to address these injustices of the past and enabling them to make a difference to their communities. They assumed this would be possible through providing good education to young children. For example Morgan grew up under apartheid and in rural communities indicated his motivation for choosing to become an ECD/FP emanating from the desire to serve his community as given in the following excerpt.

> *My experience in my primary education and the environment in which I grew up as well*
> *as the teachers who were teaching me influenced me to choose to become an ECD/FP*

teacher. What was happening in the Apartheid system was not good, the education that we were receiving was poor, I have realised that this needs to be changed. I really wanted to correct all the bad that I was observing by helping young children. I chose to become an ECD/FP teacher in order for me to address these problems. **Morgan IN/04/2012**

Morgan perceived becoming an ECD/FP teacher as an opportunity to improve the lives of young children in his community to address the injustices of the past. As mentioned earlier on in chapter 5 of this thesis, experiences of apartheid and schooling in the rural areas exposed pre-service teachers to poor quality education which they perceived as a disadvantage to the Black Africans. As black African children in the apartheid era, they experienced some discrimination imposed by the racial policies of apartheid government which was worsened by living in rural areas were families struggled to make ends meet as they lived in in abject poverty. Moreover, education for them was not a right but a privilege. These experiences as mentioned by Morgan became a driving force for him to become an ECD/FP teacher to address these injustices of the past.

Morgan viewed himself as responsible for serving his community in addressing the injustices of the past. From the excerpt, it seemed he believed addressing the legacy of oppression from apartheid can be addressed by taking action in the classroom. Becoming an ECD/FP teacher for him is an opportunity to address the injustices of the past. According to Bell, Adams & Griffin, (2010), identifying oppression in its numerous forms and taking action in the classroom to address it is considered as teaching for social justice. In this regard, Morgan was positioning himself for social justice teaching. His focus was on improving the lives of young children through education. Therefore serving his community became his motivation to become an ECD/FP teacher.

The findings indicate that the disposition of serving was influenced by political experiences as well as hardships experienced from living in the rural areas. Form their experiences, the pre-service teachers developed emotional attachments to their communities which influenced disposition of serving. These findings, concur with Cross and Ndofirepi (2015) who suggested that experiences of communal life can make people develop strong bonds to their communities

resulting in them seeing the need to serve their communities. They further observed that a strong sense of ethics embedded in communal life experienced in rural areas is instrumental in building strong bonds within the community which drives people to contribute to their community. These findings illustrate the influence of rural backgrounds in developing the disposition of serving in pre-service teachers which they brought to the profession. Apart from geographical origin, gender was also identified as an influence upon the habitus of the pre-service teachers.

7.3.4 Influences from gender

From the findings on the personal and professional identities of pre-service teachers, gender was seen to influence upon the dispositions of working with young children which emerged from pre-service teachers. This was found particularly in dispositions of loving and caring which pre-service teachers perceived as important in their becoming ECD/FP teachers. Gender is considered a social construct which involves socially learned expectations and behaviours associated with members of each sex (Anderson and Taylor 2009). Moreover who we become as men or women is largely determined by cultural and social expectations (Maharajh & Siyakwazi, 2013). According to Pocock (2010) the social, cultural and institutional arrangements that give women greater responsibility for care relative to men is responsible for how people perceive gender roles. For the pre-service teachers, growing up in an environment where responsibility of caring for children was given to women could have influenced perceptions of ECD/FP teaching as a women's job. Moreover, South Africa is one such country where gender roles tend to be strongly reinforced in families and culture (Petersen, 2014).

From gender socialisation, gender roles seemed to influence pre-service teachers' perceptions of their role as ECD/FP teachers impacting on the emerging professional teacher identity. Due to social and ascribed roles for women as primary caretakers of children which likens ECD/FP teaching to child care (Petersen, 2014) gender has become an issue in the teaching of young children (Brown and Evans, 2004). In this regard caring emanating from a gender socialisation influenced the pre-service teachers to view ECD/FP as gendered profession likening it to women's roles. Female participants seemed to view ECD/FP as their domain, for example Viola openly expressed: "*when I am with children, they must feel that they are with a mother*". Other female participants expressed having dispositions of loving and caring for children suggesting compatibility of their perceived gender roles with ECD/FP teaching.

The findings from personal and professional identities seemed to indicate that female participants considered themselves as suitable for ECD/FP teaching taking it from the traditional role of women as careers of young children, (Vogt, 2002). Seeing their role as careers of young children was viewed by Weber, (2011) as creating female teachers with goals of nurturing students. The view of women as careers of young children could also have emanated from observing their role models who happened to be women. As mentioned earlier on, one of the female participants got inspiration from a female teacher whom she observed attending to children and was motivated to become like her. Similarly another female participant was inspired by a female primary school teacher who showed love and care to them as young children and this influenced her to aspire to do the same. Apart from influences from role models, female pre-service teachers also grew up observing their mothers taking care of children. From observing their role models, female participants could have been socialised into taking their role as nurturing or caring of children. This socialisation could have influenced on perceiving themselves as suitable for ECD/FP teaching by virtue being women which brings ability to care for children.

The findings also indicate that male participants seemed to concur with the female participants that ECD/FP is a female domain. They indicated an awareness that they were venturing into the domain of women. This is evident from the excerpts below taken from the two male participants.

> *In my experience I have never seen a male in the foundation phase class and there is this stereotype that foundation phase is for women."* **Nick/ PN/03/2012**

> *I understand that people believe male can't handle young children!* **Morgan/PN/03/2012**

From their narratives, they seemed to link ECD/FP profession to caring which they considered to be linked to female role. However, they went on to mention stereotypes associated with male teachers teaching young children and indicated that they want to break the ranks and show that they can do what is perceived as women's job even if they are man as found in the following excerpt.

I want to show the world that we men can also take care of young children. When I go back to schools, I will motivate other male teachers by showing them how easy it is to work with young children. **Morgan PN/03/2012**

Morgan showed some agency in negotiating his position as an ECD/FP male teacher. Agency is the realised capacity of people to act upon their world (Inden, 2000). In becoming a male ECD/FP teacher, Morgan felt he had the capacity to take care of young children. He overlooked his gender and the gender roles attached to it in pursuit of what he perceived as a female job. This agency helped him to act upon his world (profession) thereby constructing professional teacher identity as an ECD/FP teacher. These findings concur with Holmes and Brownhil (2010) who highlighted the struggles of men working in the early years in adjusting to what is perceived as feminine work. In their study they concluded that although gender can affect men working with young children, what is key to successful work with young children are pedagogical and interpersonal skill. In this regard the male pre-service teachers perceived themselves as capable of caring despite their gender.

The findings indicate that gender shaped disposition of caring are considered important by pre-service teachers in working with young children. It seems the pre-service teachers perceived the disposition of caring as a professional aspect being influenced by traditional gender roles which links working with young children to a female's domain. These findings resonate with other findings in the literature which indicated that caring features as a professional aspect in teachers and pre-service teachers for early years (Vogt, 2002; Ailwood, 2008; Brown, Morehead &Smith, 2008; Miller & Cable, 2010; Osgood, 2010). Ailwood (2008) believes that the discourse of care that emerges in teachers teaching in the early years comes from motherly instinct and it produces professional identities in ECD. The idea of motherly instinct substantiate how gender shapes disposition of care that early years teachers bring to their professional identities.

Considering gender in professional identity provides an explanation for why and how some professions are female-dominated (Gibson, 2013). Since teaching in the ECD/FP is often accompanied by simplistic images of teachers as "nannies" and "caregivers" associated with woman's role rather than man's role in society, it is more attractive to women than man (Petersen & Pitcher, 2011). This explains why there were a larger number of female pre-service teachers, which influenced the way in which the sample was drawn. While the female

171

participants were comfortable in becoming ECD/FP teachers as they aligned their teaching role with mothering, the male participants had to negotiate the tension that arose in constructing themselves as male foundation phase teachers. Gender therefore influenced disposition of care which interplayed with becoming ECD/FP teachers. Other influences also came from experiences with religion and spirituality.

7.3.5 Influences from religion and spirituality

The findings from personal and professional identities seemed to indicate strong religious beliefs which seemed to influence dispositions of love, care compassion and service which were visible in how they perceived themselves as ECD/FP teachers. Religion is often linked to spirituality (Gibson, 2011) and it plays a role in helping people to make sense of who they are (Astin, 2004). Spirituality is viewed as a concept of consciousness which is about being aware of oneself, others and the world in which one lives (Wallace, 2000; Sarath, 2003; Astin, 2004; Shahjahan, 2005; Dillard, 2006; Zurmehly, 2014). Being aware of oneself and others and the world in which we live implies that spirituality is about relationships and connections. From their religious upbringing and experiences, the pre-service teachers internalised spiritual dispositions of love, compassion and service which influenced their emerging professional teacher identity.

Most pre-service teachers used their beliefs in God to making meaning of who they were. Their beliefs centred on God as the creator and controller of their lives and they also mentioned their relationship with God. For example, Susan pointed out, "………*the central and guiding force of my life is my faith, my relationship with God"*. Tamara also expressed, **"*I understand that God loves me and because he loves me, I need to give people the love that I have discovered"*. Nick expressed strong beliefs in God through a caption *"Only God knows"*, on his poster. The meanings they drew from their religious and spiritual orientation made pre-service teachers to perceive ECD/FP profession as a calling as indicated in the following excerpt;

I believe in doing my best to fulfil my life purpose or calling which I belief my calling is linked to working with children in different areas. **Susan /PN/04/2012**

Susan considered working with children a "calling" and this influenced her commitment to do her best in the job. Similarly, Nick saw his becoming an ECD/FP teacher as a "calling" because of the situations surrounding his entering the ECD/FP teacher education programme. Initially he

did not want to be an ECD/FP teacher but he ended up registering for the programme because that is where he was offered a bursary. Since he could not fund for the other programmes that he wanted, he ended up accepting the offer. He took it as God's plan for him. Taking it as God's plan and accepting it links with a 'calling' as one concede to God's will. According to Hacket and Lavery (2010) teaching as a calling is linked to a sense of vocation which is a deeply felt personal calling. A sense of vocation in teaching comes through connecting with inner life of spirituality (Palmer, 2008). Religion and spirituality seemed to influence pre-service teachers to perceive teaching in ECD/FP as a vocation.

A disposition of serving seemed to emerge from perceiving teaching as a vocation, considered as work that is of service to others which simultaneously provides a sense of identity and meaning (Hackett & Lavery, 2010. In this regard, the pre-service teachers found meaning in serving young children by teaching them, hence they chose to become ECD/FP teachers. Serving from a religious and spiritual point of view is linked to compassion (Gibson, 2013) and when describing who they were, the pre-service teachers used the following attributes that links with compassion such as *loving, sympathetic, humane and kind*. By mentioning these attributes the pre-service teachers were connecting their spirituality with their profession which made them to focus on relationships with their learners.

The influence of religion and spirituality upon the habitus of pre-service teachers is evident from the data. Perceptions of ECD/FP teaching as a 'calling' brought with them a sense of vocation which highlights dispositions, attitudes, beliefs and values more than methods of teaching (Hackett & Lavery, 2010). A vocation is therefore about intrinsic motivation or dispositions towards people or actions as opposed to a profession which is concerned with competence, qualifications and working conditions (Hansen, 1995). From a religious and spiritual perspective, the pre-service teachers inclined their professional identity to a vocation rather than to profession by considering dispositions of working with young children.

The findings suggest that influences from religion and spirituality led to pre-service teachers perceive becoming an ECD/FP teacher as a calling from which dispositions of care, service, and compassion emerged. These findings indicate that religion and spirituality can influence professional teacher identity of pre-service teachers as it shape dispositions they bring into the

profession. This implies that religion and spirituality can be connected to the teaching profession. These findings concur with earlier studies cited in Mayes (2001) which revealed that spiritual beliefs can influence professional lives of teachers (Pajak & Blaise, 1989; Capper et al. 1998). Spirituality therefore becomes a salient factor which influences how teachers envision and practice in their work (Mayes, 2001). In this regard, issues of spirituality should not be ignored in understanding professional teacher identity (White, 2009).

Besides prior experiences, geographical origin, gender and spirituality, experiences from the teacher education programme cannot be ignored since the pre-service teachers were in their final year of the programme. They had a lived experience from the programme which also shaped dispositions of working with young children.

7.3.6 Influences from Teacher Education Programme

The findings on professional teacher identity indicate the influence of teacher education program in the emerging identity of pre-service teachers. Although the study did not concentrate in finding out how the teacher education programme shapes professional teacher identities, it emerged from the pre-service teacher's perceptions of themselves as ECD/FP that the programme contributed. The pre-service teacher education programme provides two contexts of learning; university based which provided theory and professional experience in schools of practice. Experiences in the teacher education programme influenced upon the knowledge pre-service teachers drew from in defining themselves and the kind of teacher they wanted to be.

The findings from professional teacher identity indicate that the pre-service teachers identified with different kinds of knowledge that seemed to emanate from the programme. How they perceived the kind of teacher they wanted to be as well as their roles in becoming an ECD/FP seemed to be influenced by knowledge of issues in teacher education. For example one of the participants mentioned several roles she saw herself playing in becoming an ECD/FP teacher which are; mediator of learning, leader, administrator and manager, designer of learning programmes, lifelong learner, citizen, community and pastoral role. These roles were influenced by the policy of Norms and Standards for Educators, (2000) which underpinned the teacher education programmes in South Africa at the time the study was carried out. The teacher education programme was designed focusing on assisting the pre-service teachers to develop

competence in the seven roles. Influence from the teacher education programme could be identified as pre-service teachers perceived themselves in terms of these roles.

Furthermore other forms of knowing also emerged from their professional teacher identity which could be attributed to learning that had occurred in the programme. The pre-service teachers identified with knowledge of learning theories, child development, inclusive education, teaching reading, classroom management techniques, subject matter and others which seemed to emanate from ECD/FP teacher education programme. Owing to the knowledge they have acquired from the teacher education programme, the pre-service teachers came to identify themselves as ECD Specialists, ECD/FP Professionals and teachers.

The findings suggest that experiences in teacher education programme can contribute to emerging professional teacher identity in pre-service teachers. These findings go to support propositions that teacher education programmes play a critical role in building teacher's professional identities (Feiman-Nemser, 2001; Ottensen, 2007; Thomas & Beauchamp, 2009; Hong, 2010). Ottensen (2007) observed that the activities that pre-service teacher engage in at both university and schools of practice provide learning opportunities that help shape their professional teacher identity. As the pre-service engaged in the activities of the ECD/FP teacher education programme, they acquired knowledge and other dispositions of working with young children that interplayed with the process of becoming ECD/FP teachers.

From the findings on the personal and professional identities of ECD/FP pre-service teachers, dispositions of working with young children which include loving, caring, compassion, serving and knowledge emerged as the habitus. These dispositions were influenced by prior experiences with teaching and learning, politics and rural backgrounds, gender, religion and spirituality and ECD/FP teacher education programme. In order to understand pre-service teachers' emerging identity, the processes of constructing the emerging identity were considered for examination. To make sense of the processes of identity construction, Wenger (1998)'s modes of belonging were used in examining the process. The understanding that habitus is an open system of dispositions which can be subjected to experiences that either reinforce or modify its structure (Bourdieu & Wacquant, 1992, p. 133) informed examination of the process. To explain the emerging identity, dispositions of caring, loving, serving, compassion, knowledge that emerged from the personal identities of pre-service teachers were followed up to find out how they influenced the process

of becoming ECD/FP teachers. The explanation reveals how these dispositions interplayed in the profession as they become ECD/FP teachers to influence on the emerging professional teacher identity.

7.4 Belonging to ECD/FP Profession

The process of belonging to a community of practice is viewed by Wenger (1998) as *becoming*. In this regard, this study has considered belonging to a community of practice as becoming ECD/FP teachers for the pre-service teachers. Since the pre-service teachers were learning to teach, they were considered as they were in the process of becoming teachers. The idea of becoming was borrowed from Britzman, (1991, p. 8), who saw "learning to teach as a process of becoming, a time of formation and transformation, of scrutiny into what one is doing and who one can become". Moreover, becoming a teacher is a process of identity formation (Danielewicz, 2001; Flores & Day, 2006) in which a sense of oneself as a teacher is developed (Mayer, 1999). As the pre-service teachers were becoming ECD/FP teachers, they were belonging to a community of practice thereby forming a professional identity.

 In line with becoming Wenger, (1998 p. 41) argues, "We cannot become human by ourselves; it is through interaction of the individual and the community that identity is continuously buffeted and reshaped". This implies that pre-service teachers were becoming teachers through interaction in the community of practice where they gained new insights, and ways of belonging which shaped their emerging professional teacher identity. In this regard becoming a teacher is made feasible through a community of practice. For pre-service teachers, a university based programme and schools in which they undertook their professional experiences provided a community of practice in which their professional teacher identity developed (Ballatti, 2010). How they become teachers was visible through the modes of belonging: engagement, imagination and alignment.

Modes of belonging cannot be understood fully without elaborating on the community of practice of the pre-service teachers. The pre-service teachers were in the ECD/FP teacher education programme which provided the context for constructing professional teacher identity. Teacher education programmes are concerned with providing pre-service teachers with knowledge and skills required for successful future practice as well as exposing pre-service

teachers to classroom experiences where they link practice to theory (Beauchamp & Thomas, 2010). Although teacher education programmes expose pre-service teachers to theory and practice related to the profession of teaching, the pre-service teachers bring their own theories and ways of understanding the world and communities of practice (Wenger, 1998, p.48) see also (Lortie, 1975: Flores & Day, 2006).

Wenger's idea of own theories and ways of understanding the world relates to habitus as internalised dispositions that pre-dispose their holders to generate new forms of action that reflects the original socialisation experiences (Swart, 2002, p. 635). The pre-service teachers brought their own understandings of ECD/FP teaching emanating from their personal experiences which emerged as dispositions of working with young children which include; love, care, compassion, service and knowledge. These dispositions provided ways of understanding in their community of practice (ECD/FP teacher education programme). In this regard, the teacher education programme became a place where the pre-service teachers transformed their lay theories (Surgrue, 2005) contributing to their emerging professional teacher identity. This transformation was observed as dispositions interplayed with the process of belonging in their engagement imagination and alignment in the profession.

7.4.1 Engagement and choosing to become an ECD/FP teacher

Choosing to become an ECD/FP teacher was the early step of belonging to the community of practice and seen as a way of engagement. Making decisions to enter ECD/FP profession was their first engagement with the profession. From the findings on the personal and professional identities, motivations to choose ECD/FP teaching seemed to emanate from their past experiences which shaped dispositions of working with young children. Perceiving themselves in the light of these dispositions made pre-service teachers to see themselves as suitable to teach in the ECD/FP. In this regard they were motivated to become ECD/FP phase teachers

To illustrate engagement in choosing to become an ECD/FP teacher, one of the participants, Viola drew from her past schooling experiences dispositions of working with young children as she observed her teachers. She experienced love and care from her primary school teacher whom she considered as a role model. She came to value love and caring as important dispositions in working with young children. Becoming an ECD/FP teacher for her was guided by dispositions

of loving and caring for children. By bringing love of children to ECD/FP implied that she perceived teaching young children as an emotional activity which according to Hargreaves (1994, p.175) involves ''human nurturance, connectedness, warmth and love''. She brought these images of teaching young children into her early steps of engagement with the profession, which is found in choosing to become an ECD/FP teacher.

The findings suggest that dispositions of working with young children (care, love, service, knowledge, compassion) which emerged from their past experiences interplayed with the process of choosing to become ECD/FP. When probed on reasons to become ECD/FP teachers, what emerged was love for children, ability to care for children, desires to serve communities and knowledge of working with young children. Love and caring for example emerged from observing their role model teachers as well as viewing ECD/FP profession through a gendered perspective (Oruc, 2012). Commitment to serve emerged from emotions derived from their personal histories as well as religion and spirituality. They perceived these dispositions as a capacity in them that would make them ECD/FP teachers; hence they mentioned these dispositions as their reasons for choosing to become ECD/FP teachers. This perceived capacity was given as reasons for choosing to become ECD/FP. These findings support Olsen (2008) who proposed that reasons for choosing teaching illuminate professional teacher identity. These findings indicated how dispositions interplayed with engagement in the process of choosing to become ECD/FP teachers. Moreover, engagement in pre-service teachers was also reflected in their practices in the programme, mostly during their teaching practice.

7.4. 2 Engagement in the practice of teaching

The findings from professional teacher identity indicate that dispositions of working with young children (love, care, compassion, service and knowledge) interplayed with the process of engagement in the practice. Engagement in practice is a powerful source of identification (Tsui, 2007, p. 660) which reflects identity in practice. According to Wenger (1998) identity and practice mirror each other, implying that how one identifies himself/herself can be seen in what he/she practices reflecting who one is. In this regard, how the pre-service teachers identified themselves as ECD/FP teachers was seen in what they practiced. Narrative data from their reflective writings and teaching practice reports indicated how they were engaging in practice. It

was noted that dispositions of caring, serving, compassion and knowledge seemed to influence their practices as well as their relationship with the children and mentors.

Caring, compassion, serving and knowledge emerged as central in the pre-service teachers' engagement in practices. Their practices revealed a commitment to care and serve while their relationships modelled elements of compassion and caring. An example in given in the following excerpt from reflective writings of one of the participants who showed care and responsibility towards children;

> *When the teachers were attending a workshop for CAPS (a new curriculum that was being introduced), I had to help the principal who was at the school to attend to learners. To make sure that learners at least benefit from coming to school, I had to design activities for them to do while I attended to my grade one class*. **(Morgan RN/10/2012)**

Care and responsibility was shown in designing activities for the children who had no teachers to attend to them. This was meant to make children benefit from attending school. What the pre-service teacher did indicates care and a commitment to serve which Alexander et al., (2014) identified as feelings of responsibility for children's well-being and development. The pre-service teacher was concerned about the development of children hence he prepared activities for learning. The same was found in another participant who narrated in her reflective writings how she made sure that the needs of the learners are catered for despite an overcrowded class. She narrated how she would put children in groups and attend to them in these small groups as a way of getting to each and every learner. In this regard, she showed care for her learners. This findings concurs with O'Connor, (2008) who suggests that caring can be connected to teacher' pedagogical or classroom management strategies. The pre-service teacher connected caring to classroom management strategies, indicating interplay of disposition of caring with the profession.

Furthermore, the disposition of compassion was identified in how the pre-service teachers related to their learners as they engaged in practice. From reflective writing as well as teaching practice supervision reports narratives; compassion was reflected in how they related with children. For example in reflective writings, one of the participants reflected on how he was disturbed by orphaned children who come to school showing signs of neglect. Driven by compassion, he

made an effort to meet with the guardians of the children to address this issue. In addition, he was concerned about unfair treatment of children who came from disadvantaged backgrounds by some teachers. This indicates how compassionate he was towards disadvantaged children. Another participant also reflected on how he attended to disabled learners who were marginalized by his mentor. Out of compassion, he went against the mentor's advice to ignore them and went ahead to attend to the children by providing activities that would help develop their motor skills. He was happy to see an improvement in these children as they were able to write by the time he completed his teaching practice.

Furthermore, narrative reports from mentors indicated how dispositions of care and compassion manifested in the practices of pre-service teachers. For example in one of the reports, the mentor narrated on how a pre-service teacher showed care and compassion to learners as indicated in the following excerpt;

> *Viola had a good relationship with all learners and she treated them as unique individuals. She has sympathy towards children, is always helpful and generous.* **SR/08/2012**

From the narrative above, dispositions of care and compassion could be seen to influence engagement. Viola was sympathetic and helpful to learners which indicated compassion towards children. She had also good relationships with learners. Besides dispositions of love, care, compassion and service interplaying with engagement, the findings indicated that knowledge also interplayed with engagement in practice.

From their reflective writings, it could be noted that the pre-service teachers engaged with knowledge in their practices. They highlighted how they succeeded in teaching particular subjects using the knowledge they have. For example one of the participants reflected on using the approach to teaching reading as given in the following excerpt.

> *What made me confident in my practice was when I introduced the Big Book to learners. My mentor didn't know how to use the big book in teaching reading. She let me use it and was surprised to find out how the learners participated and enjoyed it. She was so excited about it and as an HOD, she let me demonstrate it to other foundation phase teachers. I*

felt so good and successful as I shared something new with my fellow teachers. **Viola RN/10/2012**

For Viola having knowledge of teaching shared reading made her to feel confident. The fact that her mentor lacked this knowledge made her to stand out in the profession as somebody with specialised knowledge and she came to identify herself as a professional teacher. Similarly another participant also felt success in her profession through using knowledge and skills in making resources.

I found myself successful in the making of resources for teaching as well as employing various teaching strategies. The use of resources in teaching make the environment of teaching and learning conducive as learners engage and participate in learning. I equipped the learning environment with a lot of resources and I could see that those who were slow learners would also take part and it improved their learning. The fact that I was using manipulatives in all my lessons made me succeed. Children like hands on activities. **Margret RN/08/2012**

Her knowledge on how children learn was combined with skills in making resources to facilitate children's learning. In this regard she made use of the knowledge to engage in her practice. Knowledge of teaching mathematics was also indicated in the following excerpt.

When I was teaching space and shapes, for example 2d and 3d dimensions, I used waste materials such as tissue papers rolls painted in a various colours, cereal and cosmetic boxes roll on balls and others. Learners had to play a game whereby they had to feel an item with eyes closed and describe it. They had to do a lot of manipulation of the shape especially the 2D by folding, cutting and also make 3Dshapes from 2D shapes. This helped learners to understand. **Morgan RN/08/2012**

These findings indicate that knowledge of teaching particular subjects in ECD/FP interplayed with the process of engagement making pre-service teachers develop a sense of belonging to the profession. Experiencing success in using the knowledge indicated successful belonging to the community of practice of ECD/FP. However successful engagement with knowledge did not occur to all the participants but was found in the older participants who had previous experience in teaching before they entered BEd/ECD/FP. For those who had no experience in conventional

teaching, engagement with knowledge in practice posed as a challenge as indicated in the following excerpt.

> *During my teaching practice, I found out that teaching of reading comprehension to a grade 2 class was challenging for me. After going through some reading, I would ask questions and learners would not respond. I found out that learners were not reading with understanding. I had to ask for help from my mentor. She gave me assistance on how to help children read with understanding.* **Teneile/RN/08/2012**

Teneile expressed her lack of grasp on how to teach reading which could have emanated from lack of experience. Although she was in her final year and final teaching practice she was not yet grounded in teaching because their practice was intermittent, occurring in only four week episodes per year and under the supervision of the mentor. For those pre-service teachers who had many years of teaching, it seemed their experience helped them to further develop their understanding of the profession as they managed to apply the theory they have learnt in their practice.

The findings above suggest that dispositions of love, care, compassion, service and knowledge interplayed with engagement as pre-service teachers reflected these dispositions in their relationships with children as well as in their practices. The findings indicated that in their engagement, they invested more on activities that reflected these dispositions and this showed how the personal and professional connect in emerging identity. Their engagement also involved negotiation of meanings.

7.4.3 Engagement and negotiation of meanings

The findings suggest the pre-service teachers used dispositions of love, care, compassion to negotiate meanings in the profession indicating interplay of dispositions with engagement. Negotiation of meanings is a way of engagement in the profession which Wenger (1998, p 149) consider as involving "how members negotiate ways of being a person in that context". The pre-service teachers negotiated ways of being in the profession as they engaged in their teaching practice. The findings from personal and professional indicated that where there was no compatibility, the pre-service teachers had to negotiate ways of being in that situation. During

their teaching practice they faced situations which were not consistent with how they viewed themselves as teachers. They had to negotiate their ways of being in their community of practice to find meaning in the profession.

The findings from professional teacher identity indicate that pre-service teachers invested in relationships with children in how they identified themselves as ECD/FP teachers. They perceived their role in terms of loving, caring, and serving children. However this was challenged during their engagement with practice. While they constructed themselves as loving and caring, they met children with disciplinary problems and this posed a dilemma on them whether to continue being loving and caring in the face of problem children. One of the participants expressed this dilemma in her reflective writings as indicated in the following excerpt.

> *I faced a challenge in gaining authority of my class. I found it difficult to relate to the learners who were constantly misbehaving.* **Teneile/ RN/08/2012**

The realities of the classroom challenged Teneile, who had identified herself as a loving and caring teacher. Dealing with misbehaving children and at the same time continues loving and caring left her wondering how she was going to manage to be herself in the profession. Another participant faced with a similar situation reflected on how she negotiated her ways so that she continued to be herself in the profession from the excerpts that follow.

> *During my initial visit, the mentor warned that most of the learners in the school are rowdy and ill-disciplined. So I prepared myself to be tough but at the same time I had to be compassionate.* **Teneile RN/08/2012**

Although she was warned of disciplinary problems she prepared herself for it but reminded herself of being compassionate. However, when faced with the real situation, she was challenged.

> *I found out that in my grade one class there were culprits who were continuously making noise no matter how many times you told them to keep quiet. I had to deal with this behaviour by giving them time out and not allowing them to go for break. I felt pretty bad having to discipline them in such a manner but I couldn't think of any other way. It was*

quite frustrating and made me feel like a failure because I had gone there with all the enthusiasm but then I was struggling with discipline in the classroom. **Teneile RN/08/2012**

After experiencing a challenging disciplinary situation, she started negotiating for meaning as indicated in the following excerpt.

It took a lot from me to remind myself not to get mad at the learners and not label them as bad kids. I also got constant motivation from my mother a foundation phase teacher who reminded me of the 'love'. So I had to start the day on a new slate with each learner not carrying over from yesterday. This helped me to fairly treat the children. **Susan/RN/08/2012**

In the end, Susan found ways of being herself (loving) by not carrying over happenings of the previous day to the next day drawing from the motivation she got from her mother. These findings concur with what Sexton, (2008) identified as maintaining coherence between identity and role. In this regard, Susan tried to maintain who she was what she was expected to do as a teacher. She negotiated ways of being a person by reconciling personal and professional identities to find meaning in the profession. In negotiating meanings, she used dispositions of love and care, indicating interplay of dispositions with engagement. Engagement in negotiating meanings also involved how the pre-service teacher negotiated their relationships with mentors.

Engagement also included relationships with mentors. How they interacted with mentors contributed to their emerging professional teacher identity since they learnt how to teach from their interactions with mentors. Data from reflective writing indicate that all was not smooth sailing in their relationship with mentors. There were instances where they did not agree with mentors but they did not want to challenge them in order to maintain a good relationship. An example of this challenge is given in the following excerpt;

I was really challenged by changing my lesson plans to suit my mentor's level of understanding, but what made me happy is that she allowed me to write with my hand as long as she understood it and also remembering that a good teacher is the one who is not resistant to change. **Viola/ RN/10/2012**

While she did not agree with what the mentor required her to do she had no option except to give in to her demands. However she negotiated ways of dealing with the situation by making use of her own knowledge of a good teacher.

The findings on engagement suggest that dispositions of working with children (love, care, compassion, service and knowledge) interplayed with how they engaged in the profession. The dispositions were found to influence their motivations to become ECD/FP teachers, their relationships with children, their practices and how they negotiated ways of being in the profession. Through engagement, the pre-service managed to see what is possible or not possible in their perceptions of themselves as ECD/FP. They managed to put into practice what they valued in becoming ECD/FP teachers. Engagement made pre-service teachers to the present which is their profession. These findings go to support Clarke (2008) who suggested that engagement create space within which on battles with the realities of the profession as one construct an identity. While engagement puts the person in the reality, imagination remove them from reality (Clarke, 2008) as the create images of what they want to become.

7.4.4 Imagining the kind of teacher they become

The findings suggest that dispositions of working with young children influenced on the kind of teacher they wanted to be indicating interplay of dispositions with imagination.

In choosing to become ECD/FP teachers, the pre-service teachers created images of the teachers and how they saw themselves as one of the teachers. When the pre-service teachers decided to become ECD/FP teachers, they had envisioned themselves as teachers. Their past experiences yielded images of the kind of teachers they desired to emulate or surpass. As previously given, the pre-service teachers reflected on their teacher models who were inspiring and some of them not inspiring. For example Viola and Teneile who got inspiration from models who were loving and caring, they were inspired to emulate them while Nick who was not inspired by teachers who were not committed to their work considered on changing what these teachers were practicing. From the findings, the pre-service teachers' decisions to become ECD/FP teachers were influenced by these models. They created images of loving and caring teachers as well as committed teachers and envisioned themselves as those kind of a teachers. In this regard, they primarily focused on the dispositions (love, care, commitment) their role models exhibited and

185

considered them for their professional identity as ECD/FP teachers. They saw themselves as capable of loving, caring and committed to work which influenced their decisions to become ECD/FP teachers. Through this imagination, they created images of themselves as ECD/FP teachers viewing themselves as belonging to the profession. These findings are in line with Clarke,(2008) who found choosing teaching in pre-service teachers as involving an imaginative casting of self into an envisioned future role as a teacher.

Furthermore they used the created images about ECD/FP teachers to interpret their participation in the programme as well as exploring new possibilities. In exploring new possibilities, they used the created images to envision the kind of teacher they wanted to become. The kind of teacher they wanted to become, charted their vision for the profession. In their visions, male participants seemed to have bigger aspirations about their profession as compared to female participants. For example Nick had this vision;

> *I want to go there and educate them on the knowledge I got from the university. I intend to be involved in workshops on foundation phase teaching.* **Nick, PN/03/2012**

Nick wanted to be more than just a classroom teacher, but intended to be involved in staff development. Furthermore, he felt that just attaining a first degree will not help him to impact in the profession, so he mentioned his aspirations to become a PhD graduate form an excerpt cited in chapter 5 of this thesis. This implied higher aspirations in the profession. Morgan another male participant had a vision of leading a project on staff developing ECD/FP teachers owing it to the specialist knowledge he had acquired from the programme. As for the female participants, their vision and aspirations concentrated on being good teachers for the children through caring and serving them to cite one example from the female participants in the excerpt below;

> *I will be that teacher who is self-less and who put the interest of learners first. I will make sure that I protect the children and be in class to teach them".* **Margret/RN/10/2015**

The above excerpt indicates how imagination has made it possible to the pre-service teachers to create the kind of teacher they want to be which relates to the possible self. In creating the possible self, dispositions of care, service, compassion and knowledge seemed to influence the possible self. Ronfeldt and Grossman, (2008) refer to the notion of the possible self which seems to connect with the findings in this study. They identified the possible self as coming from

connecting past with their present to envision a future practice. The pre-service teachers acquired dispositions from their past experiences which influenced how they envision their future practice. This is in line with what Clarke (2008) identified as the capacity to go beyond the immediate world of experiences in reinventing the past and rebuild identities from new sources of inspiration. The pre-service teachers envisioned themselves as caring, serving communities, ECD/FP professionals with knowledge and committed teachers. These findings are an indication of how the dispositions interplayed with the process of imagination in becoming ECD/FP teachers. While imagination made pre-service teacher to go beyond their current realities, alignment made them to connect their realities with other realities in their belonging to the profession.

7.4.5 Aligning beliefs, values and actions with the profession

Alignment started with choosing to become ECD/FP which implied an interest in the field. The pre-service teachers gave reasons such as; love for children, making a difference in the lives of children, to help young children and others which indicated that they aligned their interests with decisions to become teachers as well as how they perceived ECD/FP teaching. It seemed they aligned their personal interests with the decisions to become teachers is given in the following excerpt from one of the participants.

> *I chose ECD/FP teaching because I love children, I have the love of children in my heart. So realising that some of the children become school drop outs somewhere somehow because of a lack of a good foundation, I have chosen to be a foundation phase teacher so that I will be able to lay a good and solid foundation for those learners. We all know that if a house does not have a good and solid foundation it can be broken down by wind at any time whereas one with a solid foundation will stay forever. So if I can lay a good foundation for those learners I think I will be doing good for the future of these children.*
> **Viola/ IN/04/2012**

Love of children is a personal interest which Viola connected with choosing to become an ECD/FP teacher. She also aligned becoming an ECD/FP teacher with building a learning foundation for children. In this regard, she expressed her personal interests in loving children and through her love for children she aspired to give them a good foundation for the future aligning

her interests with how she would teach children in the ECD/FP. Viola identified the purpose of teaching in ECD/FP as laying a good foundation for the learners and aligned the purpose with her love for children. This finding support Clarke (2008)'s idea that choosing teaching may involve alignment with purposes of teaching

Furthermore, pre-service teachers also drew from their personal identities to align with teaching in ECD/FP. From a gendered perspective, they aligned caring with teaching in ECD/FP. They considered caring as a professional aspect and as they engaged in the profession, they showed responsibility over the children. The pre-service teachers reflected on several episodes of caring during their teaching practice as indicated earlier on engagement on practice. These episodes indicated how they aligned their practices to caring influenced by their own personal perceptions of ECD/FP. Besides aligning ECD/FP with caring, male participants also considered their gender roles to align with the profession.

From their gender roles male participants adopted a controlling role that aligns with leadership and management. From their reflections on teaching practice they were concerned with issues of management which included availability of facilities and welfare of children. For example Morgan reflected on the inadequacy of furniture and his initiatives in seeking donations to address the situation.

> *When I arrived at the school I was given a grade one class which had to be separated from a grade two class because we were not allowed to take a multi-grade class. This meant that I had to be in a classroom which had no tables and chairs since they were few. Learners had to sit steel frames and they had no textbooks as well. I talked to the principal if we could ask from neighbouring schools for extra furniture. She agreed to my suggestion and we managed to get some which alleviated our problem.* **Morgan RN/08/2012**

Morgan's initiatives indicated that he saw himself in the position of leadership. Reports from his mentor also indicated his good leadership qualities, implying that he was putting his energy on leadership activities. Similarly Nick mentioned cases of orphaned children who were not well taken care of and his initiatives to meet the guardians to address the children's plight. The male participants seemed to take a leading role in addressing issues that affected children. This

implied that they perceived their role to be in leadership. These findings go to support findings from Petersen (2014) who studied views of male pre-service teachers teaching in the FP. Her findings indicate that males seem to associate themselves with ability to provide leadership in difficult circumstances. The male participants seemed to align their teaching role to control and responsibility for the welfare of children adopting expected roles of men. Alignment was also identified from connecting religious and spiritual orientations with teaching.

Pre-service teachers connected becoming ECD/FP teachers with their religion and spiritual orientation. For example one of the participants related teaching in the ECD/FP to shaping minds and instilling moral values. The shaping of minds and instilling moral values is linked to indoctrination which has its roots in religious teaching. Habermans (1990) defined indoctrination as infiltrating (drilling, inculcating) concepts, attitudes, beliefs and theories into pupils' mind by passing one's critical deliberation. This implies a teacher centred method of teaching in which the teacher controls learning. In this regard, a teaching approach was adopted from her religious and spiritual orientation and was aligned to the profession. She also aligned her role as ECD/FP teacher with helping children to develop moral values. These findings indicate personal dispositions from religion and spirituality interplaying with belonging to the profession through alignment.

Belonging to the ECD/FP profession for pre-service teachers indicated how they were becoming teachers. Their becoming ECD/FP teachers was identified in how they adopted dispositions of working with young children which include love, care, compassion, service and knowledge influenced by their past experiences into their emerging professional teacher identity. The process of becoming ECD/FP teachers was made visible in the process of belonging; engagement, alignment and imagination. How they belonged to the profession was influenced to a great extent by the dispositions. Dispositions of working with children were seen to interplay with the processes of belonging resulting in the emerging of a professional teacher identity as an ECD/FP teacher. These findings indicate the connection between the personal and professional identity. These findings concur with several studies local and abroad which suggested an impact of the personal on the professional in professional teacher identity (Samuel & Stephens, 2000; Akyeampong & Stephens, 2002; Alsup, 2006, Ronfeldt & Grossman, 2008; Chong, Low and Goh, 2011; Bukor, 2013; Cross & Ndofirepi, 2015). Through engagement, imagination and

alignment, the pre-service teachers professional teacher identity emerged which reflected their past lived experiences in dispositions of working with children. Therefore, becoming ECD/FP teachers for the pre-service was influenced by dispositions developed from past experiences to create a professional teacher identity.

7.5 The emerging professional teacher identity

The findings indicate an amalgamation of dispositions from personal and professional identities which interplayed in the process of identity construction. This confirms Beijaard et al., (2004, p. 113) in suggesting "professional teacher identity is a process of integration of the personal and professional sides of becoming a teacher". Collectively their personal identities comprised of their personal histories, geographical origin, prior experiences, personal attributes and religion and spirituality. How they identified themselves as ECD/FP (professional teacher identity) was influenced to a great extent by their personal identities although teacher education programme played a part. From their personal identities, habitus in form of dispositions of working with children (care, love, compassion, serving, commitment) were shaped while knowledge emerged from experiences in the ECD/FP teacher education programme. Dispositions from their personal and professional combined to influence their belonging to the profession; engagement, imagination and alignment. In this regard, the emerging professional teacher identity indicates a personal investment and a re-emergence of identity.

7.5.1 Personal-investment

The emerging professional teacher identities of pre-service teachers indicate a personal investment as it embodied their life experiences well before they entered the programme. It began in their early childhood with experiences as school children observing teachers who happened to be their role models concurring with earlier findings from Lortie (1975). From those early experiences, they created vivid images of school life and of teacher behaviour and practices and started to identify with ECD/FP teaching. These findings also confirms from several studies which suggested that on entry to a pre-service teacher education programme, pre-service teachers bring with them some representations of what teaching is and what kind of teachers they intend to become from their early exposure to teaching through their teachers as school children (Lamote & Engels, 2010; Chong et al., 2011; Meijer, Graaf & Meirink, 2011). Moreover social

factors such as class, gender, religion and spirituality shaped dispositions towards ECD/FP teaching confirming Smith and Fritz's (2008) findings that the kind of society from which participants come from and the meaning they derive from their society can impact on how they construct professional teacher identity. In this regard, the pre-service teacher brought what Sutherland, Howard and Markauskaite (2010), as well as Cross and Ndofirepi (2015) term a pre-teaching identity which combines the contexts, the circumstances and the experiences through which they began to imagine their role in the ECD/FP teaching profession. Their pre-teaching image comprised dispositions of working with children in teaching in the ECD/FP which comprise; love, care, compassion, service and knowledge.

The pre- teaching identity in form of dispositions was embedded in their motivations to become ECD/FP teachers which they expressed as love and compassion for children, the desire to serve and to use the knowledge about teaching young children. They used these motivations expressed as dispositions towards working with young children to make meaning of their profession thereby constructing a professional teacher identity as ECD/FP teachers. In this regard interplay of dispositions in the process of belonging to the profession (engagement, imagination and alignment) occurred. Through interplay of dispositions, a "professional habitus" with dispositions or pre-dispositions to enable ECD/FP pre-service teachers to navigate their professional journey (Beck and Young 2005) emerged. The professional habitus comprised dispositions of love, care, compassion, serving and knowledge which therefore described the re-emergence of identity.

7.5.2 Re-emergence of identity

Re-emergence of identity indicates how the professional teacher identity of pre-service teachers emerged. Differences were noted in how professional teacher identities emerged depending on the experiences of the pre-service teachers. For those pre-service teachers who were in their initial training coming from high school, they experienced an emerging professional teacher identity while those who were teachers before, theirs was a re- emerging professional teacher identity. For young participants, an emerging professional teacher identity indicated that they were still in the process of becoming teachers. Their professional identity was still in the budding stage not yet fully formed as expressed in the following excerpt from one young participant.

I am someone still in the process of growing and developing, as you can see, this seed here shows that I have potential to grow and become something more. What I am now is a not a true reflection of what I want to become. So like a seed I have so much potential that slowly will grow bearing flowers and fruit when I become even stronger in my convictions. **Susan PN, 03/2012**

She expressed herself as someone in the process of growing and used a metaphor of a seed to indicate her potential for growth. This indicated that the professional teacher identity constructed was still at the emergent stage and there was room for further development. What has emerged was just an initial sense of what it means to be a teacher (Friesen & Besley, 2013) which is likely to undergo development as they progress in the profession. This concurs with Coldron and Smith, (1999) who proposed that professional teacher identity is not a stable entity and the idea of Beijaard et al, (2004) that this identity can change or shift as it involves interpretation and re-interpretation. These young participants lacked experience in the profession except for 12 weeks teaching practice they have had during their training in the programme. Their emerging professional teacher identity can therefore be regarded as provisional in the sense that it is still in the process of developing.

For the older participants, there was a re-emergence as expressed by one of the older participants in the following excerpt when responding to how she saw herself as an ECD/FP teacher. Referring to a drawing of spectacles on her poster she said;

This pair of glasses symbolises me as an ECD specialist. I am now putting on another pair of glasses and I am seeing things in a different way which means I cancel what I have been doing before and I can start a new chapter. **Margret/PN/03/2012**

Margret's in her initial Diploma qualifications, she had not specialised in teaching in ECD/FP, although she was teaching in the phase. This means she lacked specialist knowledge to teach young children. Her coming to the pre-service programme to specialise in ECD/FP meant a re-emergence of her professional teacher identity. She symbolises this re-emergence with putting on another pair of glasses and seeing things differently.

The findings on the emergence and re-emergence support Korthagen's (2004) assertion that teachers at different stages of their careers (pre-service, beginning and experienced), hold

different professional identities that influence their reactions to teacher education and teaching practice. How the young inexperienced pre-service teachers reacted to the programme, differed from how the older experienced teachers reacted. From the findings, the older, experienced teachers expressed success in using the knowledge they have learnt from the programme in their teaching practice experience, while the young where struggling in putting theory into practice. This implies that in re-emergence, the participants used their previous experience to get meaning of what they were learning. As a result putting theory into practice was not challenging for them.

7.5 Conclusion

To conclude this chapter, it has been found that "pre-service teachers, embodying specific identities, understandings, and early enactments of teaching, engaged with the systems of teacher education to create a professional identity" (Sexton, 2008, p. 75) which indicated a re-emergence of identity. In the emerging identity, the pre-service teachers were involved in narrating their identity. They brought their personal identities to the profession identity to merge them into professional teacher identity. It is proposed that the 'self' was responsible in creating itself as a teacher. Insights on the self are brought up in the next chapter which summarizes the entire thesis and the conceptual insights on emerging identity.

Chapter 8

The Emerging Self

8.1 Introduction

An inquiry into emerging professional teacher identity of ECD/FP pre-service teachers emerged from three imperatives. Firstly my experiences teaching young children and working in teacher education contexts with pre-service teachers made me develop an interest into studying the field of ECD/FP. Secondly, the policy contexts and shifts in curriculum that changed the focus of teaching from the giver of knowledge to facilitator of learning led to the quest to inquire on the professional teacher identity of pre-service teachers in the environment of policy shifts. Lastly, the need for research in ECD/FP to inform ECD/FP teacher education programme for better teachers presented itself as the starting point into this journey of inquiry.

ECD/FP education in South Africa was in the spotlight due to low performance in literacy and numeracy. Since the early years are considered as the foundation for further learning and success later in life (Cooper, 2001), the need for quality teachers to improve on the learning outcomes of learners in this phase of the education system should be emphasised. The legacy of apartheid has left this phase of the education system with poorly qualified teachers teaching in the phase (Green et al., 2011; CHE, 2010; Soudien, 2007). The low performance of learners in the phase has prompted the Department of Education to focus on improving teacher quality, hence an emphasis on the Foundation phase teacher education programme – an example being the European United Funded Project by the Departments of Basic Education and Department of Higher Education (2011 – 2014). Professional teacher identity contributes to teacher effectiveness and commitment (Sammons, Day & Kington, 2004) as well as affects both persistence and retention rates of new teachers in the workplace (Feinman-Nemser, 2001; Kardos & Johnson, 2007). In this regard it is argued that supporting pre-service teachers in developing a positive professional teacher identity is one of the options to address challenges of teacher quality in ECD/FP (Day & Gu, 2010).

This study set out to explore the emerging professional teacher identity of ECD/FP pre-service teachers. This was aimed at bringing out an understanding of how ECD/FP pre-service teachers

construct this identity. Throughout the study focus was given to the relationship between the personal and the professional in the emerging professional teacher identity. The personal and professional are considered as inseparable, intertwined, interlinked, and inextricable (Alsup, 2006; Olsen, 2008; Bukor, 2013). The exploration therefore focused on finding out how the two connects in the process of professional teacher identity construction in pre-service teachers. The personal and professional identities were separated to facilitate close examination of each in order to understand the emerging identity. Analytic framework from habitus theory (Bourdieu, 1977) and modes of belonging from Community of Practice Theory (Wenger, 1998) were used to examine data to explain how the personal and professional connect in the process of constructing professional teacher identity.

The study's findings therefore revolve around the following three critical questions;

- What are the personal identities of ECD/FP pre-service teachers from a selected institution of higher learning?
- What are their professional teacher identities?
- How can we explain the emerging professional teacher identity of pre-service teachers?

In this last chapter of the thesis, the focus is on synthesizing the findings to enable an abstraction of insights and core thesis of the study. A proposed model of theorizing emerging identity is presented with a view to conceptualizing and further understanding emerging identity of ECD/FP pre-service teachers. The chapter begins by reflecting on the research process undertaken.

8.2 Reflections on the Research Process

A reflection on the research process is made possible by going through findings from literature, the methodology used and the theoretical frameworks adopted. This reflection traces the processes undertaken in the development of this thesis leading to the findings. The reflection gives insights on how the literature, theoretical frameworks and methodology supported the findings.

8.2.1 Literature review

A review of literature produced the contextual realities that were likely impact on constructing professional teacher identity in South Africa and insights on professionalism in ECD/FP and how pre-service teachers construct this identity. The South African teacher education landscape revealed background of inequalities between secondary and primary (ECD/FP) school teachers in terms of quality training and this contributed to a negative image of a primary school teacher (Jansen, 2001; Parker, 2003; South African Council on Higher Education(CHE), 2010). From the local studies that were reviewed, issues of race, gender, class and political change were found to influence how teachers and pre-service teachers constructed professional teacher identity in a South African context. This current study also confirmed the influence of gender, class and politics on emerging identity of pre-service teachers.

The review of the literature indicated that teaching in the early years (ECD/FP) is significantly different from the teaching in other levels of the education system. The gendered perspective of ECD/FP was found to be influential in the professional teacher identity of teachers (Osgood, 2010; Gibson, 2013). Miller and Cable (2008) concluded that professionalism in the early years (ECD/FP) is a situated concept embedded in understandings of children and childhood situated in specific historical, socio-cultural, organization and economic contexts. Miller and Cable implied that how teachers understand children based on their experiences in the contexts they have lived can influence how they see themselves as teachers of the young children. This perspective relates very well to the findings of this study as the emerging identity of ECD/FP pre-service teachers was influenced by the contexts.

The reason for choosing to study professional teacher identity of pre-service teachers in addressing teacher quality issues emanated from the need to develop in teachers a positive professional teacher identity starting from teacher education programmes. Professional teacher identity was identified to begin to develop during pre-service (Walkington, 2005; Cattley, 2007) and its development is as an important component of the process of learning to become a teacher (Friesen & Besley, 2013, p. 23). Although, pre-service teachers can be viewed as still in the process of becoming teachers, the literature suggested that they can be successful in professional identity formation but following a different developmental path (Beijard, Meijer & Verloop, 2004). Pre-service teachers bring along with them to the teacher education programme some

representations of what teaching is about as well as the kind of teacher they intend to become from their early exposure to teaching through their teachers as school children (Lamote & Engels, 2010; Chong et al., 2011: Meijer, Graaf & Meirink, 2011). This initial sense of what it means to be a teacher is likely to undergo development as pre-service teachers progress through the programme (Friesen & Besley, 2013) to form their professional teacher identity. In this regard, their professional teacher identity is viewed as emerging and shifting (Cattley, 2007; Chong et al., 2011) and also influenced by prior experiences. Day, Kington, Stobart and Sammons (2006) suggest that the personal and the professional identities connects by pointing out that there is an unavoidable interrelationship between personal and professional identities. Apart from insights from literature, methodology that fits the study was also considered.

8.2.2 Methodology

A qualitative interpretive approach was adopted in exploring emerging professional teacher identity. This approach worked well for this study because it enabled collection of qualitative data in form of narratives which was interpreted to understand emerging professional teacher identity. In studying identity the researcher dealt with social realities, interactions and lived experiences (Cohen, et al., 2011), which were better approached using the qualitative interpretive approach. Dealing with social realities, interactions and lived experiences of participants made exploring identity complex. However, approaching it through qualitative interpretive approach enabled an in-depth analysis (Creswell, 2008) through studying narratives of cases to understand emerging professional teacher identity. Meanings were therefore derived from the participants' narratives to make sense of their emerging professional teacher identity.

Narratives from participants were gathered through various instruments which included poster narratives; semi-structured interviews, reflective writing. To add to the narratives, teaching practice supervision reports provided written narratives on the pre-service teachers made by mentors or university tutors. Narratives were very useful in bringing out data on identity in that, pre-service teachers were able to articulate their identities through talk and self- presentation and rich data on identities were obtained. This goes to support Zembyla's (2003) suggestion that narratives are powerful tools to document identity formation. Use of narrative methods provided opportunities for participants to reflect on who they were as persons and as teachers confirming the findings of Sutherland, Howard and Markauskaite (2010) that through reflection

pre-service teachers can develop their own self-image as teachers thereby creating their own professional teacher identity. In this regard narratives provided rich data for the emerging professional teacher identity of pre-service teachers and narrative analysis was used to sift through the data to make meaning of it.

To make meaning of the data, a narrative analysis was employed in analysing the data. Narrative analysis provided a holistic approach to get meaning of the data (Punch, 2008) since it considers the contexts that affect the process by which experiences and meaning are assembled into identities (Zembylas, 2003). Narrative analysis enabled the researcher to analyse aspects of identity which include emotions, beliefs, values, dispositions which are not ease to bring out but infer from what has been narrated. This was made possible by entrenching four ways of approaching narrative analysis suggested by Reismann (2003); thematic analysis, structural analysis, interactional analysis and performative analysis into the processes and procedures undertaken to understand the data. The analysis proceeded in two main phases. The first analysis was aimed at establishing the personal and professional identities.

While this study acknowledges that the personal and professional identities of a person are intertwined and very difficult to separate, examining the two as separate entities was done for the purposes of understanding how professional teacher identity of pre-service teachers emerge. In this regard, the second analysis aimed at examining how the two (personal and professional) connects as the identity emerges. To facilitate this examination, concepts borrowed from theoretical frameworks (habitus and modes of belonging) were used as analytic framework for understanding the process through which identity of pre-serve teachers emerge.

The two theories (Habitus and Community of practice) provided a broader, deeper and more focused understanding of emerging professional teacher identity. The idea of bringing the two theories together was twofold. Firstly to utilise each individual theory as a lens to explore emerging professional teacher identity as it unfolds. Secondly, to utilise the theories together to get meaning of what unfolds at the confluence of the personal identity and professional identity. Theoretical moments that emerged from data deepened understanding of emerging professional teacher identity of ECD/FP pre-service teachers making a significant contribution. The first one is the understanding of how pre-service teachers shape dispositions they bring to the teacher

education programme which emerged from the data using Habitus Theory (Bourdieu, 1977). The second one is how these dispositions shape their emerging professional teacher identity which emerged from data using modes of belonging from Community of Practice theory (Wenger, 1998). The use of the two socio-cultural theory enabled understanding of how the personal and professional connect through interplay of dispositions in the process of identity construction.

Understanding the emerging identity of pre-service teachers was made possible through examining the process of becoming ECD/FP teachers. Habitus as a system of dispositions made it possible to identify dispositions that pre-service teachers brought to the profession. While modes of belonging (engagement, alignment, and imagination) revealed what unfolds at the confluence personal and professional in emerging identity in pre-service teachers. Through modes of belonging, the process of becoming ECD/FP teachers whereby dispositions were seen at play was examined. How they were becoming teachers was indicated in how they engaged with ECD/FP practices, the images they created of the kind of teacher they wanted to be and how they aligned their practices to what they believe represents ECD/FP teaching. In this regard, modes of belonging made it possible to see how the dispositions interplayed with the profession in the process of emerging identity of pre-service teachers.

8.3 Summary of findings

8.3.1 The personal identity and professional teacher identity

In response to the first critical question; what are the personal identities of ECD/FP pre-service teachers from a selected institution of higher learning?, the findings indicated that the pre-service teacher were positioning themselves for ECD/FP teaching as they narrated their life stories which included personal histories, prior experience and personal attributes that influenced them to become ECD/FP teachers. From the life stories, five themes emerged which made up their personal identities. These themes include personal histories, geographical origin, prior experiences, gender, religion and spirituality which reflected the contexts and contents of the lives they had lived in the past. These findings concur with findings from several studies that identified past life experiences in shaping personal identities of teachers and pre-service teachers (Bukor, 2013; Cross & Ndofirepi, 2015, Samuel & Stephens, 2001).

In response to the second critical question; what are their professional teacher identities, how they perceived themselves as teachers emerged. The findings indicated that they perceived themselves as teachers through the following: possessing a variety of knowledge on teaching young children; through the roles they play as ECD/FP teachers which include caring, serving, building a foundation for learning and instilling moral values; possessing suitable attributes; and the kind of teacher they wanted to become (vision). An analysis of findings from the personal identity and professional teacher identity indicated that dispositions from their personal identities were carried over to their professional teacher identity. Dispositions of love, care, compassion, service, as well as knowledge shaped from their personal identity interplayed in the process of becoming ECD/FP teachers to influence the emerging professional teacher identity.

8.3.2 Becoming an ECD/FP teacher- Connecting the Personal and Professional

The process of becoming a teacher is linked to the process of acquiring an identity (Wenger, 1998; Danielewicz, 2001; Clarke, 2008). Pre-service teachers in the process of becoming teachers they constructed a professional teacher identity. Becoming ECD/FP teachers for the pre-service teachers was visible in how dispositions of love, care compassion, service and knowledge interplayed with the processes of belonging (engagement, alignment and imagination) to the profession. In engagement, love, care compassion and service featured in their relationships with children and as they engaged with practice, knowledge on teaching children was put into practice. In addition, the dispositions were visible in how they negotiated the challenges they faced during practice. In imagining the kind of teacher they wanted to be, they created images of loving, caring, serving and committed teachers they aspire to become. They also imagined themselves as ECD/FP specialists and professionals owing to the knowledge of teaching young children they have acquired. In alignment, they aligned ECD/FP teaching to a vocation as well as a caring and serving profession.

The findings seem to suggest that the process of becoming teachers for the pre-service teachers involves a transaction between the personal identity and professional identity. This is proof that it is difficult to separate the personal identity from the professional identity. These findings concur with findings from Bukor (2013) who studied the impact of the personal and the professional on professional teacher identity of teachers. His findings revealed that a life event

that impacted on the personal also influenced on the professional consequently impacting on the professional teacher identity. Although Bukor studied practicing teachers and not pre-service teachers, his findings concurs with those found for pre-service teachers indicating that personal identity cannot be separated from professional teacher identity in both pre-service teachers and practicing teachers.

Becoming ECD/FP teachers for pre-service teachers are similar to what Krzywacki, (2009) described as changes that occur from being who the person is to who the person is as a teacher. Changing from who the person is to whom the person is as a teacher is in line with transformation of self which Hawthorne (2006) relates to life experiences which are then projected into people's professional lives. The pre-service teachers projected dispositions which were shaped by their life experiences in their becoming ECD/FP teachers. The dispositions as a dimension of the self, shaped by habitus were transformed into professional aspects. The transformation process was facilitated through interplay of dispositions. From a synthesis of findings, a proposed model for better understanding of pre-service teacher's emerging identity is suggested.

8.3.3 Theorising Pre-service Teachers' Emerging Identity

In this thesis, it can be proposed that for ECD/FP pre-service teachers, an emergence of identity occurs which give rises to an emerging self located in interplay of dispositions. The thesis arises from two core theories; habitus, which proposes that habitus is central in who the person is and modes of belonging which propose that identity is formed through belonging to a community of practice. The process of belonging in pre-service teachers arose from interplay of dispositions which resulted in the emerging self. This understanding gave rise to a conceptual model that explains emerging identity in pre-service teachers as given in figure 8.1 below:

EMERGENCE OF IDENTITY

PERSONAL

PROFESSIONAL

HABITUS

- Personal histories
- geographical origin
- prior experiences
- gender
- religion and spirituality

Interplay of dispositions

Care, love, compassion, service

Knowledge

BELONGING TO THE PROFESSION
Engagement: (practices, relationships and negotiating of meanings)

Imagination: images of themselves as ECD/FP teachers

Alignment: how they connected beliefs, values and actions to the profession

Emerging self

Figure 8.1: Theorising emerging identity: interplay of dispositions

With reference to the conceptual model in Figure 8.1, emerging identity in pre-service teachers emerges from two theoretical moments; one that explains how habitus was internalised to shape the dispositions of working with young children and the other that explains the process of belonging to the ECD/FP profession in which the dispositions were seen to shape the emerging professional teacher identity. The connection of the personal and professional occurred at the confluence whereby dispositions interplayed creating an emerging self.

8.3.3.1 Internalising Habitus

Basing on the theoretical significance of habitus which lies in the fact that habitus is social, (Pickel, 2005), the habitus of the pre-service teachers was generated by the social systems such as family, culture, class, politics and society. Their lived experiences in these social systems emerged from their personal histories, prior experiences with teaching and learning, rural backgrounds, gender roles, religion and spirituality, experiences in teacher education programme to influence the habitus that impacted on their emerging identity. The habitus emerged as an internalised, subconscious battery of dispositions that oriented their actions (Hodkinson & Hodkinson, 2007). The internalised habitus presented as dispositions of working with young children which included love of children, caring, compassion, service and knowledge which influenced how they become ECD/FP teachers as they belong to the profession.

8.3.3.2 Belonging to the profession

The pre-service teachers' internalised dispositions influenced to a great extent the process of belonging to the profession. According to Wenger, (1998) identity is brought about by investing the self in associating and differentiating oneself from the community of practice (profession). Burkitt (2002) identified the self as constituted in habitus. For the pre-service teachers, the self was constituted as habitus which presented as dispositions of working with young children which include love, care compassion, service and knowledge. The pre-service teachers invested the self (dispositions of working with young children) in associating themselves with the profession. Associating themselves with the profession was seen in how they belonged to the profession through engagement, alignment and imagination.

The pre-service teachers used dispositions of working with young children in engaging with practices of the ECD/FP. For example in their relationship with children during their teaching practice, their reflections and reports from tutors/mentors indicated that they showed, love, care and compassion as well as dispositions of serving. They aligned their practices to their beliefs and values which emanated from their upbringing and backgrounds, e.g. religious beliefs. Influences from the beliefs could be seen to interfere with their perceptions of ECD/FP and how they perceived themselves as teachers. For example aligning ECD/FP to a calling or vocation and perceiving their job as aligned to instilling moral values in children. As a result the images

they created about themselves as ECD/FP teachers (emerging professional teacher identity) were influenced by the dispositions that were shaped by their past experiences. In this regard, the ECD/FP pre-service teachers constructed their professional teacher identity as caring, loving, serving communities and possessing knowledge of working with young children. These findings indicate that the pre-service teachers' professional teacher identity as ECD/FP teachers emerged from an interplay of dispositions which connected the personal and professional identities. In this regard belonging to the ECD/FP profession was made visible through interplay of dispositions.

8.3.3.3 Interplay of dispositions

The interplay of dispositions explains how professional teacher identity emerges in pre-service teachers. This interplay is likened to a transaction that occurs at the confluence of the personal and professional which results in emerging self. Since habitus is central to what makes human into self (Bourdieu, 1977; Burkitt, 2002; Pickel, 2005; Swart, 2002), the habitus is identified through the pre-service teachers' perceptions and actions. Through habitus, pre-service teachers' ways of thinking, being and doing (dispositions) which they brought to the teacher education programme (profession) were identified. Habitus as the self, integrated the past experiences and the present experiences (from the teacher education programme). Integrating past and present, brought some kind of continuity in which the past self was brought into the present self. This continuity was visible as the pre-service teachers reconnected with their past self in making sense of experiences in the ECD/FP teacher education programme. The dispositions of working with young children shaped from past experiences interplayed with the profession resulting in the personal and professional merging into one self. These findings concur with findings that suggested that constructing professional teacher identity is a continuous process whereby the personal and professional merge into 'one self' resulting in becoming a teacher (Nias, 1989; Goodson & Cole, 1994; Samuel & Stephens, 2001; Day et al., 2006). However, this particular study identifies dispositions as a merging factor in the process. Dispositions from the past (personal) and present (professional), interplayed giving rise to an emerging self.

8.3.3.4 The emerging self

The emerging self is an integration of the personal and professional which foregrounds the importance of the self in understanding emerging PTI identity in pre-service teachers. Although

the self is a crucial element in understanding teachers, Korthagen (2004) observed that it lacks clarity in literature. There are a variety of conceptions on the notion of the self, for example possible self and provisional self (Ronfeldt & Grossman, 2008), situated self (Nias, 1989) ideal self and actual self and others. However, Korthagen (2004) identified some consensus within literature with respect to idea of self. The literature seems to agree that the self is an organised summary of information rooted in observable facts concerning one-self. Observable facts include aspects of traits of character, values, social roles, interests, physical characteristics and personal history. Korthagen therefore proposes that from these aspects it can look like it is possible to differentiate the personal and professional to come up with personal self and professional self. However it is difficult to make a clear distinction between personal self and professional self as was argued in literature that separating the two is likely to cause conflict within an individual teacher (Nias, 1989; Beijaard et al., 2004; Korthagen, 2004). However, in my research it was found that what emerges as professional teacher identity in pre-service teachers is the *emerging self* that intertwines the personal self and professional self through interplay of dispositions.

The emerging self, emerged from the context of ECD/FP teacher education programme. Central in the emerging self are the dispositions of love, care, compassion, service, and knowledge which reflect an emotional character. These findings on the emerging self concurs with findings which suggested that professionalism (Professional identity) in the early years (ECD/FP) is shaped by a commitment to an ethic of care which brings in the importance of emotional aspects in working with young children (Osgood, 2010; Cable & Miller, 2011). Moreover, the findings support Taggart's (2011) argument that "work with young children has a moral seriousness akin to that of other 'caring professions". The emerging self is still in the process of becoming. It emerged from experiences in the ECD/FP teacher education programme. The process of becoming indicates that the emerging self is not fully formed, it is still in the process of developing, and is likely to change as pre-service teachers gain experience in the profession. These findings support the suggestion that identity as an on-going process of interpretation and reinterpretation (Beijaard et al., 2004). The emerging self is therefore ever expanding, not fully formed, still in the process of developing and is complex and complicated as it involves many selves.

Findings from this current study confirmed that the personal self and professional self are intertwined and difficult to separate. Through narratives, pre-service teachers reflected on the self and connected with their own experiences, feelings, beliefs, values and knowledge and integrated them to what is socially relevant to the image of themselves as ECD/FP teachers (Nias, 1989; Korthagen, 2001). These findings concur with Beauchamp and Thomas (2009) who suggested that in pre-service teachers, the self encompasses not only notions of "who am I?", but also of "who am I as a teacher". The pre-service teachers projected a new sense of self as they transformed themselves as teachers indicating an emergence of identity.

8.4 Insights for Teacher Education

The thesis underlines the importance of the personal identity in becoming a teacher. Becoming a teacher in essence involves the formation of a professional teacher identity (Flores & Day, 2006). The findings in this study points to how influential the personal identities are to the development of a professional teacher identity in pre-service teachers and confirms the assertion by Carter and Doyle (1992) that the process of learning to teach is a deeply personal matter which is linked to identity and life stories. The findings also confirm Britzman's (1991, p. 8) suggestion that learning to teach is a "…..process of becoming, a time of formation and transformation….." In this study, the findings revealed that in the process of becoming ECD/FP teachers, the pre-service teachers transformed their personal identities into professional identities. These findings bring to light that it is not only what pre-service teachers learn from the teacher education programme that impact on their becoming teachers (emerging professional teacher identity), but also who they are which includes their values, beliefs and emotions shaped from their past experiences. In this regard, who the person is, brings significance to teacher education programmes for the kind of support to be provided to pre-service teachers in developing a positive professional teacher identity.

The study brings to the fore the need to assess dispositions that pre-service teachers bring to the teacher education programme. The study revealed that the context and contents of the lives of the pre-service teachers prior to joining the ECD/FP teacher education programme was significant in shaping the emerging identity. Understanding who the pre-service teachers are in terms of the contexts and contents of their lived lives prior to joining the programme can be a starting point in

addressing the development of a positive professional teacher identity. The beliefs, values, motivations and emotions brought by pre-service teachers can influence the way pre-service interpret experiences in the programme (Feinman-Nemser, 2001; Flores, 2001) and informs practices, influences decisions and behaviour (Beijaard et al., 2004). In this regard, it is important to scrutinise the beliefs, and values they bring to the programme to identify the negative and positive ones. The negative ones can be challenged and the positive can be supported for a positive professional teacher identity. Reflection is one of the ways of challenging misconceptions emerged from this study.

This study therefore highlights the importance of reflection in challenging misconceptions that pre-service teachers bring in order to develop a positive professional teacher identity. Reflection can provide opportunities to challenge any misconceptions that the pre-service teacher might have. Reflection was used as a tool in the construction of professional teacher identity. Pre-service teachers might bring misconceptions about teaching from their past experiences with teaching. For example in this study, some pre-service teachers held beliefs that teaching young children is about shaping their minds and drilling. These conceptions are no longer relevant in this century whereby children are no longer considered as empty vessels, but perceived to come to school with knowledge from their own experiences. In this regard, teacher education can help to address the misconceptions brought by the pre-service teachers by challenging them. As the pre-service teachers were reflecting on teaching practice, they were able to identify that some of their perceptions did not match what they experienced in reality for example the reality of teaching practice. While they saw themselves as caring and loving teachers, when faced with reality of indiscipline in learners, they began to question themselves whether they should continue loving and caring.

Several aspects emerged which characterise emerging professional teacher identity of ECD/FP pre-service teachers which include, upbringing and prior experiences, gender perceptions, ethic of care, dispositions and knowledge of teaching young children. These aspects provide elements that can be considered in teacher education programmes in developing teachers for ECD/FP. By considering upbringing, prior experiences, gender perceptions and dispositions in developing teachers, Teacher Education Programmes will delve into the person of the teacher. Kelchtermans (2009, p. 2009) argues that "the person of the teacher is an element in what constitutes

professional teaching and therefore needs careful conceptualisation". Furthermore, the personal element is crucial to the process of becoming a teacher (Flores, 2001). Understanding who the pre-service teachers are can help teacher education programmes to establish what kind of support the pre-service teachers need to develop a positive professional teacher identity.

This thesis therefore adds to the existing knowledge on pre-service teachers' professional identity by contributing to the conceptualisation of emerging professional teacher identity in pre-service teachers. The value of this study, therefore points to the greater need for recognising both the personal and professional factors that shape the emerging identity in pre-service teachers. Focus on the development of the self should be given prominence in pre-service teacher education programmes for development of a positive professional teacher identity. Further research on the emerging self can focus on how the emerging self transitions into the teaching profession from a pre-service teacher into a qualified teacher in the first year of teaching. Research can also look at what happens to the dispositions of love, care, compassion and service in the later years of teaching.

8.5 Conclusion

The study emerged from the need to address teacher quality challenges to improve learning outcomes in the ECD/FP education level in South Africa. Professional teacher identity was seen as a focus area that can improve on teacher quality for the ECD/FP. Early development of a professional identity in teachers was considered as important in securing in teachers a commitment to teaching; hence focus was given to exploring pre-service teachers' emerging identity. The purpose of this thesis was to shed light on the emerging professional teacher identity of ECD/FP pre-service teachers. The value of this study lies in the contribution it makes to the ECD/FP Teacher Education Programmes on the support that can be given to pre-service teachers to develop a positive professional teacher identity. Exploring the emerging identity of pre-service teachers provided insights on how the identity is constructed which is a starting point in assisting pre-service teachers to develop a positive identity. To conclude, the emerging professional teacher identity of pre-service teachers is an evolving nexus where all the forces that constitute life converge in the mystery of self (Palmer, 1998).

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APPENDICES

Appendix A: Approval letter from the University

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
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Research Office (Govan Mbeki Centre)
Private Bag x54001
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26 April 2012

Mrs Rita Chikoko 211560709
School of Education

Dear Mrs Chikoko

Protocol reference number: HSS/0128/012D
Project title: Emerging Professional Teacher Identity of Foundation Phase student-teachers from a selected Higher Education Institution.

<div align="right">

EXPEDITED APPROVAL
</div>

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Professor R Sookrajh
cc Dr D Davids
cc Mrs S Naicker/Mr N Memela

1910 - 2010
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Founding Campuses: ▬ Edgewood   ▬ Howard College   ⸱ Medical School   ▬ Pietermaritzburg   ▬ Westville

Appendix B: Request for consent

Dear student,

I Rita Chikoko (Student No.211560709) request for consent. Iam a student currently registered for a PhD programme in Education at the University of KwaZulu- Natal. The title of my study is **Emerging Professional Teacher Identity of Foundation Phase pre—service teachers from a selected Higher Education Institution.** It is part of a big project funded by European Union working in partnership with the Department of Basic Education and the Department of Higher Education and Training which aims at strengthening Foundation Phase teacher education programmes.

The focus of my study is on teacher identity and it explores how foundation phase student teachers construct their professional teacher identity. I am interested in how you come to develop as teachers and this I believe will be useful in informing foundation phase teacher education programmes on recruitment and retention of foundation phase student- teachers.

You have been chosen to be part of the study and to respond to issues of personal and professional identity. You can be invited to validate data at any point. All the information will be kept confidential and your name will not be mentioned in any report generated by this research. You are free to withdraw your participation at any point without any negative consequences. I would appreciate it if you would sign the consent form below.

Sincerely

Rita Chikoko

Declaration of consent

I………………………………………….. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I give my consent to participate in this research project. I understand that I am free to withdraw my participation in this project at any time should I feel so without any negative consequences.

Signature of Participant……………………………………… Date………………………

Appendix C: Poster Narrative

Poster presentation is where pre-service teachers create a poster about self. It is intended to elicit beliefs, attitudes, motivations and other personal characteristics. Pre-service teachers are going to give a narration about self and link the self to the profession of a foundation phase teacher. They will make use of drawings, mind maps, pictures or video snippets. The activity will take 4 hours. Before the activity, student teachers are informed to bring in pictures or video snippets about self and memorable events in their lives.

Guiding questions to the creation of the poster

Who are you?

How do you see yourself as an emergent ECD/Foundation phase teacher?

Steps to be taken:

1. Briefing on how to do the task. (20 minutes)
2. Creation of an A3 poster using drawings, pictures or video snippets. (90 minutes)
3. Presentation of posters which will be video recorded. (90 minutes)
4. Feedback and analysis of all posters. (40 minutes)

Appendix D: Interview questions

1. Why did you choose to teach in the foundation phase?

2. What are your beliefs about young children?

3. What is your understanding of foundation phase teaching?

4. What are your expectations from this profession that you have chosen?

5. What are your views about foundation phase?

Appendix E: Reflective Writings

1. Reflect on your teaching practice and tell those situations that challenged you and how you dealt with them as well as those that made you successful in your teaching.

- Challenging situations in my teaching practice:

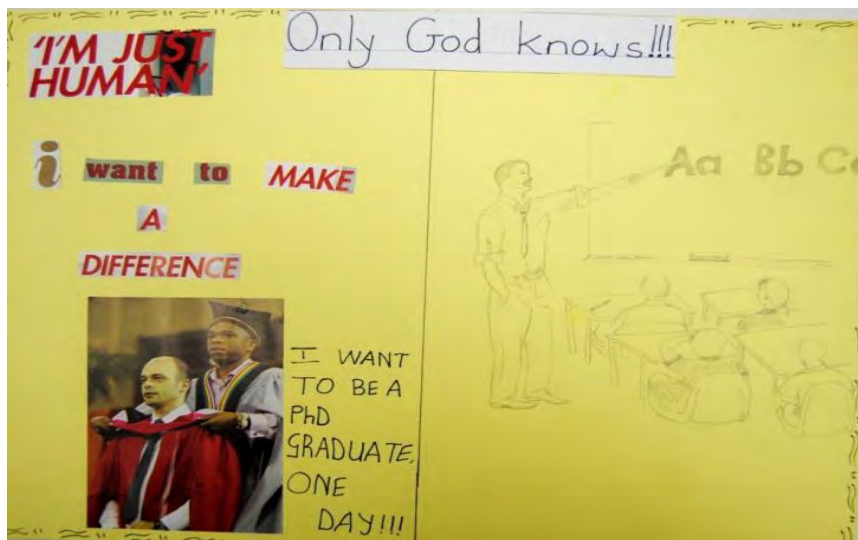- Successful situations in my teaching practice:

2. Now that you have finished your BEd Foundation Phase programme, how do you see yourself as a foundation phase teacher?

Here focus on describing the kind of a teacher you are going to be based on what you have learnt from the programme.

Appendix F: Participants' Posters

Morgan's Poster

Margret Poster

Viola poster

Nick poster

Teneile poster

Susan Poster