



# CICE Open Seminar 184th

## Teacher professional identity in South Africa: effect on supply and demand for Early Childhood Education



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This study seeks to explore the professional identity of the South African teacher with specific focus on the African language speaking teacher in Early Childhood Education in terms of the history of teacher education, teacher status, gender, career choice, social norms and values and the impact of language on teacher identity. The purpose of this research project is to use historical and recently researched education data from a range of national and international sources to examine the current state of teachers in the education profession and how the educational circumstances impact on teacher identity. The model of Mockler (2011) is used to distinguish between three dimensions of professional identity, namely personal experience, professional context and the external political environment. Findings reveal that the historical influences of teacher education, personal experiences, professional development context, socio-economic influences and the changing political policies and contexts impacts negatively on teachers' professional identity as well as on the supply and demand for early childhood education teachers.

Everyone is  
welcome!  
どなたでも聴  
講できます!

**Date: May 13th (Wed.) 16:30–18:00**  
**Venue: CICE Seminar Room, 6<sup>th</sup> Floor IDEC**

【Inquiries/問い合わせ先】

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