

https://dspace.org/

Exploring beginner foundation phase teachers' negotiations of professional identity in Johannesburg

Dyosini, Thokozane Princess

2016

https://hdl.handle.net/10539/25732

Dyosini, Thokozane Princess (2017) Exploring beginner foundation phase teacher's negotiations of professional identity in Johannesburg, University of the Witwatersrand, Johannesburg, https://hdl.handle.net/10539/25732

Downloaded from a DSpace repository. https://dspace.org/



Exploring Beginner Foundation Phase Teachers' Negotiations of Professional Identity in Johannesburg.

A Research Report presented to the Faculty of Humanities

(Wits School of Education)

By: **Thokozane Princess Dyosini**

Student Number: **482489**

Ethics Protocol Number: **2016ECE033M**

Supervisors: **Navan Govender and Jean Reid**

In partial fulfilment of the requirement for the degree of

Master of Education by Course Work and Research Report.

Abstract

This research study examines the negotiations of two Foundation Phase (FP) beginner teachers' professional identities within their communities of practice in relation to their initial teacher training. The study was conducted with two FP beginner teacher candidates during their early years of professional teaching. The theoretical framework consists of a triangulation of the following theoretical aspects: initial teacher training and Wenger's (2009) theory on communities of practice, which is related to the participants' context of employment and professional identity. The study focused on the negotiations of the professional identities that take place in the two participants' communities of practice based on the fact that they both received their teacher training at The Wits School of Education, and that they are both currently teaching in Johannesburg inner city schools.

A qualitative research method was undertaken in attaining data, through three semi-structured interviews with the two FP beginner teacher participants. The tool of analysis employed was thematic content analysis which served to identify patterns that emerged from the data sets and which related to the research questions. An analysis of the data obtained revealed a total of eight themes, which can be intrinsically linked to the participants' actual beginner teaching experiences, connections with their learners and parents, and their teaching methods. The analysis of these themes highlighted the multiple aspects that contributed to the participants' negotiations of their professional identities, such as their emotions, personal identities and their ability to connect the theory and practice of the content learned during their teacher training.

The results strongly suggest that it is essential to explore FP beginner teachers' negotiations of their professional identities, as they will reveal the shortcomings in teacher training, the challenges in transitioning from student teacher to professional teacher roles, and the factors that hinder the teaching and learning process. These include the disjuncture between theory and practice, communicative language barriers, and the lack of support and guidance from leadership.

Acknowledgements

These pages reflect the relationships that I have built with the most inspiring and encouraging people I have been blessed to work and do life with.

Firstly, I would like to thank GOD for the blessing and the honor of being able to get through this season with his grace and mercy that continue to lead me towards my purpose. Secondly, to Thula my mom and Muzi my brother, thank you for being my rocks and sources of encouragement throughout the year; this victory lap was so hard and I am so grateful that I had you both to lean on. Thirdly, to Wiseman Hlamulo Mbhiza, buddy, I can still hear your voice telling me that "*research is not a linear process*"; thank you so much for all the times you invited me to writing workshops, sat with me until midnight, and just spoke life into my research. Fourthly, Uncle Mike, I am still deeply saddened by your untimely passing but I carry you in my heart and I will always dedicate my special moments to your loving memory. Lastly, to my supervisors, Dr Navan Govender and Dr Jean Reid, thank you for all the help and feedback you gave me that made this final submission possible. I cherish each and every contribution to my development as an academic and teacher.

I am eternally grateful for this opportunity to share my passion for teaching and the enhancement of teacher training. It has been my honor and a privilege to walk this journey towards attaining my Masters' degree. I dedicate this achievement to all the young black girls who dare to dream and dare to live their dreams, let your Black Girl Magic shine.

Matthew 22:14 *"For many are called, but few are chosen"*, I am eternally humbled by this experience of being one of the few that are chosen by God for the glory of his kingdom.

#SeeYouAtGraduation

Contents Page

		Page Numbers
Chapter One:	**Understanding Beginner Foundation Phase Teacher Identity**	**8**
1.1	Introduction and Background of the Study	8-10
1.2	Problem Statement	10-13
1.3	Rationale of the Study	13
1.4	Purpose of the Study	14
1.5	Research Questions	14
1.5.1	The Main Research Question	14
1.5.2	Sub-Questions	14
Chapter Two:	**Literature Review**	**15**
2.1	Beginner teacher professional identity development	15-17
2.2	Teacher Education and Teacher Identity Development	18
2.3	The Importance of Teacher Identity Formation and Negotiation	18-22
2.4	Beginner Teachers' Identity Negotiations in the Foundation Phase	22
2.5	Teacher Identity and Emotional Labour	23-28
2.6	Initial Teacher Training and Induction	29-30
Chapter Three:	**Theoretical framework**	**31**
3.1	Introduction	31-32
3.2	Triangulation diagram of the three key ideas that form part of the theoretical framework	33
3.2.1	Teacher Identity	33-34
3.2.2	Communities of Practice	34-35

3.2.3	Initial Teacher Training	35
3.3	Operational Definitions of the Terms Used in This Research Study	36-37
Chapter Four:	**Research Methodology**	**38**
4.1	Introduction	38-40
4.2	Participants	40
4.2.1	Research Paradigm	40
4.2.2	Criteria, Method and Selection of Participants	40-41
4.2.3	Participants Profiles	41
4.3	Research Design	42
4.3.1	Organization and Analysis	42-43
4.4	Limitations of the Study	43
4.5	Ethical considerations	43-44
Chapter Five:	**Presentation and Data Analysis**	**45**
5.1	Introduction	45
5.2	Teachers' Moral Purpose	46
5.2.1	Teachers' Thoughtfulness and Reflexivity	46-52
5.2.2	Teachers as Motivators	52-56
5.3	Effects of the Male and Female Teacher Gender Roles in the Foundation Phase	57-59
5.3.1	The Foundation Phase Curriculum and Teaching Expectations	59-60
5.4	The Influence of Specialist and Generalist Approaches to Teacher Identity	60-63
5.5	Teacher to Learner Language Learning Barriers	64-66

Chapter Six:	**Conclusion and Recommendations**	**67**
6.1	Conclusion	67-69
6.2	Recommendations of this Study	69-70
6.2.1	Self-Regulated Learning	70
6.2.2	Induction for Beginner Teachers	71
6.2.3	Mentorship for Beginner Teachers	71-72
6.2.4	How to teach Second Additional English Language learners	72-73
6.3	References	74-84
6.4	Appendices	85
6.4.1	Appendix 1: Masters Research Schedule	85-87
6.42	Appendix 2: Interview Questions	88-90
6.4.3	Appendix 3: Interview Transcriptions	91-115
6.4.4	Appendix 4: Ethics Clearance Letter	116-117
6.4.5	Appendix 5: GDE Research Approval Letter	118-119
6.4.6	Appendix 6: Letter to the Principal, SGB Chair, etc.	120-121
6.4.7	Appendix 7: Information Sheet for Teacher Participants	122
6.4.8	Appendix 8: Teacher Consent Form	123
6.4.9	Letter from Academic Editor	124
6.4.10	Appendix 9: Declaration Page	125

Tables and Figures

Page Numbers

Tables

Table 1.1 Operational definitions of terms for this Research study..... **36**

Table 1.2 Participant Profiles..... **40**

Figures

Figure 1.1 Triangulation diagram of three key concepts..... **32**

Abbreviations

B.Ed. – Bachelor of Education

TE – Teaching Experience

FP – Foundation Phase

CAPS – Curriculum of Assessment and Policy Statement

SLA – Second Language Acquisition

WSoE – Wits School of Education

CLT – Communicative Language Teaching

CA – Context Approach

SLA – Second Language Acquisition

PD – Professional Development

EHL – English Home Language

HL – Home Language

EFAL – English First Additional Language

ESAL – English Second Additional Language

SAL – Second Additional Language

ITT – Initial Teacher Training

LoLT – Language of Learning and Teaching

ICT - Information Communication Technology

Chapter One

Understanding Beginner Foundation Phase Teacher Identity

1.1 Introduction and Background of the Study

This research is a study on the negotiations of two Foundation Phase (FP) beginner teachers' identity within their communities of practice. The study explores the nature of the interconnectedness between teachers' views and assumptions, as well as interpretations of their identity negotiations emanating from personal experiences, educational experiences, and professional experiences. These, in turn, shape beginner teachers' identity development. At the Wits School of Education (WSoE), the Bachelor of Education (B.Ed.) course is designed to equip pre-service teachers with the necessary pedagogical knowledge that will enable them to teach efficiently and effectively once qualified as teachers in their respective phases. The following quote comes from the WSoE website, highlighting what the WSoE has to offer for prospective and existing aspiring student teachers:

> The Wits School of Education (WSoE) offers high-quality teaching and research through thoughtfully developed undergraduate and postgraduate programmes. Further to this we offer teacher development in diverse subject areas for in-service teachers. As a student at the WSoE you can expect to be part of a vibrant intellectual and scholarly community.

(Retrieved 15/08/2016 from https://www.wits.ac.za/education/#sthash.knrquCFP.dpuf)

The teacher's role is one that is often not explicitly voiced to prospective beginner teachers during their pre-service training, due to the fact that the teacher training curriculum is based primarily on academics, methodology courses, and the teaching experience (TE) – practical components of a largely theoretical degree – as opposed to interpersonal development. The role of teaching and learning is described by Hayes (2013) as a process of positively influencing and enriching the lives of young children through fun and fulfilling ways which stimulate them to have healthy relationships and become contributing citizens of society.

It is therefore imperative to take into account the views that beginner teachers have of themselves in relation to both their personal identities and initial teacher training because these views of self- play a role in the development of their professional identities (Beijaard, Verloop & Vermunt, 2000). The Vygotskian sociocultural perspective suggests that beginner teachers have multiple identities, which they have to negotiate with and change according to their circumstances and contexts (Johnson & Golombek, 2016). For example, in the classroom the teacher is seen as the figure of authority by the learners, but is still subordinate to the principal – this may influence how the teacher constructs his or her professional teacher identity, as well as how he or she constructs classroom spaces and practices. These power dynamics, as explained by Blase (1991), are crucial to beginner teachers constructing their professional identities, as they serve the foundation on which they establish their professional authority or lack thereof. This is based on whether there is greater collaboration or conflict between the beginner teacher and their learners and figures of authority, such as the Head of Department (HOD) or the principal (Blase, 1991).

There is a substantial amount of research from all over the world about beginner teachers, their identities, their working practices, and many other important aspects that contribute to the holistic view of the beginner teacher (Hong, 2010; Smith & Ingersoll, 2004; Watkins & Whalley, 1993). However, there needs to be a wider scope of research conducted on the negotiation between the communities of practice and professional identity of beginner teachers in South Africa. Because South Africa has such a wide variety of contexts that the beginner teacher may find herself/himself studying and working in, within both the private and public education sectors – including township, rural or inner city schools – if teacher training caters to a specific context, it would make it difficult for beginner teachers to adapt the methodologies to the communities of practice they find themselves in. It may be challenging for curriculum developers of the teacher training programmes to cater to all these various contexts, therefore the content taught during the teacher training may or may not be adaptable in various contexts (inner city, rural, suburban, township).

There is much uncertainty when trying to label beginner teachers according to their experience, due to the fact that some beginner teachers only practice as professionals' years after they acquire their qualifications. Newly graduated beginner teachers could have chosen to start teaching in their early twenties or they may have chosen different career paths and only come back into the

schooling system to teach in their late thirties and forties (Arends & Phurutse, 2015; Feiman-Nemser, 2003).

Beginner teachers are identified as having between one and three years of teaching experience, and no matter their age, if the qualified individual lacks classroom teaching experience, they are often seen as inferior and under-experienced. The quote below highlights the fact that beginner teachers often leave the teaching profession in their first three years of teaching, which impacts on the manner in which the education system is supposed to progress. This is due to many beginner teachers leaving the profession without having worked in it long enough to establish stable teaching careers, or moving abroad to teach in better working conditions with higher remuneration.

> According to Arends & Phurutse (2009) statistics show a low retention of beginner teachers in the teaching profession. This trend has serious implications for learner outcomes, given the contribution teachers can and should make to learner achievement. Beginner Teachers in South Africa is the first wide-scale study of teachers in the first three years of their careers and offers substantive evidence suggesting the need for interventions to support them (Arends & Phurutse, 2009, para. 1).

1.2 Problem statement

The transition from the university environment to the schooling environment is often not a smooth one (McLaughlin & Talbert, 2006), which makes it that much harder for beginner teachers to adjust to their new environments. This is in consideration of the fact that there is a gap between the two supposed roles that the beginner teachers have to transition between. Being a student teacher is different to being a professional teacher, as they are two separate roles – it is expected that the student teacher is able to apply the theories learned in their teacher training to the classroom context, whereas the professional teacher has to not only apply the theory to their context, but also, for example, deal with the everyday politics and administration related to working at a school. Each role comes with its own specific responsibilities and expectations and the ability to adapt to the given context (Tang, 2003). There seems to be a lack of beginner teacher research within the South African teaching context, which makes it difficult to establish what the nature is of the transition, gaps and expectations of the beginner teachers going into their professional roles as teachers, as well as what the expectations are from the teacher educators, the school leaders, and other stakeholders in the education industry as a whole.

Hong (2010) affirms the lack of support for beginner teachers from various stakeholders within the schooling system, such as principals, heads of grade and their veteran teacher colleagues, to help them with the induction and/or mentorship into their specific school cultures and contexts. For example, beginner teachers are often left to their own devices when they arrive in their first week as professionals; it is expected of them to know what to do with the learners, which resources to use, and how to employ the methodologies that were taught. There are ways of improving teacher quality which have been under consideration by the government (in South Africa) since the launch of the 2011-2025 integrated strategic planning framework (King, 2016). The plan addresses the career of a teacher through a number of phases: recruitment, preparation, induction into the world of work, and continuing professional development. An online article written by King (2016) focused on one of these phases: moving from university studies into a challenging workplace context that involves dealing with children and colleagues at school.

However, there is no policy that governs the implementation of induction and/or mentorship programmes from the South African Department of Basic Education (DBE) for beginner teachers (Hafferty & Franks, 1994). According to Wong (2004), there is a need for induction programmes for beginner teachers which supports the main aim for his research study titled: *Induction Programs That Keep New Teachers Teaching and Improving*. This is linked to this research study, which will attempt to investigate how beginner teachers negotiate their professional identities within the South African context. Beginner teachers' induction and mentorship, or lack thereof, influence their professional identities because there are particular aspects that influence the use of certain methodologies and teaching practices. Furthermore, they may interact with other teachers in their environment who may have been employed through those channels of support or who did not receive professional support.

Since the DBE has been changing the national curriculum over a period of seventeen years, there have been more opportunities for veteran teachers to get in-service training to help them understand and adapt to the new curriculum by teaching them new skills and theories to enhance teaching and learning in the FP (DBE, 2011). However, there seems to be a lack of opportunities to induct beginner teachers into the teaching profession. Beginner teachers are not seen as 'proper teachers' because they lack the experiential credentials, despite having the qualifications to enter into the teaching profession (Kelchtermans & Ballet, 2002). A 'proper teacher' is someone who

has been teaching in the classroom for more than five years, and who has had those years to negotiate their professional and personal identities to help enhance their teaching and learning experiences in the classroom. The idea of induction involves the beginner teacher being mentored by a veteran teacher to explore the application of the theory studied in their initial teacher training while attaining their degrees and integrating that into the classroom of a specific context. This is not limited to the manner in which they teach and impart knowledge, but also how they carry themselves in the school environment and what they display through their classroom layout and design (Kelchtermans & Ballet, 2002). Kelchtermans and Ballet (2002) emphasise the process of becoming a 'proper teacher'. This resonates with this study in a very significant way as it speaks to the negotiations of the beginner teachers' professional identity being investigated.

It is becoming evident that, within the South African context, there are emerging issues of beginner teachers lacking sufficient support, among other reasons, to keep them in the teaching profession or even in the South African teaching industry. The South African private schooling system is always reluctant to hire beginner teachers due to their lack of experience in the classroom, whereas the government schooling system is much more accommodating and is usually willing to absorb the beginner teachers into their teaching industry because of the shortage of qualified teachers in many of their rural, township and inner city schools across all nine provinces in the country (Arends & Phurutse, 2015). The uncertainty of which level of language proficiency the beginner teachers are trained in at university is another cause for concern. Having 11 Official Languages in South Africa, the majority of those language speakers not being English Home Language (EHL) speakers, merely gives us an idea of what to expect in the classroom with regard to the language proficiency domination. This means that as a beginner teacher there is an implied impression that teaching and learning in the language of instruction will be a challenge. This uncertainty may or may not influence the beginner teachers' ability to teach English in the classroom depending on their context and the methodologies, resources and communication skills they use to teach their learners at the appropriate proficiency level. If the teacher is an EHL speaker, this may make it easier for them to adapt what they have learned in their university training, as it will be in coherence with the identity they are developing. If the teacher is an English First Additional Language (EFAL) speaker, it may be difficult for them to identify with that proficiency level and they may struggle to adapt to their context and the proficiency level of their learners. Not being able to

communicate freely may affect learning negatively (Probyn, 2001). However, I think it may be more complicated than this. The majority of the learners that will be taught by beginner teachers who have attained a B.Ed. from the WSoE could be EFAL learners – especially in the FP, depending on what the Language of Learning and Teaching (LoLT) is. Pre-service teachers are not exposed to this issue or even helped to learn different strategies to teach EFAL learners. This is evident in light of the fact that initial teacher training (ITT) courses are based on teaching theories and methodologies, which suggests a gap in the curriculum. It is an important part of the context that pre-service teachers may not have had enough training in. They may go on to become beginner teachers who struggle to teach EFAL learners in their various working contexts, as they would be encountering the language barriers for the first time.

This is an important issue that needs to be addressed because it shapes the beginner teachers' personal and professional identities, influencing the manner in which they communicate with their learners, the parents, their colleagues, and other stakeholders in and around the school. The beginner teachers' perception of their identity is crucial in how they portray themselves, and it affects their attitude towards the school culture, their professional development, and their ability to teach with confidence and conviction (Beijaard, Verloop & Vermunt, 2000).

1.3 Rationale of the Study

In this research report I seek to investigate the different aspects that influence beginner FP teachers' abilities, or lack thereof, to teach efficiently and effectively in the classroom. Looking at different elements that help enhance the teaching and learning in the FP, it is important to observe the classroom design, visual resources on the walls, and the seating arrangement in relation to the various spaces in a FP classroom. Producing and grooming quality beginner teachers is very important in South Africa, and beginner teachers may or may not feel like they do not get enough support during their beginner teacher in-service training. However, there are ways to support the beginner teachers' transition to in-service training, such as mentorship programmes and induction programmes provided by the schools to introduce the teacher to the school's culture and familiarize them with all the details and what is expected of them. Wong (2004) encourages the purpose and need for induction programmes for beginner teachers, which supports the main aim for this research.

1.4 Purpose of this study

The purpose of this study is threefold. Firstly, the current study seeks to explore beginner foundation phase teachers' identity negotiation and development. Secondly, this study examines the effects of the beginner teachers' context of employment. Thirdly, it considers their pre-service training and how that impacts on their professional identities.

1.5 Research Questions

1.5.1 Main research question:

How do two Foundation Phase teachers negotiate their professsional identities in relation to their context of employment and their initial teacher training (ITT) qualification?

1.5.2 Sub-research questions:

a) How do the two beginner FP teachers perceive their professional identities in relation to their current place of work and ITT?
b) What are some of the differences between the two beginner FP teachers' working contexts within their communities of practice, and their experiences during their ITT?
c) How does the ITT prepare the two beginner FP teachers for their various working contexts? If so, to what extent?
d) What type of relationship do the two beginner FP teachers see (cohesions and disparities) between these three elements: ITT, context of employment, and professional identity? What do they understand about this relationship?

In conclusion, this chapter discussed the background of the study, the problem statement, rationale and the purpose of this study, as well as introducing the main and sub-research questions. This chapter sought to set the tone of the research study in relation to all the main points that need to be addressed and investigated in the chapters that follow. The significance of this study is in adding value to the research emerging in the South African context about beginner teachers in the FP and the negotiations of their professional identity. In the following section, I review the literature that set the foundation for the purposes of examining the main research question.

Chapter Two
Literature Review

2.1 Beginner Teacher Professional Identity Development

The development of professional identity is a very complex process that requires individuals to negotiate their working environment expectations with their personal self-definition (Wenger, 1999). In teaching, it is difficult to address the working conditions of the teachers without having to address teacher identity. Kelchtermans (2011) claims that the assumption that teachers need to fit in with the ideal image of a 'proper teacher' is a personal and professional identity issue which tends to stir up intense emotional reactions amongst teachers. Kelchtermans & Ballet (2002) state that the expectations imposed on beginner teachers to have a high work ethic, view themselves as being valued, and certain in their abilities to teach effectively are what constitute the image of being a proper teacher. However, beginner teachers might feel vulnerable because the gap between the expectations and the beginner teachers' actual performances/identities may not align with those of being a proper teacher, this vastly contributes to their negotiations of identity.

Considering this, it is important that beginner teachers negotiate their identities in their communities of practice in order to ensure that they fit into the image of a proper teacher and establish a balance between their personal and professional selves in order to work efficiently in schools through being in highly favored working conditions (Kelchtermans & Ballet, 2002). This chapter reviews the literature related to identity, paying particular attention to how beginner teachers develop and negotiate their professional identities in their communities of practice. I prompt the reader to realize that individuals' identities are not static, but rather very complex and dynamic.

Beginner teachers may face several challenges with transitioning from their student teacher identities to their professional teacher identities (Pearce & Morrison, 2011). Being a student teacher has its own set of responsibilities and expectations which cannot necessarily be compared to those of a professional teacher's, due to the fact that student teachers teach specific lessons, for

a short period of time. The student teachers teach with supervision and assistance from a supervising teacher and a university tutor, where they will also receive feedback on their progress or lack thereof. At the WSoE, student teachers are required to teach at schools for three weeks at a time, twice a year. This is referred to as teaching experience (TE). The requirements for the TE consist of, for example, observing the supervising teacher for a week, teaching at least one to two lessons a day, and using the methodologies taught in the various courses (literacy, numeracy and life skills). In contrast, a professional teacher has more ownership of their class, is required to discipline the learners, complete the administrative tasks, and is not closely supervised as they are entrusted with the responsibility that comes with being a qualified professional (Pearce & Morrison, 2011).

There are features of teaching that are often taken for granted by more experienced teachers and other stakeholders in the educational communities of practice – "... groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p.1). Beginner teachers may struggle with these features in the initial stages of their professional employment. The features include attributes that form part of the everyday school culture, and the classroom practices, such as filling in registers, writing report comments, establishing and maintaining moral and ethical codes, and/or replying formally to parent enquiries (Hafferty & Franks, 1994). These attributes form part of the classroom administration that is left out of the formal curriculum because each context is different. Thus it is a challenge for curriculum developers to cater to each hypothetical context, which beginner teachers are only exposed to when they are submerged in that classroom context. Hafferty & Franks (1994) concede that there are real and ideal competences that beginner teachers may or may not possess, and there is no policy in place that governs the specifications of the everyday skills that teachers should have upon commencing their professional teacher training due to the fact that this is something that no training can prescribe or teach. There should be a revised set of specifications from both the teacher training institutions and the DBE of what beginner teachers need to support their ability to teach in the FP.

Very often, beginner teachers develop their professional identities as they gain more experience and adapt to the school culture, learners, curriculum, their classroom, and their different ways of doing things in the classroom as a professional (Veenman, 1984). However, Chong, Ling and Chuan (2011) assert that professional identities are not a result or a product of ones' context, trainings and views, but a process that is on-going and subject to change and adaptation. The process of negotiating ones identity may involve various stages, which may vary between exploration, uncertainty, and conflict, resulting in the merging of ones' personal identity with their professional identity (Meijer, de Graaf & Meirink, 2011), and there may well be no separation between personal and professional identities as they are intertwined to develop and sustain the holistic identities that the beginner teachers seek to employ. Identity formation is ongoing and fluid. Holistic identities refer to the overall dynamic collective of identities that the beginner teacher may have, specifically referring to the features of the different identities.

Beginner teachers' professional identities are complex and ongoing, which is why making the initial transition from pre-service teacher to professional teaching is considered to be a challenge to most beginner teachers. This is due to the fact that within the South African context there are many different schooling contexts, and it would be a challenge for the various university curricula to accommodate the diversity that exists at present (Chong et al., 2011; Lerseth, 2013). Beginner teachers' professional identities, formal training, and teaching contexts are all part of a well-oiled machine that should work together as each aspect mentioned should inform the other, in order to ensure that effective teaching and learning occurs in the classroom. If the beginner teacher's identities, training and contexts work together, beginner teachers will have a sense of direction and motivation to stay on that track of teaching, whereas if they do not work well together, the teacher may lose their sense of direction and purpose in the classroom, because they will be forced to adapt; if their adaptation is unsuccessful, they may lose motivation to stay in the school they are teaching at, or even in the teaching profession. Therefore, this study is interested in exploring how beginner teachers negotiate their professional training, current place of employment and their complex identities as teachers.

2.2 The Importance of Teacher Identity Formation and Negotiation

There are many expectations and assumptions of what a teacher should be, what characteristics a teacher should portray, and how a teacher should carry him/herself. While the image of a 'proper teacher' is a contested one, each and every institution (in this study, schools) has its own culture and expectations of how the teachers should interact with others and the working environment. It can be argued that the manner in which teachers view themselves as professional's shapes how well they do as professionals in their working contexts (Chong, 2011; Hong, 2010; Pillen, Brok & Beijaard, 2013). That is, the teachers' understanding of who they are is a major contributor to the development of their professional identities as well as their continuation or discontinuation with the practice (Wenger, 1999). While this may be true, it becomes important to understand how beginner teachers view themselves as professionals in their new professional institutions, thus in turn gain insight into how they negotiate their personal identities with their professional identities. With this in mind, it also becomes important to understand how beginner teachers make a transition from being in universities to professional teaching in schools.

2.3 The Professional Self and the Personal Self

According to Wenger (1999), the self and professional identities of teachers are interrelated, so that when individuals negotiate their identities they also 'reconcile' different memberships in order to find the balance between themselves and their institutional expectations. In doing so, the teacher will be able to form new identities but also grow a deeper sense of understanding of self. When individuals begin the process of incorporating diversity and multiplicity from their professional environment, it opens up a deeper and more personal dimension of identity for them (Wenger, 1999). As a result, according to Beauchamp and Thomas (2009, p.180), "emotion... has a bearing on the expression of identity and the shaping of it. Emotions can alter a teacher's identity in relation to the profession, but may also be altered by aspects of the profession". It is from this claim by Beauchamp and Thomas (2009) that one can see the interrelationship between emotions and identity. Given this, the question is: to what extent do these two concepts influence each other? While the current study does not focus on emotions, identity and emotions are inextricably linked and should be studied alongside each other.

However, due to a limited scope, the current study only explores the beginner teachers' professional identity negotiation. This does not mean that this study lacks an important element; it just seeks to investigate beginner teachers' professional identities in more depth.

Even though it might appear as if the self and professional identities are in harmony with each other as stated by Wenger (1999), Russell and Korthagen (2013) argue that over time the self and professional identities find themselves in conflict with each other. Given that beginner teachers go into the schooling system with an expectation that they are going to put the theories they have learned during university into practice, it is generally known that there are sometimes imbalances that they may experience between theory and practice. Thus, this requires them to negotiate their personal identities and viewpoints with institutionalized professional identities. Regarding this, Kelchtermans (2011) argues that this is because, on one hand, teachers attempt to prove their competence and skills, and, on the other hand, they need to be accountable to colleagues, students, parents, and various other stakeholders of the school. Thus, teachers try their best to balance the pendulum swing, however, the vulnerability that they feel sometimes leads to dark emotions (Kunnen, Bosma, Van Halen & Van der Meulen, 2001). For example, a beginner teacher may feel demotivated to teach due to the fact that they may have conflict with staff members and feel a lack of support from their superiors which could lead to depression. It is these dark emotions that lead to the disequilibrium between emotions and teacher identity (Kunnen, Bosma, Van Halen & Van der Meulen, 2001). Beginner teachers not being able to see the correlation between their emotions and their professional identity is what causes this disequilibrium. The implications of these dark emotions for personal and professional identity are that teachers become detached from their personal identities in their working contexts and rely primarily on their professional identity to fulfil their professional obligations. Of interest to the current study is how these dark emotions shape the identity of the initial FP beginner teachers. This will be examined through the analysis of how they do or do not display and address their emotions in the interview process. Taking into consideration the fact that there are many factors that might result in teachers developing professional identities.

In the FP, there has been a large amount of input gained as a result of extensive research by Green, Parker, Deacon and Hall (2011) and Mroz (2006) on how the phase as a whole and the teachers can be improved. It is imperative for FP teachers to view their roles as those of most importance, because it is from Grades 0 to 3 when learners are taught all the basic and fundamental foundation skills that are needed to enhance their learning process (Mroz, 2006). At university level, pre-service teachers are taught all the necessary teaching strategies for Literacy, Numeracy and Life Skills, which are the three core compulsory subject programmes that are taught at school. However, there is disequilibrium between the level of proficiency which is being taught during teacher training at university and the various English language speaking, reading and writing proficiency levels that need to be taught in different classroom contexts. The CAPS curriculum caters for both EHL and EFAL in separate curriculum documents, yet it is unclear whether university students are being taught the skills in home language (HL) and/or first additional language (FAL) to facilitate and accommodate them to the curriculum stipulation of FP teaching and learning (DBE, 2011). With regard to the teaching of English in the FP the CAPS (2014) document states that:

> The **Home Language level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language. (CAPS, 2014, p. 8)

It should be considered that teacher training institutions equip teachers in training for the multilingual realities of the classroom. Due to the fact that there may not be a common home language in the South African context, beginner teachers do not anticipate the possible difficulties in teaching English to first, second or even third additional English language speaking learners. A heightened awareness of this concern at the teacher training level will assist in preparing student-teachers to develop and explore strategies for engaging with multilingual learners. Moreover, having to code switch or trans-language from one language to another if the

beginner teacher is multilingual. This could be difficult for monolingual beginner teachers who were not prepared for the multilingual classroom during their teacher training (...). Strategies for teaching English at the EFAL and ESAL level of proficiency will be beneficial if taught to teachers in training, they would be able to employ these skills and strategies during their teaching experience practical's to gain a sense of how they would work in an actual classroom, in various contexts. In order for this notion of beginner teachers being taught how to teach multilingualism to be successful it has to be integrated in sync with CAPS and the Language in Education policy currently being applied in South African schools (Heugh, 2002).

> While South Africa's Language in Education policy (DoE, 1997) does not specifically state that children must be taught in the mother-tongue at foundation phase level, the revised National Curriculum Statement Teacher's Guide document for the foundation phase (DoE, 2003c: 21-22) suggests that, *[...] wherever possible, learners' Home Language(s) should be used as the language for teaching, learning and assessment. This is particularly important in the foundation phase where children learn the basics of how to listen, speak, read and view, write, think and reason.* The document goes on to suggest that where it is the case that all the learners in a class are of the same language group, then this language should be the language of learning and teaching (Green, Parker, Deacon & Hall, 2011, pp.115-116).

Presumably, pre-service teachers at the WSoE are taught at the EHL proficiency level. This assumption is based on the fact that the majority of the lecturers that teach these courses are EHL speakers as it is an English medium university. However, does the language system being used in the schools correlate with the language system that is being taught to pre-service teachers? Having been trained and taught at a certain language proficiency level of reading, speaking and writing could influence the manner in which beginner teachers negotiate their professional identities, as they could be drawing on their institutional identity (Wenger, 1999; Chong, 2011) as university students. This could limit them to teaching by using EHL skills they learned and not being able to adapt to their specific context, which more often than not will be multilingual.

Wenger (2000) asserts that in order for beginner teachers' professional identities to be developed there has to be a place, a time, a space and it has to be done across multiple levels. It can be argued that there is not just one way of negotiating those professional identities and that the ITT and working contexts take place within particular places, times, spaces, and levels. The reason why studies about identity continue to be of relevance and importance is because there is a continued need to belong and fit into their communities of practice that require different levels of professionalism.

2.4 Beginner Teachers' Identity Negotiations in the Foundation Phase

The aim of this study is to explore how beginner teachers in the FP negotiate and develop their professional identities through the teacher training that they received at university and the teaching contexts where they practice as professionals within their specific communities of practice (Wenger, 1999). The B.Ed. curriculum is designed with the aim to equip pre-service teachers with the necessary pedagogical knowledge that will enable them to teach efficiently and effectively once qualified as teachers in their respective phases. Teachers are often viewed as the leaders of the generations to come. Teachers are trusted to raise and educate our learners to become contributing citizens of society. It is imperative to take into account the views that beginner teachers have of themselves in both their personal and professional capacities because these views of self-play a role in the development of their professional identities (Beijaard et al., 2000). The Vygotskian sociocultural perspective suggests that beginner teachers have multiple identities which they have to negotiate with and use according to their circumstances as they unveil themselves (Johnson & Golombek, 2016). For example, the hierarchy of the schooling system where the teacher is subordinate to the principal may impact the development of the beginner teachers' professional identity. Personal and professional identities should not be separated as they are interconnected to develop and sustain the universal characteristics that professional teachers need to exhibit.

2.5 Teacher Identity and Emotional Labour

In teaching, it is difficult to address teacher identity without having to address teacher emotions. It is fundamental for teachers to constantly manage and supervise their emotions during various interactions within the school environment, particularly during their interactions with the learners in order to attain their moral purposes for learners. This discussion links very closely with the discussion on the professional self and the personal self. Hargreaves (1998) claims that emotions are at the heart of teaching and that good teaching is stimulated by positive emotions. This means that emotional labour is an unavoidable aspect of teachers' work. The concept of emotional labour was developed by Hochschild (cited in Zembylas, 2002) as a way of understanding workplace relations. According to Hochschild (cited in Winograd, 2003, p.1647), emotional labour is defined as "work of inhibiting, generating or displaying an emotion to elicit an emotional response in someone else". Hochschild (cited in Winograd, 2003) proposed criteria in order to evaluate what form of work will require emotional labour. Already, this position held by Hochschild (cited in Winograd, 2003) differentiates forms of work that include emotional labour. Firstly, for work to be considered emotional labour, there must be face-to-face interaction with the public; secondly, the work requires the worker to be able to provoke an emotional state in another person; and finally, there is external control over the emotional labour that the employee might possess, limiting the employee's possibilities and options (Hargreaves, 1998; Winograd, 2003). It is clear to see that teaching falls easily in the first two criteria in that, firstly, teachers interact with parents, learners and various other public stakeholders within and outside the school, and, secondly, that teachers can display emotions such as love towards their learners, and as a response the learners might feel cared for by that teacher (Hargreaves, 1998; Winograd, 2003).

The third criterion, according to Winograd (2003), is the one that greatly affects teachers because it is usually very subtle and indirect. External control over teachers is usually embedded in cultural expectations and forms of generalization that society has about teachers. It is important to note that the cultural expectations from the schools play a major role in shaping beginner teachers' professional identity development. Hargreaves' (1998) explanation of a good teacher, unlike the bureaucratic ideals formulated by educational administrators, acknowledges that there is a deeper notion of teaching in that it is an emotional practice filled with emotional labour.

Due to these subtle and indirect cultural expectations, certain rules begin to emerge that teachers gradually find themselves subjected to (Winograd, 2003). According to Hochschild (cited in Zembylas, 2002, p.200), the emotional rules "refer to norms and standards that reconstruct inner experiences in cultural, social, or organizational settings" and the rules vary from one context to another. These rules determine which emotions are permitted and which are not permitted. However, teachers can choose to obey or disobey these rules, bearing in mind the consequences (Zembylas, 2002). For a newly qualified teacher, of concern is that they might feel obliged to always obey these rules, which in turn shapes the kind of a teacher they become within the school.

What is particularly interesting is that emotional rules and emotional labour lie in a dichotomy, which refers to them being in contrast. On one hand, Hargreaves (1998) argues that emotional labour can be a positive aspect of teaching, in that teachers can invest positive emotions such as love for the learners. In addition, Winograd (2003) conducted a self-study where the data analysis findings resulted in feeling rules, which are socially shared norms that influence how people try and feel emotions in different contexts. Although these feeling rules are subjective to Winograd's (2003) self-study, they are still relevant in building a conceptual framework of how feeling rules can affect teacher identity. In support of Hargreaves' (1998) claim that emotional labour is good, Winograd (2003) found that teachers love their work and that working with learners can add to the teachers' self-worth. However, Winograd (2003) documents that this process can be tedious and involves immense amounts of emotional labour. The end result, however, showed that learners and teachers both benefit from this affectionate relationship by building emotional bonds. This seems to suggest that teachers' view of their occupation and their moral purpose for learners can shape the way that teachers negotiate their professional identities and development.

In contrast, Hochschild (cited in Hargreaves, 1998) argues that emotional labour is negative and exposes teachers to vulnerability, especially if work conditions and demands constrain the teachers' abilities to implement their emotional work. Due to schools having subtle and indirect feeling rules, many teachers tend to avoid showing dark emotions to their students or speaking out about the vulnerability they feel at school, and this soon leads to teachers alienating themselves (Winograd, 2003). Hochschild's (as cited in Hargreaves, 1998) claim creates the basis for teacher

identities being fragmented due to the emotional rules that are in place. Many teachers want to fit into the socially constructed ideals of a 'good teacher' or 'proper teacher' whilst also maintaining their sense of self. According to Samuel and Stephens (2000). there are two relationships that seem to emerge from the discussions on teacher identity. They argue similarly to Kelchtermans (2011) that teachers are faced with the self and identity on the one hand, and the cultural context and professional environment on the other hand. This is important for this research study because the South African beginner teacher may face different challenges which need to be explored.

To illustrate the point by Samuel and Stephens (2000), Kelchtermans (2011) details how the cultural context can shape the professional and personal identity of the teachers. This is often observed when teachers are not given clear reasons and norms as to why certain things are implemented in their communities of practice. An example is when a school decides to implement certain policies such as the Information Communications Technology (ICT) policy, which makes it mandatory for teachers to use technology and computer or gadget (iPad) based activities in the classroom. The school leadership tends to overlook the impact such policies might have on teachers because the principal, for example, is concerned with keeping the school organized and pushing his/her own agendas, which are primarily to keep the pass rates of the school high. Since some changes might affect teachers' working conditions in which they have personally and emotionally invested themselves, teachers might end up feeling disappointed, vulnerable, and lacking agency and authority due to the emotional rules in place. These rules for teachers leave them vulnerable to being judged both on a professional and personal level as their personal issues should not be seen as a possible threat to their ability to do their job effectively. This refers back to what Nias (cited in Mockler, 2010, p.518) was arguing, that when teachers are left "without feeling, without the freedom to 'face themselves' to be whole persons in the classroom, they implode, explode –or walk away". Teachers not being given the opportunity to express their feelings in the moment leads to a build-up of emotions which exhibits an unhealthy working environment.

James (2011) states that, when individuals are faced with emotions that are deemed morally impermissible or negative, they might put up social defenses. These defenses act as a barrier to cope or deal with the negative emotions resulting from organizations or others. These defenses are similar to what Hochschild (as cited in Winograd, 2003) described as deep acting and surface

acting, where deep acting involves changing one's state of mind so that one is able to feel what one is supposed to feel according to the emotional rules of the school. Alternatively, one can engage in surface acting, which is displaying an emotion without actually internalizing it (Winograd, 2003). Similarly, James (2011) talks about routines, resistance, task-related defenses, and splitting and projection of emotions onto others as examples of some of the social defenses that teachers use to cope with negative emotions within the school environment.

Resistance can be a defense when a teacher refuses to implement a certain policy. For instance, when a new ICT policy is put in place and the teacher refuses to implement the usage of ICT in class because they are not competent in using computers. Finally, the most important social defense is splitting and projection of emotions. Splitting is when an individual chooses to separate themselves from emotions that are difficult to deal with. This is similar to what Winograd (2003) describes as dysfunctional use of emotions. For example, snapping at a co-worker for something unrelated to what the teacher may be upset about, and taking their frustrations out on the wrong person at the wrong time. These emotions, according to James (2011), might be projected towards others who can then assimilate with the emotions too, thus spreading dysfunctionality, creating a frustrating working environment. These social defenses might leave a teacher feeling highly fragmented. Gee (2000) argues that external factors have changed identities, and that sociocultural forces can be a reason for the fragmentation of identities.

Winograd (2003) proposes some strategies to deal with dysfunctional use of emotions, stating that with deep acting a teacher can try to initiate more physical affection towards learners, engage in self-talk to align with the emotional rule at school, and reframe their dark emotional thoughts by imagining positive emotional spaces. However, this advocates that teachers must subject themselves to the institution's expectations. Is this always necessary? Could this be problematic? Even if this is the reality for many teachers, perhaps there is space here to be critical of blind and willing subordination as the solution to a discrepancy between teachers' identities and institutional expectations/requirements. On the other hand, surface acting involves faking or hiding your true feelings. Surface acting – although Winograd (2003) does not discuss its implications in detail – might lead to someone losing their true self or developing a disconnect between the emotional rules and the teacher's true self. As much as Winograd (2003) offers solutions on how teachers

can deal with dark emotions, there is a possibility, as stated, with surface acting that teachers merely apply social defenses and mask the emotions. Thus James (2011) and Beauchamp and Thomas (2009) provide more insightful ways in which teachers can find a balance between their emotions and reclaim their authority and agency. Krashen (1982) and James (2011) address similar emotional aspects in two different contexts, but both still related to teaching and learning, as well as creating a safe environment for learners through the teacher being self-motivated, exuding self-confidence, and having low levels of anxiety. Krashen (1982) uses those three categories in relation to second language acquisition. This is important for FP learners. It might be beneficial to consider Krashen's (1982) theory of the affective filter and how important it is to keep this filter low so that learners experience a safe space. It would be easier for teachers to provide safe spaces if they are successful in affective containment for themselves by maintaining a level of positivity and optimism in their classroom environments.

Measuring teachers' abilities to negotiate their way between their working contexts, professional identities, and their formal training will enable me to answer my research question. Teachers' identity is central to their practice and commitment to the profession (Cohen, 2010; Burn, 2007; Day, Elliot, & Kington, 2005). Research has focused specifically on teachers' reflective practices and how their professional identity is constructed (Alsup, 2006; Burn, 2007; Marcos, Sanchez, & Tillema, 2008). Identity has a critical impact on the profession in relation to teacher commitment and educational change (Cohen, 2010; Day et al., 2005; Thomas, 2003). Moreover, research implicitly suggests that professional identity and intentions to leave the teaching profession are interrelated (Hofman, 1988; Gaziel, 1995; Schepens, Aelterman, & Vlerick, 2009).

James (2011) states that schools are highly affective places and teachers might find it difficult to deal with unpleasant emotions that are deemed to be unacceptable by the school leadership. James (2011) argues that the affective containment which relates to moods, feelings and attitudes is a transformation process which can enhance the individual and collective effectiveness and capacity to change. The affective containment can be on an individual or group level. On a personal level, affective containment is when a teacher goes to their HoD regarding an issue and the HoD is able to listen and deal with the issue. However, it is noted that at times the HoD might be limited in dealing with issues, which Kelchtermans (2011) called 'limits to teacher efficacy'.

Kelchtermans (2011) argues that teachers need to be realistic and accept that they are limited in their professional efficacy, as failure to do so may lead to or perpetuate negative emotions resulting in teacher burn-out. Teachers must think carefully about the limitations of the institutions and contexts within which they work, as well as consider the battles worth fighting for in order to preserve their personal identities and moral perspectives.

Furthermore, James (2011) states that affective containment can be achieved as a collective. This can be through teachers working together on a task, providing environments that allow teachers to share, reflect, accept and claim back their feelings, including negative feelings. In doing so teachers are able to reclaim their authority but also exercise their agency in participating and engaging with other teachers who may share similar emotions (James, 2011). According to Beauchamp and Thomas (2009), reflection can be a very important means in which teachers reclaim their identities. Reflection provides the environment for one to find their sense of self and to understand how this self fits into the larger cultural context, in turn shaping one's identity. When teachers are engaged in reflection and understanding their own identities, it opens up the possibility for agency, empowerment or even transformation of the context (Beauchamp & Thomas, 2009, p.183). Beauchamp and Thomas (2009) strongly claim that the more one is aware of their identity, the more they might develop a strong sense of agency. Agency plays a vital role in that it is an enabling factor for one to deal with negative emotions. In order for teachers to teach effectively and have a sense of well-being, self, motivation, passion and commitment, they need to have a positive emotional state (Steinberg, 2008). When teachers reclaim their negative emotions and emotions are acknowledged, schools and society can be more democratic and equitable (Winograd, 2003, p.1670).

2.6 Initial Teacher Training and Induction

Arends and Phurutse (2015) suggest that there is a need for some form of intervention to take place with regard to the supporting of beginner teachers in their first years of in-service teaching. This can be in the form of mentorship and induction programmes that assist in the orientation of one's identity, expectations and responsibilities as a beginner teacher. Providing support for beginner teachers in their first few years of FP teaching could possibly be the pivotal point of retaining them in the teaching profession, and guiding them in the process of developing their professional identities through mentorship from their more experienced colleagues (Feiman-Nemser, 2003).

Watkins and Whalley (1993) encourage schools to anticipate the issues and concerns that beginner teachers' may face when they start their professional journeys, as this will help them put structures in place to help support these teachers, and give them a sense of direction and guidance. It is highly recommended that beginner teachers' identities are researched, as this will improve the holistic comprehension of what drives beginner teachers to either stay in the profession or leave to pursue other careers where they may feel their identities are better suited and inclined to fit in to the context and are better adaptable to their university training. It should also be taken into consideration that some beginner teachers undertake postgraduate training and subject area specialisation, which could be an aspect that influences their professional identity as a teacher. At the FP level of schooling, there is a common generalist approach to teaching which is described by Makhila (2008) as an approach whereby teachers teach all subjects in the curriculum and, even though they have not mastered any of these subjects, administer the curriculum allocated subjects. For example, a Grade 1 teacher may be expected to teach Literacy, Numeracy, Life Skills, Art, a EFAL and a Second Additional Language (SAL) (IsiZulu and Afrikaans). Having no formal training on how to teach some of the above mentioned subjects may pose a challenge for beginner teachers. Moreover, having specialized in one subject area and not getting the opportunity to teach that subject to the full extent which a teacher would want to is another challenge when comparing specialist and generalist approaches to teaching (Makhila, 2008) in relation to the reality of teaching in context. In the FP programme at the WSoE, pre-service teachers specialize in some subjects and not in others.

There are core courses that are mandatory for all the students (such as Literacy, Life Skills and Numeracy) and then there are electives which can be chosen according to one's passion or interest (such as Arts and Culture or Early Childhood Development).

In conclusion, this chapter sought to review all the related literature that influenced and foregrounded the direction that this research report took. The various researchers that were referenced in this chapter all contributed meaningful and insightful aspects about beginner teachers, the foundation phase, professional and personal identity formation, identity negotiations, and the influences of teacher training and communities of practice. Furthermore, this chapter consolidated all the anticipated concerns that arose with the aim of exploring the main and sub-research questions.

Chapter Three
Theoretical framework

3.1 Introduction

In the investigation of the beginner teachers' negotiations of their professional identity, initial teacher training and their working contexts were examined. The theoretical aspects, in the form of the above triangulation, aided in the support of the beginner teachers' introduction to the teaching profession. This theoretical framework enables the study to consider the relationship between the three key concepts mentioned above in order to investigate how beginner teachers in the FP negotiate their professional identities in their communities of practice, also taking into consideration their initial teacher training. It was the initial literature review that enabled the identification of these three key concepts as being pivotal for the purpose of this study. The triangulation of these three concepts served as a guide for the research to attain the data needed to answer the main and sub-research questions.

There has been a substantial amount of research done on veteran teachers. However, there is a lack of research on beginner teachers within the South African context, which is now becoming a topic of research interest. Beginner teachers are expected to know and understand how to teach, having graduated with their degrees, yet that transition from being a student to being a professional teacher is often downplayed.

> Given the difficult nature of this transition, understanding how early career teachers shape their new professional identities while at the same time enabling their personal selves to persist and remain coherent would seem to be an important part of understanding resilience. The conflicts or dissonance experienced at such moments might have negative consequences, leading to people leaving the profession, but might also have positive consequences such as new learning or motivation for change. (Galman, 2009 cited in Pearce & Morrison, 2011, pp.49-50).

The relationship between Professional Identity, Initial Teacher Training and Communities of Practice plays an important role in the way in which beginner teachers in the FP negotiate their professional identities. Moreover, situational identities come into play within certain cultural and institutional contexts of schooling (Bullough, 2005 as cited in Pearce & Morrison, 2011). Wenger (2009) asserts that the beginner teachers' communities of practice are what influence the development of their professional identities. He defines communities of practice as "…groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2009, p.1). The groups of people he is referring to in the context of this study are the teachers, learners, parents, school governing body and management, as well as other stakeholders who all share the same goal, passion and vision to provide equal and quality education for all. Friesen and Besley (2013) concede that beginner teachers come into the teaching profession with their own preconceived notions and beliefs of who a teacher is as well as how a teacher should be. This was evident in the literature that was reviewed by Hong (2010); Chong (2011); Pillen, Brok and Beijaard (2013).

The three key concepts discussed above influence each other and are interconnected in many different ways because the contexts and the circumstances that they were negotiated in may have differed or been the same, yet had different results. With this kind of triangulation of concepts, each element informs the other, and so this research project is interested in unpacking the nature of this relationship and how it was enacted in the given contexts (i.e. the two teachers who participated in this research study). The initial literature review allowed the development of the framework itself which became the guiding foundation of the concepts and literature needed to carry out the aims and objectives of this study. This research study measured the data against the literature, and this understanding was shown in the diagram below which illustrated the relationship that the research study sought to showcase.

3.2 **Triangulation diagram of the three key ideas that form part of the theoretical framework:**

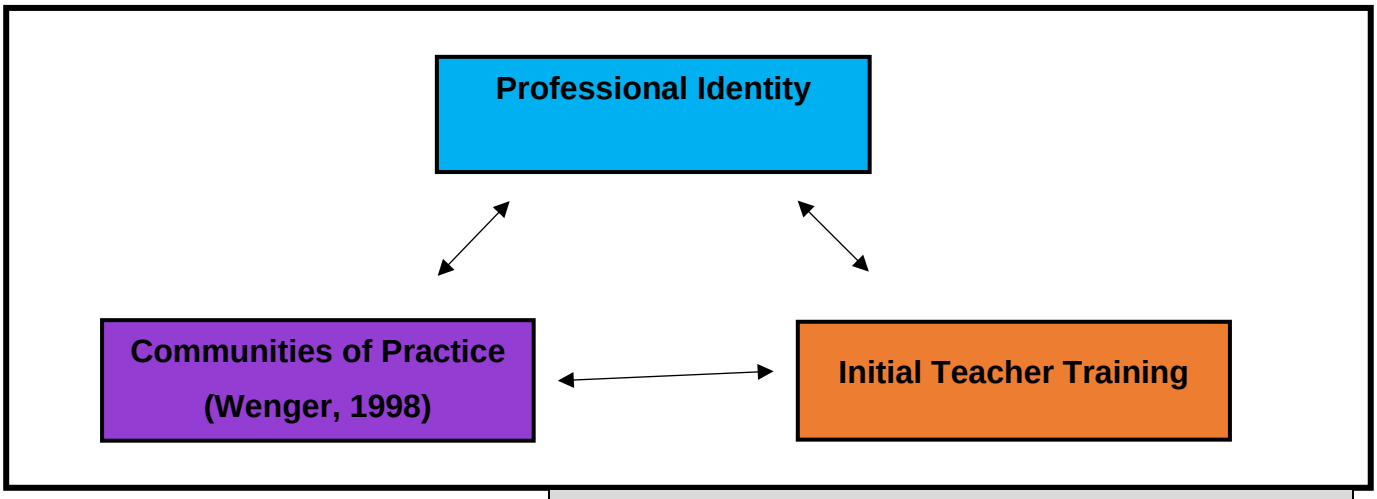


Figure 1.1: Triangulation diagram of three key concepts

3.2.1 Professional Identity

There are many factors that influence professional identity. There are personal and professional aspects that contribute to the negotiations of the teachers' identity. The teaching context and the learners also influence the formation of the teacher identity – they dictate how the teacher should behave, who they should be in the given spaces, as well as what they need to do less of in order to foster a positive environment of teaching and learning.

> Teacher identity formation is important in influencing teachers' decision-making, professional lives, motivation, satisfaction, commitment, and career decisions. It is easy to understand the critical role teacher identity plays in recruitment, preparation, and retention of the teaching workforce, as well as the need to study teacher identity and the factors that contribute to its successful and less successful development. (Lerseth, 2013, p.29).

Researching who a teacher is as a person in a holistic manner aids the understanding of who they are in the classroom as professionals and what hinders or enhances their abilities to teach, as well as knowing what or who influences their career based decisions. What their aspirations are in their career, in their personal lives, how they view the world and even what they believe and uphold in their morals and values, should be taken into account. Teacher identity comprises of 'personal' and 'professional' aspects, which are seemingly interconnected yet individuals experience and negotiate them in different ways, where some beginner teachers would agree that they are interconnected and others would say that they are separate (Beijaard, Meijer, & Verloop, 2004, p.109).

3.2.2 Communities of Practice

Context is key to understanding how and to what extent identities can be negotiated, Wenger (1998) puts a lot of emphasis on all the factors in one's communities of practice that influence the development of one's identity. Being surrounded by a team of people who share the same passion and sentiments of building a positive and productive teaching and learning environment is one way to define Wenger's theory, taking into account that it is also about the learners who come into the classroom with various cultural capital (Lareau, 1987). This is especially important within the South African context, where the teacher is expected to cater to the learners who come from different backgrounds and speak one or more of the 11 official languages.

> According to Wenger (1998), communities of practice is a place of learning where practice is developed and pursued, meaning and enterprise are negotiated among members, and membership roles are developed through various forms of engagement and participation. In other words, each communities of practice involves a unique system of: (1) *joint enterprise* through negotiated meaning, (2) *mutual engagement*, and (3) *shared repertoire* (Wenger 1998). The *joint enterprise* refers to how members negotiate their response to the conditions and goals of the communities of practice; *mutual engagement* involves the sustained interaction of people within a communities of practice and the roles and relationships that arise from this interaction; and *shared repertoire* consists of signs, symbols, tools, and language that are used as resources and have meaning specific to the community (Wenger 1998 cited in Aguilar & Krasny, 2011, p.219).

Each beginner teacher will have their own way of making meaning within their communities of practice. This is due to the fact that there will be different factors that influence how they negotiate their professional identity in the working context based on the resources available to them, and the support – or lack thereof – from their team.

3.2.3 Initial Teacher Training

In preparing pre-service teachers who will transition into the role of being beginner teachers, it is important to be upfront in communicating what is expected of them as professionals in their new roles: having an understanding that with each role there are different expectations from the schools, principals, and even from themselves as beginner teachers in the teaching profession; living up to the pressure of fulfilling the responsibility of teaching, molding, grooming and taking care of other peoples' children in an educational context; and setting a positive example at all times, but still having the ability to be transparent and real in light of being authentic in character that correlates to the teaching and learning environment. Another important aspect that needs to be taken into consideration in relation to the beginner teachers' initial training is the manner in which they put the theory into practice. There may or may not be a disjuncture in their ability to relate the theory to their communities of practice (Parker & Deacon, 2017). "Schools expect newly graduated teachers to have thorough curriculum and classroom management knowledge, and an understanding of school policies, structures and functions. Though new teachers may have some of this knowledge in theory, the context for implementation may come as a shock" (King, 2016, para. 6).

Epistemological assumptions and tensions often arise in the process of applying the theory learned during the pre-service teacher training and the practical experience undertaken in the course to the realities of what is actually done practically on a day-to-day basis as a beginner teacher. Epistemological access, which refers to being a participant in attaining and/or forming knowledge, becomes the key to being able to interpret and adapt theories and methodologies to everyday teaching, administrative and interpersonal skills that need to be exercised (Meyers, 2005, cited in Hofer, 2001).

3.3 Operational Definitions of the Terms Used in This Research Study

The table below illustrates the operational definitions of the key terms that were used throughout this research for the purpose of this study.

Operational definitions of terms for this research study	
Key Terms	**Operational Definitions**
Beginner Teacher	"A beginner teacher for the purpose of this study is defined as a teacher with three or fewer years teaching experience" (Arends, 2007, p.5)
Identity Negotiations	"Identity negotiation refers to the processes through which the beginner teacher participants come to agreements with the identities that they assume in the interactions they undergo in their working contexts" (Swann Jr., 2007, p.61).
Professional Identity	"Professional identity is defined as one's professional self-concept based on attributes, beliefs, values, motives, and experiences, both in their working contexts and in their teacher training institutions" (Slay & Smith, 2011, para 1). http://journals.sagepub.com/doi/abs/10.1177/0018726710384290?journalCode=huma
Teacher Training	"Teacher training refers to the professional preparation of teachers, usually through formal course work and practice teaching through a college or university" (http://encyclopedia2.thefreedictionary.com/teacher+training)
Communities of Practice	"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p.1).
Case Study	"A case study is an intensive analysis of an individual unit (such as a person or community) stressing developmental factors in relation to environment" (https://www.merriam-webster.com/dictionary/case%20study)
Specialist Approach	"The specialist approach refers to having purposefully chosen an area of specialty and having great depth of experience in one specific area. The

	specialist may focus all of their effort, including skill development, on that one specialty" (https://www.sitepoint.com/specialist-vs-generalist-who-wins/)
Generalist Approach	"The generalist may consciously choose to offer a broad spectrum of services, or they may not have been able to develop expert-level skills in one specific area. Generalists may be very good at doing many things, but typically are not at the same expert level as specialists at any one service" (https://www.sitepoint.com/specialist-vs-generalist-who-wins/)
Induction	"A system-wide, coherent comprehensive training and support process that continues for two to three years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness" (Wong, 2004, as cited in Kearney, 2014, p.5).
Mentorship	"The guidance provided by a mentor, especially an experienced person in a company or educational institution" (https://en.oxforddictionaries.com/definition/mentorship)
Table 1.1 Table of operational definitions of key terms	

In conclusion, this chapter sought to explicitly identify the three ideas that foregrounded this research study as well as explain the triangulation of those ideas. They are professional identity, communities of practice, and initial teacher training. The key terms used for the purposes of this study were defined in this chapter through the use of a table.

Chapter Four
Research Methodology

4.1 Introduction

This chapter seeks to examine the design and methodology that was used to shed light on how beginner teachers' in the FP negotiated their professional identities according to the framework given by the literature in the field.

Data was collected by means of conducting an empirical approach of social sciences because the research was conducted through the use of human beings as active participants with the use of semi-structured interviews, which is a qualitative method. This method was employed to gain more information on the negotiations of the FP beginner teachers' initial teacher training, working contexts, and their professional identities (Babbie, 2013). The data was collected through the use of three sets of semi-structured interviews with the two participants. A case study method was used as it was the most fitting method to support the answering of the 'how' and 'why' questions of this study. It yielded more elaborative responses in the raw data needed to explore the objectives of this research study (Yin, 2009).

Using deduction as the primary mode of inquiry gave rise to a structured sequence of events during the social research process. The process entailed me using theory which was categorized as generalized information which worked towards gaining more specific information related to this research study. The process of deduction that was used was adapted from Babbie (2007, p.9):

1. Theory
2. Deduce
3. Collect data
4. Analyze data
5. Evaluate hypothesis

This five-part process of deductive research was complementary to this particular study because the main research question needed to be addressed by using a qualitative research method in the social sciences. This method engages with understanding phenomena in social context by collecting data pertaining to the particulars which were asked in the main and sub-research questions. Moreover, an analysis of the data was done which drew on key concepts and facts that were linked to the given theory, and finally an evaluation of the questions which supported or rejected the claims made by the initial literature was done. At face value, these criteria were not seen fit to use for an educational research study, due to the fact that the research method was used to investigate human beings, thus making it vague because the reactions and feedback from the human participants could not have been predicted. However, the five points quoted above, adapted from the literature by Babbie (2007), supported the manner in which the hypothesis emerged from the theory – having used these five points to address the main and sub-questions. This research study correlated with the criteria used in the five points which yielded tangible results, of which the initial hypothesis for this research study was to explore beginner FP teachers' negotiations of their professional identities in their communities of practice.

Literature by Yin (2009, p.1) supports the notion that it was advantageous to have used a case study method while working with participants within their real-life contexts, where the focus was on the participants as contemporary phenomena, as it was an empirical enquiry which allowed for many variables of interest. There were only two participants for this particular study. They were both interviewed as a form of data collection, All the interviews were done individually as they were both separate entities which needed to be explored as individuals. There were three forms of interviews that were employed for this research study according to the work of Turner (2010, p.754): (a) informal conversational interview, (b) general interview guide approach, and (c) standardized open-ended interview.

This study sought to employ a general interview guide approach method. This form of semi-structured interview method was aligned with the manner in which the questions were asked – the interview style that was used was conversational – and it allowed me to be flexible with the way questions were asked. It also "allowed the interviewer the opportunity to develop rapport with the participants so that the interviewer would be able to ask follow-up or probing questions based on their responses to pre-constructed questions" (Turner, 2010, p.755).

The semi-structured interview approach was preferred because it yielded open-ended results in the form of extensive responses in the interviews. The participants were able to explain their responses to the questions in detail, which gave me the opportunity to ask the participants to elaborate further when clarity was needed in any of the responses. Overall, this added value to the data collection process.

4.2 Participants

4.2.1 Research Paradigm

This study draws on an ethnographic approach which is also described as a qualitative research process has been employed for the purposes of this research study. By definition, ethnography provides a scientific description of the participants' cultures, habits as well as an insider's point of view. The two beginner teachers who participated in this study shared their knowledge by allowing the researcher access to their perspectives and experiences during an open, in-depth, and conversational interview processes. Drawing on an ethnographic approach enabled both the researcher and participants to explore everyday things that inhabit the teachers' role, perceived identities, experiences and perceptions. Interpreting the participants' value systems in relation to what was spoken about that lead to the uncovering the nature of what the participants value, which enabled the process of ethnography giving direct access to personal accounts of their identity negotiations. Moreover, allowing for a greater understanding of their values, subject interests, and vulnerabilities (Heath, 1983).

4.2.2 Criteria, Method and Selection of Participants

There were two participants who were purposefully selected for this particular study according to where they attained their initial teacher training. Babbie (2007) speaks about purposive sampling, which was explained as using the most representative and useful participants to relate to a particular study, and so the two participants that were chosen for this study were fitting in relation to this definition. The two participants chosen to be part of this research study were both B.Ed. graduates from the WSoE who specialized in FP teaching. It was important that both of the participants had to be beginner teachers – with full-time teaching positions in the FP, both teaching at inner city schools in Johannesburg. These beginner teachers have had first-hand experience with

FP teaching as they both majored in FP teaching during their teacher training. They received the same initial teacher training and thus have the same or similar credentials, but they have had different teaching experiences, which was the essential aspect needed for this research study. The chosen participants were from both Government/Public and Private schools which will give the research a fair basis for comparison due to the fact that they work in different communities of practice within the same inner city schooling context.

4.2.3 Participant Profiles

Participant Pseudonyms	Gender	Age	Grade	Highest level of education	Number of learners in each class	School type	Number of years teaching
Rivoningo	Female	28	Grade 1	Masters Degree in Psychology and School Learning	25	Private	2
Samuel	Male	30	Grade 3	Honours Degree in Literacies, Languages and Literatures	45	Public	3

Table 1.2 Table illustrating the participants' personal profiles

The above table displays the personal profiles of the two FP beginner teachers who were participants in this research study. Their genders, ages, the grades they teach, their highest levels of formal education, school types, number of years they have been teaching and the number of learners they each have in their classrooms are the aspects that were profiled because they had the most relevance in relation to the main and sub-questions, as well as being in correlation with the literature that was reviewed. This participant profile table aided in displaying the background information that was required to describe the participants.

4.3 Research Design

4.3.1 Organization and Analysis

This research study applied qualitative methods in order to focus on the negotiations of beginner teachers in the FP professional identity. In light of electing an appropriate research methodology, Smith (1995) recommended that a serious concern for persons rather than variables and statistics be taken into consideration. The use of qualitative data analysis sought to describe general statements about relationships and themes that were unveiled in the data. This research study in particular sought to describe the relationship between beginner FP teachers, their communities of practice, and their initial teacher training, all in relation to how they negotiated their professional identities as well as where to use their professional teacher identities. Analysis is a broad term that encompasses the following three categories when analyzing data: description, analysis and interpretation (Wolcott, 1994). In relation to thematic content analysis, which was the tool of analysis that was employed for this study, themes are discovered within the data which helped interpret the data attained from the interviews (Braun & Clarke, 2006). These themes are then measured against the literature in relation to the research questions that guide this study. Participants were given pseudonyms for the purposes of maintaining their personal identities for confidentiality purposes, here within referred to as "***Rivoningo and Samuel***".

The data collection process took place in the form of semi-structured interviews with the two chosen participants. The semi-structured interviews were in the form of three separate interview sessions which were audio-taped. Audio-taping the interviews was the most effective method used for this research study due to the fact that the interviews were transcribed and the audiotapes were played back numerous times in order to allow for a deeper analysis of the responses which were given by the participants. Having an audible record of the data collection process served to be an advantage. The role of using semi-structured interviews was also advantageous because it played a vital part in the attaining of data which gave allowance for clarification in the data transcription process before the analysis took place (Irvine, Drew, & Sainsbury, 2013). There were a few questions that I was not satisfied with in relation to the responses given by the participants – this form of data collection allowed for elaboration and discussion of the questions asked during the interviews between me and the participants.

The audiotapes were transcribed which assisted me in identifying categories of importance in relation to the various aspects covered in the research as well as linked to the given literature.

The process of data analysis that was used to carry out this research study was centered on the use of thematic content analysis. “Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail” (Braun & Clarke, 2006, p.79). The sole purpose of using this particular tool of analysis was to find repeated patterns of meaning across all the data that was attained from the interviews that were conducted (Braun & Clarke, 2006)

4.4 Limitations of this study

In light of the time constraints and the participants’ busy teaching and studying schedules, it was difficult to conduct classroom observations to see the different teachers’ classroom layouts which would have demonstrated a different or similar impression of their professional identities. It was later discovered that those observations would not have fully contributed to the research findings in a meaningful way. Having done the first two interviews, I realized that I did not have enough data on identity to address the professional identity aspect of the study, thus an additional set of interview questions had to be devised. Moreover, the research outcomes would have yielded richer contents of data if more participants were interviewed, who had attained their teaching degrees from other universities and not just the WSoE – this would have made for a more comparative study across the teacher training spectrum.

4.5 Ethical considerations

The participants’ identities were kept confidential throughout the duration of the research study and their names were replaced by the use of pseudonyms. While the semi-structured interviews were audio-taped and contained the two participants’ voices, they were not shared with anyone, thus their identities remained confidential. Only I had access to the raw data in order to maintain strict confidentiality. Participants’ names were kept confidential and I will not publish or share the details of the interviews with anyone besides the supervisors assisting with the completion of this research study, as per the ethical compliance (Silverman, 2016).

In conclusion, this chapter's main focus was exploring the triangulation that foregrounded the entire research report, namely the initial teacher training, professional identity and the communities of practice. This chapter gave an explicit break down of each aspect that the triangulation comprised of.

Chapter Five

Presentation and Data Analysis

5.1 Introduction

This study examined the responses of beginner FP teachers to how they negotiated their professional identities within their current working contexts, in relation to their initial teacher training. The triangulation of the three concepts above, which were also presented in the theoretical framework of this study, set the foundation for those dynamics which will be explored in this chapter. These three dynamics – namely personal/professional identity, initial teacher training and working context – may be viewed as being in competition, but they are essentially complimentary and contribute to the ways in which beginner teachers enter, adapt to or resist the expectations and practices of their places of employment. This chapter seeks to discuss the themes that emerged from the data attained from the interviews: *Teacher's Moral Purpose, Teachers' Thoughtfulness and Reflexivity, Effects of the Male and Female Teacher Gender Roles in the Foundation Phase, The Foundation Phase Curriculum and Teaching Expectations, The Influences of Specialist and Generalist Approaches to Teacher Identity, and Teacher to Learner Language Learning Barriers.* The analytical tool used to identify the themes that emerged was thematic content analysis. These themes allowed for the data attained from the interviews to guide the data analysis. The two main types of identity that are relevant to this research study are personal identity and professional identity; the focus is to identify whether these two categories of identity are seen as the same or interconnected when the beginner teachers negotiate their identities in their communities of practice.

5.2. Teachers' Moral Purpose

The first theme that emerged from the interviews with the teachers is "***Teachers' moral purpose***", which addresses the nature of self-reflection and functional use of emotions to find the balance between emotions within their communities of practice and their professional identity. From teachers' responses, this appears to help them reclaim their agency and authority within schools, particularly in their classrooms, to ensure that they enable learning. Two sub-themes were discerned under this theme: "***Teachers' thoughtfulness***" and "***Teachers as motivators for learning***".

5.2.1. *Teachers' Thoughtfulness and Reflexivity*

From the two teachers' responses it appears that they engage in some reflection within their communities of practice, which is to ensure that during the processes of teaching and learning in the classroom, they maximize learners' access to the knowledge that they are teaching. The participant beginner teachers' excerpts demonstrate that part of their professional identity is to be thoughtful of the learners they are working with and how they meet their needs. Samuel's response illustrates this, he stated that:

> ... the children that I teach don't come from families where English is their home language, neither do they come from families where English is their second language. During my training to become a teacher, we were never taught how to teach English to second language speakers. While this is the case, it is my responsibility as the teacher to ensure that I bridge that gap and be patient with the learners.
> (Excerpt 1, interview 3)

This response suggests that Samuel is aware of his learners' personal circumstances, which plays a pivotal role in assisting him to configure strategies to best cater for the needs of his learners to enable epistemological access. Of interest is that this is irrespective of not being trained to teach English second language speakers. In addition, it is important to note that beyond the training that Samuel experienced from the university, he continues to negotiate his institutional identity (Wenger, 1999; Korthagen, 2013) in order to meet the contextual working conditions. Along similar sentiments, Rivoningo mentioned that:

> I think I am a little bit more aware and inclusive of children, because I realize a lot of children come from different backgrounds, and that has effects on children's learning in the classroom ... those are the realities that we deal with as beginner teachers. It is very challenging, since at times the theories that I learned at varsity are not applicable in my school. (Excerpt 2, interview 3)

The above response addressed the teacher's consciousness of the learner's backgrounds as well as considering the role these can play in the process of teaching and learning, as a part of the 'reality' some beginner teachers experience. In addition, the participants highlight the disjuncture between theory and practice, which has been addressed in a variety of literature. "Teacher educators should look more closely at teachers' understanding of their own work and of policy imperatives" (Parker & Deacon, 2017, pp.48-50). Similarly, King (2016, para.1) states that "there is a disjuncture between the school's expectations and the expectations and needs of the novice teacher. New teachers often feel alienated in a school environment, and can easily become traumatized; they expect guidance, but receive ad hoc instructions". There are two different kinds of disjuncture here: 1) The disjuncture between theory and practice (ITT content and actual practice), and 2) The gap that can exist between teachers' expectations of what it means to work at a school and the actual institutional culture and expectations from the school itself.

In relation to the above quotes there may be a need for teacher training institutions to have a greater understanding of the beginner teachers' communities of practice as well as the content that they are being taught, and whether they correlate or not. Rivoningo's above response supports the notion that there is a disjuncture between the theory and practice – within her teaching context she is not able to use the theory that she was taught, which is seen as a challenge. Furthermore, it may be difficult for teacher training institutions to consider all the possible varieties of contexts that need to be taken into consideration when developing their curricula. It would be essential to take into account the diverse schooling environments in the country. Unfortunately, South African schools scale from top-of-the-range facilities to being impoverished. This above excerpt taken from Rivoningo's interview provoked concern which raises the question: which communities of practice do universities cater for? The WSoE is located in the Johannesburg inner city, so should these schools take preference? But, our smaller urban and rural schools are in greater need of upliftment, so should these contexts be prioritized?

It is then the beginner teachers' agency that needs to be able to interpret which aspects of the theory can be put into practice to suit their specific communities of practice. What we can see is that these teachers both engage in reflective practices on their contexts. Teacher reflection is a primary activity required from student teachers during their TE component, as well as being a practice used in methodology courses across WSoE. While these participants may not have addressed the specific issues that they now encounter, they seem to be utilizing the skills related to reflection in order to navigate their current contexts of employment.

Wenger (1999) expresses that the self and professional identities are seemingly in harmony with each other, whereas, Korthagen (2013) argues that over time the self and professional identities find themselves in conflict. In addition, Kelchtermans (2011) argues that this is because, on the one hand, teachers attempt to prove their competence and skills, and, on the other hand, they need to be accountable to colleagues, students, parents, and various other stakeholders of the school. Moral purpose or level of mission, which refers to what is expected of teachers as described by Korthagen (2013, p.254), is what "gives meaning to our existence" and the degree of commitment to others. According to Scheff (as cited in Hargreaves, 1998), individuals experience emotions such as shame, for instance, when they have fallen short of others or their own moral standards, placing one's integrity and sense of self into question. Thus when teachers feel they have failed to achieve their own moral purpose or that of others, it can lead them to become emotionally devastated and blame themselves for the negative outcomes.

This aspect of emotions shows the depth at which emotions can affect the personal and professional identity of teachers and how they often lead to teachers being unable to make the separation between the personal self and professional identity (Kelchtermans, 2011). This can be directly linked back to the above excerpts from both of the teachers' responses, where they both demonstrate how their emotions take a back seat in comparison to their professional roles. They are most likely to pack their emotions in and do what is expected of them as teachers, and find new strategies for dealing with their feelings in their teaching environments. Thus teachers try their best to balance the pendulum swing. However, the vulnerability that teachers feel soon leads to dark emotions.

For example, Samuel said that:

> ...to teach in an overcrowded class it is not easy, you need a little bit of motivation because now and then you are crying and you have to pack it all in. Now and then you want to quit but you cannot quit because you know that the children need you more than you need them (Excerpt 3, Interview 3).

In relation to the above quote, it can be assumed that Samuel exercises emotional containment when he holds back his negative emotions to fulfil his professional mandate as he mentioned that he "packs it all in". This can be understood to mean that the frustrations, stress, anxiety, and other negative emotions that he may be experiencing pertaining to his teaching responsibility become too much for him to suppress, which results in him separating his two personal and professional identities as a way to cope with the difficulties of his context. Thus he taps into his personal identity and cries, and once he has cried, he reverts back to his professional identity and uses his agency to further teach in the classroom (Wenger, 2000). This suggests that teachers lack emotional support, because he packs it all in and does not seek assistance from his colleagues. He still shows empathy towards his learners in not quitting, an act which would result in giving up on his professional responsibility which is to teach – no matter the cost, personal or professional (Winograd, 2003). Samuel seemingly values his learners and negotiates his professional identity through the containment of his dark emotions. This is demonstrated when he downplays his own emotions to fulfil his professional mandate in order to attend to the needs of the learners. His own needs that are not attended to are what Hargreaves (1998) and Winograd (2003) term as 'dark emotions'. In this situation, it can be assumed that Samuel prioritizes his professional role over his personal feelings.

It is these dark emotions that lead to the disequilibrium between emotions and teacher identity. So what causes these dark emotions to arise in teachers? There are many factors that might result in teachers developing negative emotions. Hargreaves (1998, p.841) states that teaching is an emotional practice that requires "immense emotional labor". The emotional labour that teachers undergo and the negative emotions it causes is overtly addressed in the above response – the difficulty of teaching in an overcrowded classroom leads to the teacher needing motivation to

carry on teaching. Similarly, with regard to emotions, teachers can be negatively affected by their emotions when negotiating their professional identity.

The following excerpt is an example of how Rivoningo's identity shifts, where she negotiated her professional identity after having experienced a lesson that did not go as she had planned, and had a different reaction to similar incidents that happened thereafter. Rivoningo stated that "if I plan a lesson a certain way and if it fails, it's okay – it happens. Where previously I would stress about it and sometimes even cry about it, I have come to the realization that sometimes you will have good days and bad days" (Excerpt 5, interview 3). She has found that this is a reality of her profession in her community of practice. Furthermore, she mentions that sometimes she would cry about lessons that did not go the way she had intended for them to go, which puts emphasis on the fact that there is a level of emotional labour that is linked to teaching and the fulfilment of the teacher's intentions in the classroom (Petersen, 2014). It is unspecified whether she had support from her colleagues or HOD or not, which may have made her feel alone and isolated in her 'failure'. However, she learned how to adapt within her community of practice where she has an identity shift – this displays a new coping mechanism where she comprehends that there will be lessons that do not work out, and she became okay with the fact that she cannot strive for perfection, but rather to gain experience and insights on how to move beyond the 'failure'. Similarly, there is an explicit demonstration of the use of Samuel's agency through his efforts to make his classroom more learner-centered:

> They go home to locked houses as I said. Now I'm the one to read to these children, I'm the one to help the children with phonics, I'm the one to issue the homework to the same children and do it with them again because it becomes pointless for me to give them homework – then half the class comes tomorrow having not done the homework. So I might as well be the one to help them do the homework with the children. I strongly believe that what I did not get in that time I should give it times two if not times 5 in this current period (Excerpt 4, interview 3).

These claims made by Samuel can be related to those of Hargreaves (1998) who raised questions such as: how are emotions then connected to the personal self and one's identity? According to Hargreaves (1998), emotions of teaching are also shaped by teachers' moral purpose and the conditions in which teachers work in their communities of practice.

Samuel is able to navigate between where his learners are and where they should be: “I’ve set up my class so that it would benefit the children that I am teaching. I have set up my class so it can catch the children’s eyes whenever they walk in and before they go home” (Excerpt 5, interview 3). This is an example of his thoughtfulness and tactfulness coming into play in relation to his professional identity as he has actively done something to aid his learners in the classroom. He asserts that he has set up his classroom in a manner that catches the children’s eye, which refers to him window dressing the classroom with useful educational resources that are focal points that give educational value to the learners (e.g. sight words on flash cards displayed on the wall). He is able to use his teaching ability to do more than merely teaching to the curriculum, but also to consider the learners’ cultural capital and assist them in making meaning in a more profound manner by responding to his particular teaching context. Samuel responds to his context by making his own resources which consist of flashcards that he displays on his wall of various sight words, the alphabet, number names, days of the week and months of the year. The fact that his response is emotionally loaded requires a negotiation of personal and professional identity, which illustrates the deep interconnectedness between identity and social context. That is, identity is itself situated in time and place, as well as in relation to our interactions with others. This will in turn yield positive academic results. Samuel’s tactfulness is demonstrated in his responses in the approach he employs by taking his learners’ needs into consideration.

Rivoningo’s response reveals a different dynamic which also demonstrates her thoughtfulness towards her learners. For example, her tactfulness is seen in the manner in which she is able to identify that there may be a problem in one of her learners’ lives because his parents are separated. Like Samuel, her learners’ personal well-being is also an aspect that she takes into account. She goes beyond the call of duty with regard to being thoughtful of her learners’ parental affairs. Rivoningo shared an experience which took place in her class where there is a child whose parents are divorced yet they do not live separately. She puts emphasis on the fact that in the learner’s head he still sees mom and dad as a couple. In the beginning of the year, she had no idea that the learners’ parents were separated because he spoke about his parents in a manner that suggested that they were still together. “... That detachment of the mom – I think I kind of filled that little gap for him” (Excerpt 6, interview 3).

Rivoningo's above response validates her tactfulness as a FP teacher. She goes beyond the call of duty by participating in his need for a motherly figure. She assumes this role knowing that it will enhance his classroom experience.

5.2.2 Teachers as Motivators

It has always been expected that teachers have good character and uphold decent moral standards. It can be argued that this expectation has given rise to the notion of teachers also assuming the role of motivators for learners to attend school and participate in learning with positive attitudes.

> It is a critical commonplace that the main forms of teaching are directing; participating, delegating and combined styles and all these are the main forms of teaching and leading. Effective teachers will have these qualities. Teachers, like leaders are supposed to provide purpose direction and motivation. Teachers with these and many other positive leadership qualities will be able to enhance learning in their classrooms as they transform their classrooms to be teacher leaders (Msila, 2012, p.101).

In this study, teachers' responses illustrate that they can serve as motivators both consciously and subconsciously through their actions as well as the ways in which they interact with the learners. For example, Samuel stated that "You may as a teacher change a child's life in various and many ways by doing little and simple things ... children may grow to loving you, because you speak smart, or you speak nice, or you speak well, they might just associate with you, so I always have to make sure that I communicate in a respectable way" (Excerpt 7, interview 3). From this response it can be discerned that the expectations from his working context influence the negotiations of his professional identity. One way of interpreting this response could be that the teacher is aware of his approaches to teaching, his professional self, how he may or may not influence the learning that occurs in the classroom, and the possible social impact of his actions and performance of a teacher-identity. In relation to Samuel's assumed role within his community of practice, Lumpkin (2008, p.45) stated that "as teachers interact with learners, it is vital for them to serve as role models of character by making professional judgements and decisions based on societal and moral virtues". His presumption that his actions may affect children's lives shows that he has a greater understanding of the consequences that may arise from his interactions with his learners.

This means that he pays close attention to the manner in which he speaks, what he says, and even to the vocabulary he uses.

Similarly, Rivoningo stated that she has a university wall in her classroom which she has created as a source of motivation for her learners to aspire to go to university and become professionals in their own right. “It’s kind of like a goal for my kids and also for me to keep pushing myself – we always revert back to it, our hard work, and that is what we want to work towards even though it’s FP, it’s kind of like to get them moving.” (Excerpt 8, interview 3). While it is expected that teachers should serve as motivators in various ways at various grade levels, Rivoningo has taken a different approach to Samuel. She has used a more goal-orientated approach to showing her learners what the rewards of being motivated to work hard look like. She mentions that even though she is teaching in the FP that does not limit her from informing her learners about the post high school academic experience. Most children in the FP may have never fully understood the term “graduation”, whether it is a place, an event or even a person. However, Rivoningo explains to her learners what a graduation is, how she got to that point, and what it has afforded her in relation to her career. She may have even related it back to means of studying hard in the FP so that her learners can pass and progress to the next grade level. This is a more realistic way of asking the learners what they want to be when they grow up, a subtle way of encouraging them to develop dreams for their futures.

In addition to the above responses, it has been made explicit that teachers are entrusted with the moral duty of inspiring and motivating their learners, not only to become lifelong learners, but to aspire to be more than what they are, and to pursue their dreams no matter the cost. Teachers are able to encourage their learners about the importance of striving for greatness – no matter what their background is, who their parents are, where they live or even who they perceive themselves to be, it is still possible for them to be successful. Teachers being role models to their learners is intrinsically linked to their roles as motivators, being people that the learners can look up to and understand in a greater manner of living morally sound lives.

"A virtue is socially valued, while a moral virtue, such as honesty, is morally valued. Schools and teachers should educate for character, especially through teaching respect and responsibility" (Lickona, 1991, cited in Lumpkin, 2008, p.45). Character can be defined as a universal phenomenon which is descriptive of how people live according to a moral code which is essentially in line with moral virtues, such as being honest, respectful, and having the conviction to live according to these virtues which are deemed to be of sound morality (Lickona, 1991, cited in Lumpkin, 2008). Therefore, "as teachers interact with learners, it is vital for them to serve as role models of character by making professional judgements and decisions based on societal and moral virtues" (Lumpkin, 2008, p.45). Teachers modelling good character to their learners serves as a positive influence in the classroom. For example, the teacher will arrive at school on time, to demonstrate punctuality. The teacher will model respect by speaking to the learners in a polite manner, waiting for others to speak before responding and being attentive and maintaining eye contact. The teacher is assumed to be the one who exudes wisdom, which will be demonstrated through their ability to model what is right and acceptable and what is wrong and unacceptable in terms of behavior as well as life skills. Learners being able to see how teachers deal with challenges in the classroom and on the playground is also an important aspect of teachers serving as motivators. This is likely to motivate and prompt learners to handle situations in a constructive and respectful way, which is also effective to solving the issue without anyone being harmed. "Integrity means consistency doing what is right, even when it would be easier to do something that is personally more beneficial" (Lumpkin, 2008, p.45).

The participants have pre-conceived notions of what their FP classrooms should look like according to what they were exposed to during their initial teacher training, having gone to a variety of different schools during their TE. Lerseth (2013) asserts that identity recognition occurs during the practical teaching experiences. The teaching experience component of the undergraduate degree curriculum is considered to be the most significant component of the entire teacher training, because it is a key aspect in the preparation of pre-service teachers getting actual experience in the classroom (Chepyator-Thomson & Liu, 2003).

According to Abbott-Chapman (2005, cited in Pearce & Morrison, 2011, pp.49-50), beginner teachers "...often experience a mismatch or dissonance between idealism and reality". It can be assumed that this means that what they experience during their TE in the practical components of their ITT does not fully emulate what their professional teaching experiences will entail. This mismatch between idealism and reality may lead to the struggle that beginner teachers encounter during the early stages of their careers when they are negotiating their professional identities within their 'communities of practice' (Wenger, 1998).

It is essential that, before beginner teachers start negotiating their professional identities, they are able to identify different forms of identity, either personal or professional, which may emerge in various contexts and situations. Lerseth (2013) addresses two types of identity recognition, namely personal recognition and recognition by others. Recognition by others is interpreted as the recognition in accordance to the norms and standards stipulated by the South African curriculum for teachers called Curriculum Assessment Policy Statement (CAPS) (2014). The CAPS document stipulates that FP teachers should meet the professional requirements of being a teacher in compliance with The South African Council for Educators (SACE) (DoE, 2007). The CAPS document does not speak about teachers' professional identities, what is expected of them as professionals, the different communities of practice within the education industry or anything pertaining to ITT. However, the Department of Education is centered on the professional development expectations and is more teacher union-orientated. The document states that:

> As a teacher, you are expected to acknowledge the noble calling of your profession to educate and train the learners of our country; acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country; acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
> commit yourself therefore to do all within your power, in the exercising of your professional duties, to act in accordance with the ideals of your profession, as expressed in the SACE Code of Professional Ethics; and
> act in a proper and becoming way such that your behavior does not bring the teaching profession into disrepute (Retrieved from http://www.education.gov.za/Informationfor/Teachers.aspx).

These experiences and insights may have influenced what the participants think they should be teaching and how they should be teaching it. This is Samuel's description of his classroom: "My Foundation Phase classroom is very colourful, it has your basic resources that stimulate learning... it has your alphabet which goes with a little bit of a picture to support the alphabet, it has texts that go with images to support the text" (Excerpt 9, interview 1). This can be interpreted as a learner-centered approach which entails the teacher taking into account the diversity of the learners in the classroom, their different backgrounds, and individual needs, as well as their academic strength and weaknesses (Brown, 2003). Samuel refers to "...resources that stimulate learning" (Excerpt 10, interview 1), which is one of the main objectives related to a learner-centred teaching approach. What this means in relation to his identity is that he is professionally inclined to put the needs of the learners as his primary objective. With regards to his professional identity, he is linking what he was taught in theory during his teacher training and implementing it in the classroom, which is seen through the practical use of resources that stimulate learning. Rivoningo has a "Mickey Mouse" theme in her classroom and she justifies having this theme according to the age of her learners. FP learners are at the age where they need visual stimulants in the classroom to enhance teaching and learning. Rivoningo engages in collaborative learning where she gives the learners the opportunity to work with her to make resources for the classroom: "...we make posters together like for each theme, so we have a writing wall where we make our own flashcards and posters together" (Excerpt 11, interview 1).

Negotiating one's professional identity as a teacher is not an easy process, and there are many aspects that influence this negotiation between the personal and professional self. Lerseth (2013, p.89) describes this process as "...identity recognition in terms of identifying who the participant is becoming and/or the kinds of person he or she is being pressed, sought, or invited to become". Thus, the participants in this study needed to be able to identify with who they are becoming as beginner teachers in the FP, and who or what is probing their identity recognition in this regard.

5.3 Effects of the Male and Female Teacher Gender Roles in the Foundation Phase

It is rare but not uncommon to find male teachers in the FP due to the dominance of women in this particular phase of teaching in the South African context. In the FP, the learners' age range is from 6 to 10 years from Grade 0 to Grade 3 within the South African schooling system (Petersen, 2014, p.1). The dominance of women in the FP is viewed as a negative aspect by Petersen (2014), which, she affirms, has led to socially and culturally recognized roles for women as primary caretakers of young children, and which has infiltrated the field of education. This makes it difficult for men to be forthcoming with their interests in teaching in the FP. "Gender prejudice and stereotyping loom large when it comes to reasons for the small number of men in childhood education settings" (Mashiya, 2014, p.25). The mere fact that male teachers need to have reasonable motive to teach in the FP affirms the stereotyping and gender prejudice which Mashiya (2014) speaks of. This statement provokes the question: what is a reasonable motive and who deems the reasonability of this? According to Petersen (2014), the impact of cultural factors, such as male FP teachers being perceived as weak men or intellectually inferior in relation to the role of women in childrearing, has been one of the predominant factors that discourage men from teaching in the FP (Petersen, 2014), and this reproduces problematic gender roles. Male teachers in the FP need to be respected as professionals in relation to their female counterparts.

Generally, in sub-Saharan Africa, even as many education systems are rapidly undergoing change, with increased access to education, this has not been matched by increased male enrolments in early childhood education (see Wallet, 2006). A South African study reveals that teaching in the early grades is often accompanied by simplistic images of FP teachers as 'nannies' and 'caregivers', both of which are generally associated with a woman's rather than a man's role in society (Petersen & Petker, 2011). Such factors contribute to negative cultural associations which classify women as more suited to raising children and thus being better suited and better equipped in respect to teaching in the FP early grades (Petersen, 2014).

Considering what Petersen and Petker (2011) have discussed, even though gender inequality may not be spoken about frequently in relation to males teaching in the FP, this does not take away from the reality that it still plays a key role in the professional identity formation and negotiation of the male teacher within the South African context. This is the notion of atypical gender inequality, when in the FP schooling context, the power relations become reversed, despite men holding patriarchal power in general social circumstances. This is directly links to the analysis of Samuel who was a participant in this research study. Samuel mentioned in his interview that he enjoys teaching younger children, which according to vast literature by Mashiya (2014) was suggested to be a result of his lack of masculinity – enjoying teaching younger children as a male professional has been marginalized within the education industry as FP teaching has been a predominantly women based teaching phase. It can be argued that whether or not his masculinity is compromised is irrelevant to him being able to teach and communicate with the learners on their level (Mashiya, 2014).

There are advantages to having male teachers in the FP, such as specifically striking a balance in gender roles in the schooling context, which would help learners have a balanced view of society where certain jobs, duties and roles are not set aside for only males or females (Martino, 2007). Moreover, having positive male figures aids learners in their understanding of the male role in society. Taking this advantage into consideration, Samuel has indicated that his students see him as an older brother figure with whom they can freely and insightfully converse. “I play the brother role, the reason being that the learners see me as one of their brothers, because they have got brothers who are my age, of my height and that speak the way that I do, so they see me literally as a brother rather than a father figure. They see me as someone they can walk with as they are walking to the tuck shop and chat” (Excerpt 12, interview 3).

In relation to the above quote, it is evident that Samuel resembles the older brother figure who not only teaches his learners on an academic level but is able to reach their emotional and social needs through the use of his role as a FP teacher. Young children need strong, smart, socially relevant male role models to look up to and confide in; this will help them grow up with a diversified understanding of gender roles in society (Martino, 2007).

Having predominantly female teachers sends a subliminal message to the learners that there are certain jobs that are allocated to females and others that are allocated or even inaccessible to males (Thornton & Bricheno, 2008 cited in Petersen & Petker, 2011). “Providing young boys with appropriate role models” (Thornton & Bricheno, 2008, cited in Petersen & Petker, 2011) is one of the most important aspects that needs to be addressed in the FP. There needs to be an increase of positive roles that a male teacher can play, where learners are taught by both male and female teachers. Teachers set the standard for boys and girls who will grow up to be leaders. They understand the role of gender equality and striking a balance in the way they see teaching as a career as well as their view of the teaching industry at large (Bleach, 1998; Johannesson, 2004, as cited in Petersen & Petker, 2011).

5.3.1 The Foundation Phase Curriculum and Teaching Expectations

Teaching in the foundation years of education is often very rewarding for teachers because they see the growth in their learners, who come into the grade not knowing all the skills and knowledge that they learn by the end of the year. FP teachers are also tasked with the responsibility of being the figure of authority and guidance in the classroom. Through the transition from being a student to being a professional, beginner teachers are not verbally told of their expectations. Teacher educators often equip their student teachers with the skills they need to teach, but may not verbally discuss what exactly is expected of a teacher in a more holistic manner, for instance, how to dress professionally, how to address parents, and how to conduct yourself as a teacher in the classroom in relation to speaking to the learners.

Rivoningo perceives herself as a leader and the one in authority when teaching younger children, which may be the main aspect that influenced her to teach in the FP.

> It is a critical commonplace that the main forms of teaching are directing; participating, delegating and combined styles and all these are the main forms of teaching and leading. Effective teachers will have these qualities. Teachers, like leaders are supposed to provide purpose direction and motivation. Teachers with these and many other positive leadership qualities will be able to enhance learning in their classrooms as they transform their classrooms to be teacher leaders (Msila, 2012, p.101).

The manner in which Rivoningo speaks about her learners in comparison to how Samuel refers to his learners could lead to the assumption that Samuel distances himself from his learners – he refers to them as "the learners" whereas Rivoningo refers to the learners in her class as "my kids". This could be related back to some form of womanly/nurturing characteristic being present in female teachers, but which could be absent in male teachers. Men are commonly expected to occupy the opposing identity to this maternal identity that woman are identified with, and evidently, to some extent, the two participants maintain this binary. It would be challenging for Samuel to suppress his masculinity to become more feminine and refer to the learners as his own children. This being said, there is evidence that he does have a sense of nurturing in his professional identity. This comparison gives rise to the consideration of what is said in the literature by Petersen and Petker (2011) in relation to men seeming weak for teaching in the FP. In the past, teaching in the FP as a male was set aside for women for reasons similar to the one previously demonstrated. There is an ongoing negotiation of different identities at play, and the relevant identity takes precedence when the situation or context allows for it.

5.4 The Influence of Specialist and Generalist Approaches to Teacher Identity

This theme deals with the effects of the beginner teachers having specialized in their teacher training in order to become subject specialists. This theme explores the advantages and disadvantages of the said specializations.

The statement made by Makhila (2008, p.7), "The generalist approach of primary schools whereby teachers teach all subjects in the curriculum and even though having mastered none of these subjects", is relevant to the South African context – the FP teacher is expected to teach all the subject areas that are stipulated in the CAPS curriculum. The FP teacher should be able to teach all the subjects even though they may have specialized in an Honours/Master's degree in Literacy, Mathematics, Psychology, Science, or Early Childhood Development (ECD), for example. The emphasis in the FP is on generalized teaching more than it is on specialized teaching. This may be an area of interest when dealing with teacher identities, especially for the beginner teacher who is at an early stage in their professional identity negotiations.

> Even though there is an indication of subject specialization being done in primary schools, but it was lacking as teachers indicated being frustrated by the model used as it was just subject sharing rather than subject specialization. This is often a departure from their pre-service training where they were trained a generalist (Makhila, 2008, p.7).

The study of teacher identities is a relevant topic which is of importance in most, if not all, contexts, countries and institutions of higher education. Makhila (2008, p.17) articulates that "... primary school pupils needed to know and identify with their teachers and who in turn should ensure that they progress through the curriculum". This extends on the fact that teachers need to have characteristics (such as a good work ethic, punctuality, kindness, generosity and confidence) in their professional identity which their learners will then in turn identify with, as they undergo the processes of teaching and learning both inside and outside the classroom. Not only is the teacher negotiating their professional identity, but the learners themselves are also negotiating between their home and school identities. The role of the teacher is vital in their negotiations; learners spend so much time at school with their teachers that they may pick up on and emulate their teachers' professional identity.

> It is by no means clear that subject knowledge and higher quality teaching are more likely to come from subject specialists than from generalist class teachers (or from those class teachers with either primary low certificate holders, Primary high certificate holders, degree holders). There is a need to establish where the differences lie, the underlying causes of the 'good teaching' cited and to relate them to the level and source(s) of teacher knowledge before claims for subject specialist teaching can be established. Hard evidence is needed, not assumption or assertion (Thornton, 1998, cited in Makhila, 2008, p.11).

Teachers in South Africa can be expected to teach six to eight subjects with a ratio of one teacher to a class of 25 to 45 learners in a class the whole day, depending on their specific teaching context. Teachers are also expected to provide learning support to the learners who need extra academic attention, this is all a part of the job at the schools which have the necessary resources for this kind of support. This is seemingly difficult for teachers as they have to learn, know and teach everything that is expected of the national curriculum (CAPS) while doing all of the above, including the administrative work.

With all the time constraints, class size dynamics, surplus or deficit of resources, and support or lack thereof, teachers have to meet all the minimum assessment requirements alongside the demands of the content depicted by the CAPS (Makhila, 2008). Beginner teachers who have completed Honours and Masters degrees in specific areas of expertise may want to incorporate their postgraduate studies into their everyday teaching and learning or despite the restraints of the expectations of the national curriculum. There are advantages and disadvantages to teacher specialisation: an advantage would be that teachers are afforded the opportunity to teach within their subject area of expertise with passion and intent; a disadvantage would be that teachers are limited to that particular subject area of expertise, which may lead to their lack of generalized content knowledge and teaching. The learners may then be exposed to a variety of 'specialist teachers' throughout the school day which may lead to confusion and cause a disconnect in the overall teaching and learning (Makhila, 2008).

The following response serves as an example of an advantage of specialist teaching in the FP. Rivoningo states that "I would say that out of all the content and academic aspects of teaching, I would say social and emotional development is my favorite... As a teacher you need to love what you do, so for instance I am not a fan of Afrikaans so teaching it is difficult, so you need to have that passion behind what you're actually teaching" (Excerpt 13, interview 3). Rivoningo completed an Honours degree specializing in Psychology in child education – this adds merit to her above response where she expresses her passion for the learners' social and emotional development. Applying her knowledge about the child and their social and emotional development gives her an advantage in the manner in which she approaches her learners and knowing which methodologies to use in order to incorporate the psychological aspect of her teacher training in her everyday teaching. Another example of her awareness of her learners' social and emotional side is displayed in her ability to be inclusive in the teaching and learning process in the classroom: "I think that I am a little bit more aware and inclusive of children, because I realize a lot of children, everyone comes from different backgrounds, and that has effects on children in the classroom" (Excerpt 14, interview 3).

According to Makhila (2008), within the Botswana teaching context there are a few challenges in relation to the support of the specialized approach and the generalist approach to teaching. “One of these challenges is the generalist approach of primary schools whereby teachers teach all subjects in the curriculum and even though having mastered none of these subjects” (Makhila, 2008, p.7) – this can serve as a disadvantage. The South African context is very similar, specifically with regard to some public inner city, township and rural school contexts where the class sizes are as high as between 45 and 50 learners in a single classroom. The teacher is expected to teach all the general FP subjects, namely literacy (English), numeracy (mathematics), life skills, Afrikaans, and physical education (P.E). In government schools, the learners have a specialist IsiZulu (or other language) teacher, and a specialist music teacher.

However, in comparison, private inner city schools have specialist occupational therapists, speech therapists, drama teacher specialists, learning support teachers to remediate in class, and an IsiZulu and Afrikaans specialist teacher, as well as individual musical instrument teacher specialists in addition to the general whole class music teacher specialist. This could be posed as both an advantage and a disadvantage. One of the disadvantages that Makhila (2008, pp.8-9) states is that “... primary school children need to know and identify with their teachers and who in turn has to ensure that they progress through an integrated curriculum rather than fragmented subjects taught by different teachers”. In addition, there are advantages which positively affect the teacher: the class teacher’s teaching time and preparation are reduced, and the learners are given the specialist attention that enhances their specific learning needs and they are taught by a specialized teacher who is able to teach them at a high level of subject expertise (Makhila, 2008). Professional identity negotiations take place when teachers are able to express their passion through the use of their expertise in the classroom. This in turn gives them the opportunity to engage with their professionalism on a different level.

5.5 Teacher to Learner Language Learning Barriers

As a beginner teacher it may be hard trying to understand and interpret theory and methods and then having to implement this into their everyday teaching practices. Thinking of ways to allow the learners epistemological access to the knowledge that they are meant to be learning may be even more difficult when the diverse range of second and even third language English speaking learners fills the classroom. Beginner teachers who were trained and taught in EHL proficiency level might find it challenging to teach ESAL learners. In the South African context there are 11 official languages, which may pose as a challenge for beginner teachers in the classroom as it may be difficult to teach each and every learner. These classrooms also consist of learners who come from other African countries such as Zimbabwe, Congo and Nigeria. This means that the teacher has to cater to the needs of the learners who speak one of the 11 official languages (English, IsiZulu, SeSotho, Sepedi, Setswana, Afrikaans, IsiXhosa, Tshivenda, Xitsonga, IsiNdebele, Setswana) as well as having to cater to the learners who speak Shona, French, Igbo and/or Swahili, for example.

Samuel expresses that he has experienced situations where he was unable to communicate with his learners because they could not speak or understand the language of teaching and learning which is English: “The children that I teach don’t come from families where English is their home language, neither do they come from families where English is their second language. I believe that English is their third language if not their fourth language” (interview 3). He elaborates on his teaching experience as a qualified teacher, and the difficulties he has in teaching due to language barriers in the classroom.

> I have taught in a multicultural classroom where I have taught children with different beliefs and different languages, only to find out that I have to use English as the medium of instruction. The children don’t know English because they’ve never heard English before. It’s a little bit challenging because you don’t know how to code switch in all 11 official languages and you don’t know how to code switch to the other languages that your learners are bringing into your class. This was a challenge, but I grew from that experience, because the duty and sole purpose of being a teacher is to teach those children the English language so that they can be responsive to the teaching and learning (Excerpt 15, interview 3).

South Africa is a very diverse country and translates to our schooling contexts and classrooms being diverse as a reflection of the society. Being able to discern which theories and methods are most likely to be effective when teaching is a challenge that all beginner teachers face, as they may not have the practical experience to know what has worked and what has not worked in the classroom. Taking into consideration the different languages, beliefs and morals that the children bring into the classroom is very important. Knowing the cultural and linguistic capital that the learners bring will serve as a guide of where the teacher should draw their inferences from, speaking and teaching using examples of various aspects that the learners can relate to and draw knowledge from. This can be referred back to the Zone of Proximal Development (ZPD) where Vygotsky illustrates that when teaching, the teacher has to be able to meet the learners at their actual level of understanding and take them to where they should be intellectually by mediating through the use of teaching resources and various methods (Chaiklin, 2003). Samuel displays an understanding of what is expected of him as a teacher, which is to teach the learners the language of instruction so that they may be able to learn and be responsive through the process of teaching and learning. However, there is a greater need for better engagement with English as a Second Language (ESL) and multilingual education in the FP. Resorting to 'teaching English' means that the problem of how education does not attend to multilingualism in South Africa has not been solved. Rather, it suggests that this participant is working with what he has and, despite his good intentions, cannot move beyond the limitations of the educational and ITT systems that he works with.

Furthermore, it can be assumed that many beginner teachers face the same challenge with regard to language being a key issue in their ability to teach. Having been taught in EHL during their teacher training, teachers can find it difficult to mediate and teach English to ESAL learners because there is no clear understanding of what they require to foster understanding and epistemological access. Samuel's professional identity is constantly being probed and he negotiates it through these different experiences that challenge him as a professional: "This was a challenge, but I grew from that experience" (Excerpt 16, interview 3). In light of the fact that he mentions how he grew from this experience, this shows a sense of positive reflexivity; he was able to reflect on it and have a sense of understanding that even though it was a challenge, he was able to overcome it.

Samuel does this by changing his teaching methods to accommodate his learners' lack of language proficiency, and devising his own teaching and learning resources that enable them access to the basic elements of the English language, such as the alphabet which is differentiated in accordance to vowels and consonants.

In conclusion, this chapter sought to capture the overall themes that were interpreted and analyzed. Having captured the core themes that foregrounded this data analysis chapter, I used quotes from the actual interview process/data as excerpts to substantiate the assumptions and interpretations that were discussed. Using the actual data attained from the interviews gave this chapter the merit that it needed to create an informed analysis which correlated with the initial main and sub-questions that have been explored throughout the research report, and later recommendations resulting in an overall conclusion (Chapter Six).

Chapter Six

Conclusion and Recommendations

6.1 Conclusion

This chapter seeks to consolidate the findings of the data attained through the interviews as well as the interpretations from the data analysis process. In light of having researched the manner in which beginner teachers negotiate their professional identities, it is important to remember that teaching is a profession where "who one is as a person is so much interwoven with how one acts as a professional, and because of this both sides cannot be separated" (Lamote & Engels, 2010, cited in Lerseth, 2013, p.61).

Research on teachers' professional identity formation also contributes to our understanding and acknowledgment of what it feels like to be a teacher in today's schools, where many things are changing rapidly, and how teachers cope with these changes. From this point of view, it is important to pay attention to the personal part of teachers' professional identity. What is found relevant to the profession, especially in light of the many educational changes currently taking place, may conflict with what teachers personally desire and experience as good. Such a conflict can lead to friction in teachers' professional identity in cases in which the 'personal' and the 'professional' are too far removed from each other (Beijaard, Meijer & Verloop, 2004). Research on beginner teachers' professional identity formation is seen as relevant to teacher educators and mentors in schools in order to better understand and conceptualize the support student teachers need, particularly student teachers (Volkmann & Anderson, 1998, cited in Beijaard, Meijer & Verloop, 2004). The findings of this study suggest that even when there is friction between a teacher's personal identity and their understanding and performance of their professional identity with institutional and contextual expectations, teachers find ways to adapt to their context of employment, which demonstrates a meaningful interconnectedness in the ability to negotiate between these two identities.

The topic of the negotiations related to beginner teachers and their professional identities has been a very valuable study which will greatly contribute to the understanding of what beginner teachers need in terms of support to retain them within the teaching industry. Finding more reasons to help guide, support and sustain beginner teachers in their early years of teaching may be the foundational career aspects that yield different results. Much research has been done on veteran teachers but it is also very important to do research on beginner teachers in order to gain a better understanding of what the transition from student teacher to professional teacher is like. This will benefit 5 key concepts: 1) teacher training institutions, 2) school leadership, 3) beginner and veteran teachers, 4) the learners, and 5) the education industry at large.

Teacher training institutions will be able to adjust their curricula according to the needs of the beginner teachers, keeping in mind that the South African teaching context is very diverse and, even though it may be near impossible to cater to every single community of practice, it is important to at least equip the pre-service teachers with skills and knowledge that can be adapted in most contexts. Beginner teachers need support, encouragement and reassurance that they are on the right teaching path and constructive feedback that their teaching is both effective and efficient. The learners benefit so much more when they have a confident, self-sufficient and driven teacher. It is this early stage that determines whether the beginner teacher will stay in the profession or move onto a new career path. Teaching is a rewarding career path if the beginner teacher is surrounded by a team of professionals who want to see them win and become the best version of themselves in both their personal and professional capacities. Being able to cater to the personal and emotional sides of the teacher is just as important as their professional development and skills based development. Emotional well-being is intrinsically connected to positive and/or negative professional advancement. A happy teacher equals a happy and productive teaching and learning environment.

In conclusion, the exploration of how beginner foundation phase teachers negotiate their professional identities in their communities of practice and in relation to their initial teacher training was completed. This resulted in various aspects that need to be addressed in order to better support beginner teachers in their identity formation and later professional identity negotiations as they transition from being student teachers to assuming professional roles as teachers. It would be in good standing that beginner teachers come into the teaching industry knowing what to expect and being better equipped to deal with the challenges of their communities of practice, not experiencing a disjuncture between the theories they learned during their teacher training and the practical teaching experiences in the classroom. It would be advantageous that there is a general tone of supportive leadership (DBE, school principals, teachers and teacher educators) that provides opportunities of beginner teacher induction and/or mentorship. This should be offered not only on a professional level but on a personal level as well. Furthermore, teacher educators will find this study beneficial in understanding the gaps in the formal training, and the formal training needs of beginner teachers, as well as what pre-service teachers would benefit from so as to aid their understanding of what is expected of them as well as the multitude of their responsibilities as professional teachers.

6.2 Recommendations of this Study

This research seeks to consider the possibility of using mentorship and induction strategies by exploring how some FP beginner teachers negotiate their ITT, professional identities, and their working contexts. As suggested by Wong (2004), beginner teacher mentorship and induction could be one type of support that keeps the beginner teacher in the teaching profession and helps them to develop a healthy professional identity that is not only conducive for teaching and learning, but also healthy for the employment of more beginner teachers who will be guided and led by the same teachers who were professionally sustained.

The recommendations made in the research study are closely related to teacher development in relation to mentorship and induction. However, it is important to look at these aspects through the lens of professional identity. Beginner teachers need to be able to see and understand that these aspects are influences that either hinder or enhance their ability to negotiate their professional identities.

Induction can be implemented in the form of introducing a beginner teacher to the lifestyle of how they are expected to grow into their professionalism, as well as growing in personal capacity outside of their professional identity. Mentorship is a part of how beginner teachers are welcomed into their communities of practice as well as the teaching industry at large, having their expectations addressed and being able to partner with a veteran teacher who will be able to share their skills and advice. In addition, "Exploring how teachers acquire understanding of their own roles and identities as knowledgeable professionals, this requires interactive exchange between teacher educators and student teachers, in order to capture the diversity of student teachers' contexts and experiences" (Samuel, 2002, pp.255-258, cited in Parker & Deacon, 2017, pp.48-50).

6.2.1 Self-Regulated Learning

Self-regulated learning infers taking responsibility for what and how to learn by self-directing or self-steering one's thinking and actions (Boekaerts, 2006; Hartman, 2001). It is in the interest of the beginner teacher to have a goal-driven attitude which will motivate them to want to be the type of teacher who is self-sufficient and able to go beyond the call of duty. Self-regulation takes place when the teacher is able to foster a healthy teaching and working environment by giving explicit instructions, and adapting lessons to the needs of their learners to produce positive results (Deed, 2010).

Self-regulation has been extensively researched in relation to learning styles, metacognitive and cognitive processes, goal-directed behavior, motivation, and learning contexts (Boekaerts, 1999). Recent research literature has emphasized that explicit instructions about self-regulatory strategies are likely to improve student engagement, learning, and performance (Askell-Williams & Lawson, 2005; Veenman, Van Hout-Wolters, & Aferback, 2006). In addition, self-regulation underpins pedagogical approaches including problem based, student-centered, and enquiry based approaches to learning (Paris & Paris, 2001; Deed, 2010).

6.2.2 Induction for Beginner Teachers

It is highly recommended that mentorship and induction programmes be created for beginner teachers. This will help induct them into the teaching profession in the context of their place of employment by giving them all the necessary information they need to know about the day-to-day running of a classroom – most of the administrative work is not taught at the teacher training level because every school has their own administration system. The implementation of an induction programme is a productive way of introducing the beginner teacher to the schools' cultural environment and ethos. This will afford them the opportunity to learn what is expected of them from the school and its leadership, as well as giving the beginner teacher a platform to voice their expectations as well as those of their team. The induction process goes beyond learning how to use various resources in the classroom and learning about school culture; it stems into the ability to understand and get to know the beginner teacher as an individual. This affords the opportunity to get to know their needs, personality, character strengths and weaknesses, as well as how to better support them in the early years of teaching. This will serve as a provision to support beginner teachers when applying their theoretical knowledge and previous classroom experience learned during their TE and adapting it for a full-time in-service position.

6.2.3 Mentorship for Beginner Teachers

> Mentors have specific skills and have more than competence and ability; they have a desire to share their skills and knowledge with others. Furthermore, mentors are people who have a special and helpful effect on the lives of their trainees. The effect that mentors have on people's lives can range from showing someone how to do something to acting as a 'role model' by setting standards of behavior and conduct which are inspiring to all concerned. Among others, what mentors do is to teach the mentees how to reflect (USWE, 1999 cited in Msila, 2012, p.49).

Mentorship opportunities should be available to beginner teachers so that they have a mentor who they can learn from and lean on for professional and emotional support related to their teaching duties.

Having someone to ask for advice, share ideas with, and ask questions may be the one thing that helps that beginner teacher get through the year, term, month, and even the day in the life of a professional teacher. Many beginner teachers burn out before they even settle into their careers because they think that they can handle everything at once, and they cannot. They need support and guidance from veteran teachers who have been teaching for many years, as well as peer support from other beginner teachers who can share the same experiences. Having the opportunity to share advice and expertise with veteran teachers who have been teaching for many years could have a positive influence on the beginner teacher as there would be common ground in understanding that the early years of teaching are crucial to the beginner teachers' professional identity negotiation. Having guidance from a mentor who plays the role of an advisor could also have an even bigger influence on their decision to stay in the teaching profession and learn how to cope and adapt to their communities of practice.

6.2.4 How to Teach First and Second Additional English Language Learners

Teacher training institutions would benefit largely from implementing a second additional English language teaching component to their curricula, and this will also aid the beginner teachers' ability to differentiate between EFAL and ESAL learners. The majority of the learners in this country speak African languages and English is not their home language, making teaching EHL to ESAL speakers very difficult. There are teaching and learning methods that are specific to the different levels of proficiency, which would benefit all the parties involved. There are certain teaching strategies and resources that require formal training to understand and be effective in the teaching and learning process. Having an additional course that caters to this particular need in the teacher training curriculum would benefit most, if not all, classroom contexts within the South African context. Beginner teachers need to have a full understanding and ability to communicate to and with their learners in order to have effective teaching and learning experiences in the classroom, on the playground, and in the other spaces they may find themselves interacting with learners. Teacher educators negate the fact that they teach to an assumed context, yet the majority of the teachers in training require the training needed to teach to EFAL and ESAL speaking learners. EHL speaking learners are in the minority in relation to the ratio of learners in the classroom.

It would be beneficial for EFAL teacher training strategies to be explored at teacher training institutions, other studies as well as future studies in light of understanding how to enhance the teaching and learning in the multilingual context taking into consideration the complexities of a linguistically diverse context such as this one, concerning South African schools.

6.3 References

Aguilar, O. M., & Krasny, M. E. (2011). Using the communities of practice framework to examine an after-school environmental education program for Hispanic youth. *Environmental Education Research, 17*(2), 217-233.

Alsup, J. (2006). Teacher identity discourses: Negotiating personal and professional spaces. Mahwah, N.J.: Lawrence Erlbaum Associates.

Arends, F., & Phurutse, M. (2015). Beginner teachers in South Africa: School readiness, knowledge and skills.

Arends, F., & Phurutse, M. (2009). Beginner teachers in South Africa: School readiness, knowledge and skills. para. 1.

Babbie, E. R., Halley, F., & Zaino, J. (2007). *Adventures in social research: data analysis using SPSS 14.0 and 15.0 for Windows*. Pine Forge Press. p. 9.

Babbie, E. R. (2013). *The Basics of Social Research*. Cengage Learning.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175-189.

Beijaard, D., Verloop, N., & Vermunt, J.D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. Teaching and Teacher Education, 16, 749–764.

Boekaerts, M., de Koning, E., & Vedder, P. (2006). Goal-Directed Behavior and Contextual Factors in the Classroom: An Innovative Approach to the Study of Multiple Goals. *EDUCATIONAL PSYCHOLOGIST*, *41*(1), 33-51.

Blase, J. (1991). *The politics of life in schools: Power, conflict, and cooperation*. Corwin Press, Inc., PO Box 2526, Newbury Park, CA 91319.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Psychology*, *3*(77Á/101). p. 79-86.

Brown, K. L. (2003). From Teacher-Centered to Learner-Centered Curriculum: Improving Learning in Diverse Classrooms. *Education*, *124*(1), 49.

Burn, K. (2007). Professional knowledge and identity in a contested discipline: challenges for student teachers and teacher educators. Oxford Review of Education, 33(4), 445- 467.

Chaiklin, S. (2003). The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction.

Chepyator-Thomson, J. R., & Liu, W. (2003). Pre-service teachers' reflections on student teaching experiences: lessons learned and suggestions for reform in pete programs. *Physical Educator*, *60*(2), 2.

Chong, S., Ling, L. E., & Chuan, G. K. (2011). Developing student teachers' professional identities-An exploratory study. *International Education Studies*, *4*(1), 30.

Chong, S. (2011). Development of teachers' professional identities: From pre-service to their first year as novice teachers. *KEDI Journal of Educational Policy, 8*(2).

Cohen, J., L., (2010). Getting recognized: Teachers negotiation professional identities.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards, and teacher identity: challenges of sustaining commitment. Teaching and Teacher Education, 21(5), 563- 577.

Department of Education (DoE). (2007). *National policy framework for teacher education and development. April 2007*. Pretoria: DoE.

DBE. (2011a). *Revised National Curriculum Statement Grades R-3 (Schools) English Home Language.* Pretoria: Department of Education.

DBE. (2011b). *Revised National Curriculum Statement Grades R-3 (Schools) English First Additional Language.* Pretoria: Department of Education.

Deed, C. G. (2010). 'Where Do I Begin?': A Case Study of Student Self-Regulation. *International Journal of Learning*, *17*(1).

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational leadership*, *60*(8), 25-29.

Friesen, M. D., & Besley, S. C. (2013). Teacher identity development in the first year of teacher education: A developmental and social psychological perspective. *Teaching and Teacher Education*, *36*, 23-32.

Gee, J. (2000-2001). Identity as an analytic lens for research in education. Review of Research in Education. 25, 99-125.

Green, W., Parker, D., Deacon, R., & Hall, G. (2011). Foundation phase teacher provision by public higher education institutions in South Africa. *South African Journal of Childhood Education*, *1*(1), 109-122.

Hafferty, F. W., & Franks, R. (1994). The hidden curriculum, ethics teaching, and the structure of medical education. *Academic Medicine*, *69*(11), 861-71.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers college record*, *103*(6), 1056-1080.

Hayes, D. (2013). *Foundations of primary teaching*. Routledge. p. 5.

Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge University Press.

Heugh, K. (2000). *The case against bilingual and multilingual education in South Africa* (Vol. 3). Cape Town: PRAESA.

Hofer, B. K. (2001). Personal epistemology research: Implications for learning and teaching. *Educational Psychology Review*, *13*(4), 353-383.

Hong, J., Y., (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. Teaching and Teacher Education, 26, 1530-1543.

Irvine, A., Drew, P., & Sainsbury, R. (2013). 'Am I not answering your questions properly?'Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative Research*, *13*(1), 87-106.

James, C. (2011). The importance of affective containment for teacher effectiveness and successful educational change. In *New Understandings of Teacher's Work* (pp. 119-134). Springer Netherlands.

Johnson, K. E., & Golombek, P. R. (2016). *Mindful L2 Teacher Education: A Sociocultural Perspective on Cultivating Teachers' Professional Development*. Routledge.

Kearney, S. (2014). Understanding beginning teacher induction: A contextualized examination of best practice. *Cogent education*, *1*(1), 967477, p. 5.

Kelchtermans, G. (2011). Vulnerability in teaching: The moral and political roots of a structural condition. In *New Understandings of Teacher's Work* (pp. 65-82). Springer Netherlands.

Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and teacher education*, *18*(1), 105-120.

King, M. (2016) http://mg.co.za/article/2016-04-29-lets-support-not-scare-off-new-teachers/

Krashen, S. (1982). Principles and practice in second language acquisition.

Kunnen, E. S., Bosma, H. A., Van Halen, C. P., & Van der Meulen, M. (2001). A self-organizational approach to identity and emotions: An overview and implications. *Identity and emotion: Development through self-organization*, 202-230.

Lerseth, K, A. (2013). Identity development among pre-service teacher candidates. Iowa State University.

LAREAU, A. (1987). Social class differences in family-school relationships: the importance of cultural capital. *Sociology of Education*, *60*(2), 73-85.

LUMPKIN, A. (2008). Teachers as Role Models Teaching Character and Moral Virtues.

MAKHILA, A. S. (2008). *Teachers' perceptions towards subject specialisation by primary school teachers-the case of implementing schools in north east regional education primary schools* (Doctoral dissertation, University of Botswana).

Marcos, J., Sanchex, E., & Tillema, H. (2008). Teachers reflecting on their work: articulation what is said about what is done. Teachers and Teaching: Theory and Practice, 14(2), 95-114.

MARTINO, W. J. (2007). Male Teachers as Role Models: Addressing Issues of Masculinity, Pedagogy and the Re-Masculinization of Schooling. *Curriculum Inquiry*, *38*(2).

Mashiya, N. (2014). Becoming a (male) foundation phase teacher: A need in South African schools?. *South African Journal of Childhood Education*, *4*(3), 24-36.

Meijer ,P.C., de Graaf G., Meirink, J. (2011). Key experiences in student teachers' development. Teachers and Teaching: Theory and Practice, 17 (1) (2011), pp. 115–129

McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement* (Vol. 45). Teachers College Press.

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. *Teachers and Teaching*, *17*(5), 517-528.

Mockler, Nicole. "Beyond 'What Works': Understanding Teacher Identity as a Practical and Political Tool."

Mroz, M. (2006). Teaching in the Foundation Stage—how current systems support teachers' knowledge and understanding of children's speech and language, International Journal of Early Years Education, 14:1, 45-61.

Msila, V. (2012). Mentoring and school leadership: Experiences from South Africa. *Journal of Social Sciences*, *32*(1), 47-57.

Parker, B., & Deacon, R. A. (2005). *Theory and practice: South African teacher educators on teacher education*. Centre for Education Policy Development.

Pearce, J., & Morrison, C. (2011). Teacher Identity and Early Career Resilience: Exploring the Links. *Australian Journal of Teacher Education*, *36*(1), 48-59.

Petersen, N. (2014). The ‘good’, the ‘bad’and the ‘ugly’? Views on male teachers in foundation phase education. *South African Journal of Education*, *34*(1).

Petersen, N., & Petker, G. (2011). Foundation phase teaching as a career choice: Building the nation where it is needed. *Education as Change*, *15*(sup1), S49-S61.

Pillen, M., Beijaard, D., & Brok, P. D. (2013). Tensions in beginning teachers’ professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, *36*(3), 240-260.

Probyn, M. (2001). Teachers' Voices: Teachers' Reflections on Learning and Teaching through the Medium of English as an Additional Language in South Africa. *International Journal of Bilingual Education and Bilingualism*, *4*(4), 249-66.

Russell, T. (1995). *Teachers who Teach Teachers: Reflections on Teacher Education*. Psychology Press.

Russell, T., & Korthagen, F. (2013). *Teachers who teach teachers: Reflections on teacher education*. Routledge.

Samuel, M., & Stephens, D. (2000). Critical dialogues with self: Developing teacher identities and roles—a case study of South African student teachers. *International Journal of Educational Research*, *33*(5), 475-491.

Silverman, D. (Ed.). (2016). *Qualitative research*. Sage.

Slay, H. S., & Smith, D. A. (2011). Professional identity construction: Using narrative to understand the negotiation of professional and stigmatized cultural identities. *Human Relations*, *64*(1), 85-107.

Smith, J.A. (1995). Semi-Structured Interviewing and Qualitative analysis. **In** J.A. Smith, R. Harre & L. Van Langehove (eds.), *Rethinking Methods in Psychology*. (pp. 141 -156). Cape Town: Juta.

Smith, T, M. & Ingersoll, R, M. (2004). *What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?.*

Swann Jr, W. B. (2007). The self and identity negotiation. *Making Minds: The Shaping of Human Minds Through Social Context*, *4*, 61.

Tang, S. Y. F. (2003). Challenge and support: The dynamics of student teachers' professional learning in the field experience. *Teaching and teacher education*, *19*(5), 483-498.

Thomas, S. (2003). The trouble with our schools: a media construction of public discourses on Queensland schools. Discourse: Studies in the Cultural Policies of Education, 24(1), 19-33. Education. 29(3), 324-346.

Thornton, M., & Bricheno, P. (2008) Entrances and exits: Changing perceptions of primary teaching as a career. *Gender issues*, *30*, 5-0.

Turner III, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, *15*(3), 754-760.

Wallet, P. (2007). Pre-primary teachers: A global analysis of several key education indicators. *background paper prepared for the Education for All Global Monitoring Report*.

Watkins, C., & Whalley, C. (1993). Mentoring Beginner Teachers—issues for schools to anticipate and manage. *School Organization*, *13*(2), 129-138.

Wenger, E. (1998). Communities of practice. *Cambridge UK*.

Wenger, E. (1999). Communities of practice and social learning systems: the career of a concept.

Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, *7*(2), 225-246.

Wenger, E. (2011). Communities of practice: A brief introduction. p, 1.

Winograd, K. (2003). The Functions of Teacher Emotions: The Good, the Bad, and the Ugly. *Teachers College Record*, *105*(9), 1641-1673.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Sage.

Wong, H. K. Induction Programs That Keep New Teachers Teaching and Improving.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational research*, *54*(2), 143-178.

Yin, R. K. (2009). Case study research: design and methods. essential guide to qualitative methods in organizational research. fourth. p. 1.

Zembylas, M. “Structures of feeling” in curriculum and teaching: theorizing the emotional rules.

(Retrieved 15/08/2016 from https://www.wits.ac.za/education/#sthash.knrquCFP.dpuf).

(Retrieved 15/08/2016 from https://www.sitepoint.com/specialist-vs-generalist-who-wins/).

(Retrieved 15/08/2016 from https://www.sitepoint.com/specialist-vs-generalist-who-wins/).

(Retrieved 15/08/2016 from http://www.education.gov.za/Informationfor/Teachers.aspx).

6.4 Appendices

6.4.1 Appendix 1: **Masters Research Schedule**

Date	**Research Process**
23 May 2016	Submission of Chapter One (Introduction) and Chapter Five (Overview, Recommendations and Limitations) of research report to supervisor.
24th - 27th May 2016	Physical submission of introduction letters to the principals of two Primary Schools in Johannesburg, including an attachment of the principal consent form. Allow one week for response.
1st – 10th June 2016	Set up short introductory meetings with principals and Foundation Phase teachers that have been chosen as participants. I will hand out the teacher consent forms.
13th – 24th June 2016	Will have collected teacher consent forms from both schools. Will meet with the chosen Foundation Phase teachers to arrange the setting up of the schedules for the preliminary interviews.
27th June- 15th July 2016	Framework of Chapter 3 (Findings and Discussions) to be submitted on the 20th of July
25th – 29th July 2016	Classroom Observations
25th July 2016	Rivoningo's Classroom Observation
26th July 2016	Samuel's Classroom Observation
28th July 2016	Analysis of classroom observations
3rd – 12th August 2016	Interview One
8th August 2016	Preliminary interview with Rivoningo
10th August 2016	Preliminary interview with Samuel

12th August 2016	Submission of Chapter Two (Review of the Literature) and Chapter Three (Research Design) of the research report.
15th – 26th August 2016	Transcription of audio-recorded preliminary interviews will be completed followed by formal final interviews.
29th – 31st August 2016	Interview Two
29th August 2016	Final Interview with Rivoningo and Samuel
31st August 2016	Final interview with Rivoningo and Samuel
1st –30th September 2016	Transcription of interviews (audiotapes) and continuation of data analysis.
19th October 2016	Triangulation of the data will take place, as well as the extrapolation of themes relevant to the research questions.
27th October 2016	Final submission of Chapter Four (Findings and Discussion) to supervisor.
10th November 2016	Meet with supervisor to discuss Chapter Four
24th November 2016	Submission of final amendments to the research project to supervisor.
31st March 2017	Formal submission of the final draft of the research report to the Faculty of Humanities at Wits School of Education.
25th March 2017	Applied for a submission extension
March 2017	Extension was granted
	Interview Three
April 2017	Additional Interview with Rivoningo
April 2017	Additional Interview with Samuel
April 2017	Transcription of interviews (audiotapes) and continuation of data analysis.
April 2017	Triangulation of the data will take place, as well as the extrapolation of themes relevant to the research questions.
April 2017	Meet with supervisor to discuss Chapter Four
April 2017	Final submission of Chapter Five to supervisor.
May 2017	Meet with supervisor to discuss Chapter Five corrections

May 2017	Use Chapter Five findings to begin Chapter Six (Recommendations and Conclusion
May 2017	Final submission of Chapter Six to supervisor.
May 2017	Meet with supervisor to discuss Chapter Five corrections
May 2017	Send final draft of Research Report to professional academic editor
May 2017	Receive final draft back from the professional academic editor – make the suggested corrections
May 2017	Final submission of final draft edited and corrected to supervisor to proof read before final submission.
26 May 2017	Formal submission of the final draft of the Research Report to the Faculty of Humanities at Wits School of Education.

6.4.2 Appendix 2:

Interview Questions

Interview One: ***Beginner Teacher Questions About Self'***

1. Why did you become a FP teacher?
2. How would you describe your FP classroom?
3. Do you think your FP classroom is visually stimulating?
4. What inspired the manner in which you have set up your classroom?
5. In what way do you think your classroom reflects your identity as a beginner FP teacher?
6. What else do you think influences the way you think about the way you organise your classroom?
7. Is there anything you would want to change in your classroom?

Interview Two: ***Masters Interview Questions about Identity***

1. What has influenced your identity as a FP teacher the most? Refer to your training and your working context and classroom dynamics.
2. What has influenced your identity as a FP teacher the most, from your personal life?
3. How does your context influence the manner in which you teach in the FP classroom?
4. Do you think your context influence the manner in which your FP learners learn in the classroom? How?
5. How can you improve the teaching and learning in your FP classroom context?
6. What disadvantages do you face as a FP literacy teacher?
7. Does your classroom experience speak to the theory and methodologies you learned at university?
8. Do you think your teacher identity as a professional is important? Why/why not?
9. What do you enjoy the most about being a FP teacher? Why?
10. What don't you enjoy about being a FP teacher? Why?
11. What in your opinion would be a negative implication for not being given the right form of support in your beginning years of teaching?

Interview Three: ***Questions Related to Experiences as a Teacher:***

1. Tell me about your initial teacher training and your initial experiences as a teacher (i.e., the facts about your university education)
2. How would you describe your professional and personal identities? Do you see these identities as separate, the same or interconnected? Explain.
3. What do you consider your strengths and weaknesses to be in your first three years of teaching in the Foundation Phase?
4. How do you think these experiences contributed towards the manner in which you view teaching and learning in the Foundation Phase? How has this shaped the way you think about FP teaching and learning?
5. How have your strengths and weaknesses transformed over time?
6. Have you had any other work experience or practice besides teaching that may have affected your teaching style or teaching viewpoint? In what way? What factors have played a role?
7. What was the "best" lesson or activity that you taught in the Foundation Phase?
8. What was the "worst" lesson or activity that you had? What factors played a role in success or lack of success?
9. How do you think the above-mentioned factors and/or experiences affected the development of your teaching viewpoint and your beliefs about a good teacher / teaching in the Foundation Phase?

Questions related to the re-construction of teacher identity:

10 - How do you think your early childhood experiences (at home and primary school) have influenced the way you perceive and think of yourself as a person and as a Foundation Phase teacher?

11 - What links do you see between the way you saw your parents as a child and the way you see your values, beliefs, aspirations, professional and personal relationships that currently exist?

12 - What links are you aware of between your life experiences (personal and professional) and who you are as a beginner Foundation Phase teacher?

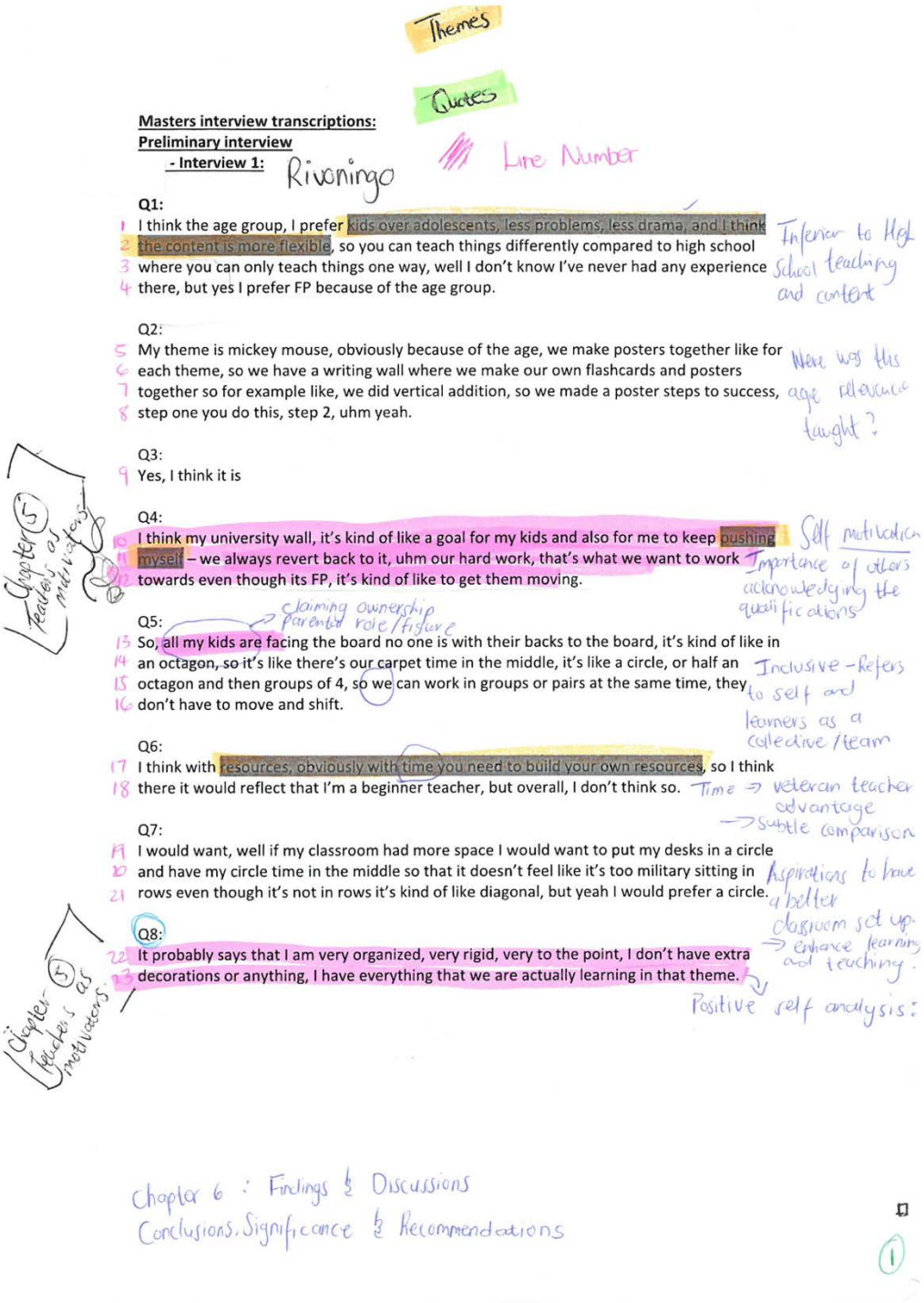
13 - Could you give me an example of a situation where you think your own beliefs/assumptions had to be negotiated? That is, when were they challenged in your career? What choices did you have to make? Why?

14 - In what way do you think meaningful people (list their titles i.e.: mother, brother, spouse) in your personal and professional life have influenced the way you see yourself as a beginner Foundation Phase teacher (development of your teacher identity)?

6.4.3 Appendix 3

Interview Transcriptions

(I will scan the interview transcriptions and attach them, I hand wrote all my notes on them while will analyzing for themes)


Themes

Quotes

Line Number

Masters interview transcriptions:
Preliminary interview
- Interview 1: Rivoningo

Q1:
I think the age group, I prefer kids over adolescents, less problems, less drama, and I think the content is more flexible, so you can teach things differently compared to high school where you can only teach things one way, well I don't know I've never had any experience there, but yes I prefer FP because of the age group.

Inferior to HGL school teaching and content

Q2:
My theme is mickey mouse, obviously because of the age, we make posters together like for each theme, so we have a writing wall where we make our own flashcards and posters together so for example like, we did vertical addition, so we made a poster steps to success, step one you do this, step 2, uhm yeah.

Were was this age relevance taught?

Q3:
Yes, I think it is

Chapter (5) Teachers as motivators

Q4:
I think my university wall, it's kind of like a goal for my kids and also for me to keep pushing myself – we always revert back to it, uhm our hard work, that's what we want to work towards even though its FP, it's kind of like to get them moving.

Self motivation
Importance of others acknowledging the qualifications

Q5:
So, all my kids are facing the board no one is with their backs to the board, it's kind of like in an octagon, so it's like there's our carpet time in the middle, it's like a circle, or half an octagon and then groups of 4, so we can work in groups or pairs at the same time, they don't have to move and shift.

claiming ownership
Parental role/figure

Inclusive - refers to self and learners as a collective/team

Q6:
I think with resources, obviously with time you need to build your own resources, so I think there it would reflect that I'm a beginner teacher, but overall, I don't think so.

Time ⇒ veteran teacher advantage
⇒ subtle comparison

Q7:
I would want, well if my classroom had more space I would want to put my desks in a circle and have my circle time in the middle so that it doesn't feel like it's too military sitting in rows even though it's not in rows it's kind of like diagonal, but yeah I would prefer a circle.

Aspirations to have a better classroom set up.
⇒ enhance learning and teaching.

Chapter (5) Teachers as motivators

Q8:
It probably says that I am very organized, very rigid, very to the point, I don't have extra decorations or anything, I have everything that we are actually learning in that theme.

Positive self analysis:

Chapter 6 : Findings & Discussions
Conclusions, Significance & Recommendations

(1)

Masters interview transcriptions:
Preliminary interview
- Interview 1: Samuel

what kind of identity is discerned??

Q1:

Just because I like it, it's all about like and it's got nothing to do with, I mean I could have been an intermediate teacher or a high school teacher but I just chose FP because I think I enjoy working with little children, better so yeah. Enjoyment of working with children - positive response (comparison).

Q2:

Teachers' views about Foundation Phase

FP classroom is very colourful it has like your basic uhm, resources that stimulate learning, it has like your alphabet which goes with a little bit of a picture to support the alphabet, it has texts that go with images to support the text, it is very colourful and very open it has a little bit of uhm space at the back in terms of the cupboard where we store books where we can do reading corner and a little bit of any other reading activities, a carpet in front for reading and any other thing you would want to teach should you decide to use a carpet, so it is an open space, and open environment, it is in a nutshell is it child friendly in terms of learning.

Why? Learner centred approach to teaching / classroom deco

? what do you mean?

Q3:

Very, particularly for the enhancement of learning, okay because I'm the teacher in any case and I'm the one the devises the resources so, for teaching I would, I know what I need to do, I know what I need to use, and I know what kind of layout should the class should look like, I know what goes on the wall, or what's supposed to go on the wall, for learning it is conducive, given of the progress of the children, and given of their growth that is visible that I can see now as compared to when I received them at the beginning of the year today, which is in October, I see a huge growth in them, and that has been brought by the layout of the classroom and how they've been stimulated.

self awareness authority autonomy

→ Confidence and Proffessional

Q4:

My classroom as a whole, holistically so, it speaks to learning because I have different types of – in any case, teaching three learning areas, which is English, maths and life skills, and I've divided my class according to those learning areas, so I've got an English kind of a space on my walls, I've got space for life skills and I've got space for maths. And every learning areas is supported by decent accurate learning resources and material, to further stimulate the children and to further bring in new knowledge. So holistically, to say so, the class in on its own and how it has been set up it supports learning in a positive way.

Diversity in teaching → expertize are stretched. (training / lack of)

Q5:

The children that I teach, the children that I teach they don't come from families where English is their home language, neither do they come from families where English is their second language, I believe that, I think that English is their third language if not their fourth language, so I've set up my class so that it would benefit the children that I am teaching. I have set up my class so that it can catch the children's eyes whenever they walk in and before they go home. So I'm trying to catch their attention when they walk in, when they are working in class and when they are walking out. There should be what we call incidental learning all the time. So anything and everything that is on the wall and the way it has been set up, it is also creates a better learning space, so I have created and laid it out in a way to

- Language
- Family
- cultural Capital
- Visual learning

→ Sensory stimulation

Incidental learning - definition...? Interpretation?

* (~~Auton~~) Autonomy in the manner in which they teach.

autonomy VS isolation.

gain a spirit of goodness to them and to realize things, to look up for information, to want to know and to read things in English, which is a little bit of a hassle, but we all are getting there.

Q6:

Truly so, which is a little bit difficult to say, because I don't know what experienced teacher's classrooms look like, so as a beginner I'm not sure what my classroom should look like, maybe my classroom looks like an experienced teacher's classroom, but, for me as a beginner teacher, as a beginner teacher you work a lot harder because you are staring up, because everything that you have and you create things as you go. There is more labor and there is more longevity, there's more energy invested in what you are doing, so for an example, I think for anything and everything that I am doing for all the learning areas, sometimes I feel like I over dress my class because I'm a beginner teacher, you grapple with the ideas of what should be on the wall and what should not be on the wall. Sometimes you feel like this should go up, but you also feel like is that necessary, because some resources you can sue them to teach, not to put them up on the wall, some resources you can put them up on the wall for incidental learning, and some you can put up for the learners to learn and gain in other various ways. But I think in a nutshell I think yes my class is laid out accordingly, like a beginner teacher.

Veteran Teacher vs Beginner Teacher → Proving yourself

Incidental learning (again

Q7:

I need a smartboard, I need iPads, I need to introduce a little bit of technology, which is not currently happening because anything and everything that I am doing it kind of manually, I still use colour papers and I still print out things which is good but I would, if I were to I want children to have iPads so that we could go little bit of games on the iPads and work on the iPads, store information, they can also be introduced into technology, also being introduced into the times that we are living in now which people are using technology on a daily basis so, that's what I will go for.

Enhancement, affordability, classroom aspirations. Enhance teaching

Q8:

It says a lot, it says I'm a beginner teacher, I've just started, I've graduated from varsity, I'm happy about this profession, yay – look at me and everything is on the walls, regardless of if I know if something should be on the wall or not. But anything and everything that is colourful and anything and everything that I believe will benefit the children is up on the wall so I'm excited about this profession, it really does go with who I am as a beginner teacher, the excitement of being a beginner teacher, like yay I've got my degree to teach and I'm going to be responsible for somebodies life in terms of teaching so you are geared up, you want to give that person the best and everything of the best so it is talking to me and my identity.

Impatance of recognition for studying → emphasis. (validity, verification)

(3)

Masters interview transcriptions:
Final interview
Interview 2: Rivoningo

Q1:
Uhm, I think it was shaped mostly by the training that I got at my school before school opened, so they kind of shaped me into the teacher they were expecting, so basically the schools type of teacher. The training took two weeks, it was like an induction programme, but it is ongoing, so we get coached by our principal, things to do, things not to do, where to focus, what are your strength and weaknesses.

Q2:
Uhm, I think my friends, because we are all teachers, so we kind of feed off each other.

Q3:
Uhm, I think smaller classrooms, and more support regarding prep, I have to do my own lesson plans and resources, my own everything that I need, so if there was support there I think I would benefit more. Assistant teachers because you always need that extra hands, uhm, and like I said my principal does mentor me but it's just the actual admin of planning a lesson plan and planning it a specific way and planning a specific focus, sometimes you would see the focus differently to how I would see it.

Q4:
Uhm, the model that the school follows is not adjusted to the South African family, that's what I think, so for example the hours – some kids wake up at 4 o clock/04:00am to come to school, our school ends at 15:00pm, I mean that is a long day for them, from 04:00am to 15:00pm. That's 11 hours of being awake, uhm also, they don't have a tuck-shop, so you'll find there are kids who have working parents who don't have time to make them lunch so they'll stop at a garage and buy a pie everyday, so I would rather have a tuck-shop where they can spend that R10 or whatever of the pie and rather buy them a healthy roll.

Q5:
Uhm, regarding the context of the actual school – yes. They have a lot of things where a scholar is always ready to learn, so they have a specific structure that they have to follow, a routine as well that they have to follow, so it maximizes learning time basically.

Q6:
Uhm, I think behavior management plays an important role, if your behavior is on point, learning you know, will be smooth

Q7:
I think parents really not being involved in their children's lives and learning and the school environment, it's always the same parents donating, or the same parents volunteering, ya so you'll find that the low ability children, their parents should be the ones actually at school encouraging their children.

Patters : Similarities & Differences. ☑
Cross examination of Data ☑
Themes Sub-themes ☐
Summarize ☐

Q8:

Uhm, to some extent, not all of it, uhm stuff like guided groups I learnt at varsity and I do it in class now, like centers as well, center stations, but some of the stuff at varsity has gone over my head.

Teacher training - lack of relevance or the ability to use in context is an issue

Q9:

Uhm, ya it is, you should, it's important to have an identity in your work space so – for your kids as well to show, it gives them the chance as well to create their own identity, if the teacher is one way, I shouldn't have to also be that way. And also like in a work space having your own identity and not conforming and being like everyone else, so having your say, or giving your opinion, or ya.

Being unique in your professional identity, not conforming, being who you are.

Q10:

I think, at the end of the term when you can see all your hard work has paid off, uhm, and actually just seeing their smiles, children are always in a good mood so ya.

Q11:

The work load, the preparation, it's a lot. And the actual admin as well, the pay is not worth it, so FP teachers should get paid more, because we prep and work much harder than high school.

Non-fulfillment of the particular career choice possibility to leave profession. No incentives to stay teaching.

Q12:

I'm very, to me there is a line between work and home/ personal, so when I'm at work I'm in the teacher mode, my focus is my kids I'm not worried about making friends or pleasing everyone else, my focus is also getting my kids where they need to be by the end of each term.

Te acknowledgement of Personal vs Professional Identity, Awareness of their differences. Focused on getting the job done, not fraternizing with staff or being social

o

(5)

Masters interview transcriptions:
Final interview
· Interview 2: Samuel

Q1:

I think the context, the context has influenced me in a great deal, I was – actually in varsity I was never show how to teach, I was shown methods of how to teach, and I look back now, there are so many things that were not shown to me, I'll give you an example, the marking of a register, a class register, we were never told or show that. And I think everybody then and by everybody I mean the lecturers they had their very own agendas to teach us accordingly. Like your literacy and your numeracy, but because of the discipline – the school is the biggest agency, so many things happen within the classroom they must have forgotten some of the things or there was barely time for them to teach us other things. But I am influenced by my context in a class of 42 children who come with different kinds of South African languages, I'm influenced by the teachers that I teach with, and the principal, and I am influenced by the SGB members that are on board, so not only am I just being influenced by the context but I'm also influenced by the bodies that occupy the space in that context. More so, the children that I teach. Their level of thinking the way they do things, the way they respond to questions, the way they interact with each other is what has influenced my identity as compared to how I was taught how to teach back when I was at varsity.

Teacher training → lectures not in touch with the millennial classroom/ teaching necessities and basics.

Awareness of influences.

Q2:

Personal life, my, I'd say my teacher – my biology teacher in high school, when my dad passed away, he came to me because I was sad and crying and all of that, and he just said to me: "rise above everything and move on" and just tell yourself that the person who used to do any other thing for you is gone, you've got to wake up and you've got to do things for yourself. That's when I started doing what we call DIY – do it yourself, It's not about the FP teachers who taught me then, they were very great but I think this one particular teacher in high school is the one who actually made me realize that there are so many things that the children are going through, that teachers in FP do not pick, and there are so many things that someone can carry into high school from primary school, and still , teachers are not realizing those problems, and at the end of the day, one would need help but if the teachers are not realizing that how can they give help, if they are not realizing that. So he as just the one of the teachers who made me want to teach.

Personal experiences, shape professional identity, emulate compassion shown by other teache

Q3:

Appropriate resources, and support and not only support, but support from the parents, and support from the management and from the entire staff, and as I said as a beginner teacher you don't know what you're doing, you think you know what you're doing but as you become mature in your teaching profession you do realize that – oh, when I started I used to do this like this, but I'm going to change. Why are you shifting around? If you knew what you were doing in that first year of you starting to teach, I mean you can still run with the same momentum. But because there is always grown and there is always experience that comes into play, you change your teaching styles, you change your methods and you now start to teach by getting straight to the point. But if one is thoroughly supported by management, if one is thoroughly supported by the staff and by the parents, that will

Teachers face one form of isolation or going there, managing in both interviews.

Open to learning and adopting their identity for good of their work

self + professional
Hall – multiple identities

- Lawson – images of teachers → over burden the teachers
- Wenger – layers of self (multiple identities).

(6)

actually enhance quality teaching and it will make teaching have a little bit of meat on a bone, you know, and that at the end of the day a teacher benefits and the children are benefiting and everyone is left happy. And the teaching becomes valuable, not only your academic teaching but teaching holistically. Your teaching, your social skills that you are passing to the children, they get seen through what happens in the classroom and that is quality teaching and it becomes too valuable.

Even though it is unclear what the participant is saying it can be seen as the participant seeing themselves as an agent of change in relation to the context of this study.

Q4:

Context is everything, we are given the curriculum and we are given lesson plans we are given almost everything by the department of education, and everything is set out in English which is well and great, not that I follow everything like a bible. The context influences anything and everything, right from the time I open my class door to the time I close it. It depends on the mood of the children, it depends on what the children like, it depends on what the children relate to there is no way, for an example- teaching about Snow white – children don't know what's snow is, and in any case, I could show videos I could do any other thing to bring an understanding, children may at times not get the concept or the idea, because they have not seen it naturally. So sometimes they need a tangible thing, sometimes they need to see a natural thing, so the context is everything and it says it all. Sometimes in a class, in my case where I am teaching in a classroom of – it's a multicultural class, different identities, different cultural backgrounds, I need to code switch, which at times it kills teaching – in terms of quality teaching, but at times it elevates quality teaching, because somebody might, whoever missed what you said in English, might now come back to knowing the concept and understanding it better.

Private Vs Public

Cultural capital / interpretation & understanding

Forgets what is the point / concept being taught.

Q5:

I mean, it is their context in any case, a ratio from the curriculum or the policy stipulates that 40:1 so in any case it is their class, it is their context, and they learn better in that context because they stimulate that context themselves. By that what do I mean? I mean, they are the ones who are bringing what you are going to teach in that class, you don't bring anything into that class, because you can set up your lessons and want to teach your lessons predominantly in Afrikaans or English, or any other language and your kids may drive you to not teaching that lesson in those languages that you must have prepped the lesson in. so the children are the ones who are regulating the context, the children are the ones who are giving you ideas on how to teach actually. So if you look at the children they prompt you, they give you signs of what to do. So they stimulate and regulate the context, and they also stimulate you as a teacher.

Teachers identity is influenced by the learners, themselves.

Teaching to the learners specific needs, what they do & do not know challenges your professional identity.

Q6:

That one is going to be a little bit hard, because one will have to learn almost all the 11 languages to get to each and every one, which will – it's like a milestone, while I sit here and think I have many talents but that might be one of the talents that I might not even reach or I don't have. But I mean the first start, as a teacher to equip yourself with learning all the languages, particularly if you're working in a multicultural context where children are speaking more than one language. They do to speak English, they don't speak Pedi, but they speak a wide range of languages, so you would need to speak all those languages. The second part of it is – if you don't learn all of those languages you need to teach one language that now, the children will take in, make sense of what you're saying, make sense

Professionalism is limited due to communication barrier.

of the language, assimilate all that you are saying in that particular language, so that they can now answer back, or reproduce or they can now produce new information through that very same language. So in a nutshell, to improve we can do resources, we can come up with technology, and what so ever, but if the children don't understand the language that we are teaching with everything becomes nullified, everything becomes, it runs down the ground or the drain because, children if they don't understand the language then how do you proceed to teach? Or move. We need to improve and start with the language because I think that is the biggest ideology that is blocking me as an FP teacher, because sometimes I want to get to these children in English and they don't understand English. Yes, I do code switch but how far can I keep up with code switching? It's also, very strenuous on one body with 40 learners in a class and if I code switch, in what language am I code switching into? Maybe I'm code switching into Zulu, not everybody is speaking Zulu. What about a Venda speaking child? What about a Tsonga speaking child? What about a Tswana speaking child? But should I have known, or if I knew all the languages I could code switch in all the languages, but another disadvantage of that, would I code switch in all 11 official languages? It is going to be time consuming and we won't get to work and we won't proceed. Also – having to do worksheets, if they don't understand the worksheets in English am I going to do worksheets in all 11 official languages? I am not going to do it. Language is an issue.

Efforts go to waste when the learners don't understand

Code-switching vs translanguaging

lost in interpretation

Professional barriers.

Q7:

I have already said, which in terms of teaching, that will be the language, second part of it is over crowed classes, over-crowded classes are a nightmare. They are like a disaster waiting to happen, they are dreadful, they are like a tsunami, they are just not – as a beginner teacher, you just don't know what to do with those children. You – because varsity must have sold you a dream, varsity must not have told you that you are going to teach a class of 44, varsity must have told you that teaching is very nice, this is how you can go about methods on how to teach a particular learning area, but they don't tell you of the size of the class that you might encounter. So, beginner teacher, first day you are given a class list of 40 or 44 children. You are sinking immediately. You don't know what to do with those children, you have never taught 42 children, and if you taught 42 children, you taught 42 children when you were on teaching practicals with the help of a supervisor, which made it a little bit easier and a little bit you know – easy going. But here you are now, you are alone and you have to keep the children going, you don't know, and you dot have discipline methods. How do you discipline 42 children? How do you begin to settle them down? And if you have taught at a private school during all your teaching pracs when you are at varsity, then you are at a high disadvantaged level. Because that will be now a different context something that you have never come across before, you have never seen it, you've never been into such a context which is the second one. The third one will be the language, because not everyone is going to understand what you will be saying and each and every time you will be spending a large amount of time, simplifying simple things, because the children do not understand what you are saying. The fourth point – as a beginner teacher you want to work by the curriculum, not against the curriculum. So what I mean by that, is when the curriculum says that week 1 you are doing sums from 1-50, you want to do that. Regardless of who knows what you want to follow your CAPS curriculum like a bible. Because nobody tells you that if they don't understand this so what you can redo, and then move on and come back to that concept that you did not thoroughly teach. So you have a whole lot of

How do all these negative influences influence the leader to stay in the profession?

elements that are clashing with each other in the very same classroom that you're teaching and above and beyond, you are teaching, constantly teaching, and this is what I really did when I started teaching – constantly teaching and forgetting about marking. Which becomes, I don't know it becomes like a shark in the ocean at the end of the day, where you've got to do your marking, where you've got to do your assessments, it becomes a nightmare, particularly in a grade 3 class – where you are doing these whole assessments, almost, I was sitting with 347 papers that I had to mark last term, this term – third term I had to do back to back assessments , Maths assessments in a class of 42, 4 English assessments in a class of 42 and you are stationed with the children, no one is helping you with anything. If you work in a context where you don't have non-academic subjects that means you are stationed with the children from 08:00am to 13:30pm or until the time they go home. You don't have anyone relieving you, the children are with you from morning till evening, they are exacerbated from being with you, you are also transferring the same negative emotions of being exacerbated, because in any case you are just getting tired. So there is a whole lot of things, and there is a whole lot of dynamics happening and going on. It's too much.

Professional habits.

Challenges to professional identity, lack of support, help – feeling of isolation, alone

Fear of not coping with the work load

Q8:

Some, I have not been able to start with the methodologies I have learned, for an example, one of the methodologies that I have learned, one of the methods that I have learned in all the methodologies was to do rotational stations. I have not managed to do rotational stations, there is no space, a class is like a train, it's so narrow, that it leaves a path between two rows, where a teacher can maneuver, there is no space for rotational stations, where would one set them up? If you want to set them up outside, are you going to go outside all the time when you need to do those stations? That means you're setting up outside and then you've got to pack – then you are inside, the next day you are packing outside. It's not practical, it's not going to work. The second method that I have learned in all the methodologies was to do what we call one on one. I haven't managed to really help children that are struggling, because I teach an overcrowded class, so one size fits all, I'm teaching this, I'm teaching whole class teaching, and everyone we are moving. There are nice activities to do, I do understand that, but the conditions of classrooms nullify all those methods. I have tried to do poetry and setting up a station for poetry, I has not worked. I have tried to do a whole lot of things, sometimes you try to do that and then that, for an example, sometimes you try to do a poetry table and that is supposed to be an independent activity, then the children don't understand the questions that are on the table, and the children don't understand what to do with the poems that you must have provided, and the children don't understand how to follow the instructions, so you then come back to killing the independent activity, to nullifying it completely, demolishing it. And turning that into a teacher guided activity, because now you are there with them, you are now trying to simplify simple instructions trying to give them clues.

Administration problems, methodologies, teacher training disconnect

Q9:

Teacher identity is important, and it has its own limits, it has its own advantages, it has its own disadvantages. There are children that come into a teachers' classroom without having known the love of a father, without having known the love of a sibling, without having known, the love of a brother, without having known the love of a teacher since they started schooling. Uhm, to teach is to touch lives, I believe in that. And there are children that will

Self analysis

feelings

imitate you, wanting to mimic your identity that at the end of the day, they might really be your exact copy. If they were to walk around people would be able to pick them up, that they are from your class because they identify with you. You may as a teacher play an important role in a child's life by just giving simple things like a hug, some children need a hug, some children need just a little bit of a brush on their backs, some children need just for your face to light up and look at them like oh its fine, that was a bygone, I no longer mad about whatsoever, let us move on. They need to hear that. You may as a teacher change a child's life in various and many ways by doing little and simple things. Those are the importance of it, children may grow to loving you, because you speak smart, or you speak nice, or you speak well, they might just associate with you. But, the disadvantage is that there are kids who may not understand what you are talking about and there are kids who may not understand you as a person. There are kids who may not relate to you as a teacher. And how do you then work on those children to relate to you. Another kind of longevity labor, there are children that will need further stimulation, not academically, but emotionally. How do you then go about that? Because if they don't relate with you and their emotions are too low, in terms of relating with you, and they cannot use their emotions to attach themselves to you that means you've got to work on their emotions, biggest question: how do you do that? Disadvantages, lack of morals and values as a person as a teacher at times, mimicking things that should not be done in front of children, saying incorrect things then the children are catching on those things, and the children are taking those things because they see those – whatever you are saying, whatever you are doing, your actions, they see them as basic standard of living and then they start reproducing what they have seen from you as a teacher. So, all that I am saying is you are starting to be careful of what you are saying, staring to be careful of what you are doing in front of them and so forth.

Your teacher/ professional identity influence(s) the learners, self awareness

Consideration of external factors, not teaching related

Q10:

Excretions, we get to go on excursions, we see a whole lot of things, we talk about a whole lot of things, yes when I'm on an excursion I really do teach but it's not the thorough teaching when children are in a classroom, on their chairs, I'm the only one standing and doing the talking, everybody can say whatever that comes to mind – then. There is no 'no, that is wrong', 'no, you may not say that', everybody is laughing and everybody is walking around, everybody is having a little bit of an ice-cream a little bit of a lollie in their hand, and everybody is not thinking of a classroom, you are out of a classroom which I really all a cocoon, I call it sometimes a jail, you are not locked in that classroom, you are out, you are free, you are having fun with your bag on your back, you are holding a friends hand and all you are doing you are just happy on an excursion.

Interpreted as a break from teaching/being a traditional teacher

Q11:

I enjoy being a FP teacher, but what I don't enjoy is parents who don't understand education, and when their children are not performing, they think the teacher is to blame. I dislike the blame that comes to the teacher all the time. The blame that comes to the teacher is just too much, but anyway, overcrowded classrooms are fine, the blame that comes to the teachers is too much, parents who do not understand education really do understand that their children need to pass, yet they don't understand education yet their children have not been doing homework, yet their children have been failing the test and whatsoever, and as a teacher you have to deal with the parents accurately, and in all that

Teacher identity as being in the wrong - blame, undermining the professionalism and capabilities → affects professional identity in a negative manner.

10

you have to be sincere, you have to be apologetic of anything and everything yet you haven't done anything wrong, but you've got to move on with life. We wok in severe conditions, 40 children in the FP is not ideal, you cannot get to each and every one of those children because in all essence and in reality, not all those children are as bright as stars, they are going to learn and learn according to their abilities which are different abilities, and how do you then cater 40 different abilities in one class? It's not practical. Everything that comes with teaching it's a norm, like the marking and the books, the admin which is too much and unbearable which we have to do it – its part and parcel of the game, the salary is too less and when you get an increment, you don't see it because you get taxed. So the increment comes in and the tax goes up. So everything nullifies everything. And everything wants to find itself on a par, but it never materializes. So I would not say there are things severely that I do not like about FP but I just don't like those particular group of parents that don't understand education instead of seeking clarity, they then blame the teacher and the teacher has to get the blame all the time.

Monetary scam of some sort.

Q12:

Very professional, at all times, punctuality, I am always on time, my classroom is always – my books are marked, my classroom is always neat, my classroom is always up to date in terms of everything that needs to be changed, from the walls gets done on time, teaching gets going on time, with the pace of the children, work that needs to be handed out gets handed out on time, you know, the children are working, I am also working, dress properly, speak properly to the children, look them into their eyes, smile all the time, the basics which are hard for other people to do, and play some educational games so that they may learn more and further. That's all that there is to it, doing the work as it should be done.

Professional Identity and pride in ones professions the willingness to be taken seriously and produce sound work.

(11)

Masters interview – 3 - Transcriptions:

Rivoningo

1. So my initial training was done at Wits – B.Ed. and my Honours as well at Wits, so I was trained for Foundation Phase and then it was very difficult. The transition from varsity and to the classroom was very difficult. It's very hard to put theory into practice and I feel that our pacs weren't enough. I would rather have more practical than theory, so maybe half the year theory and half the year actually spending some time in the classroom. The theory does not really help in the classroom, to be honest different schools want different things from teachers. My first year at the school I was teaching the teacher that they expected there was not a Wits – what I learned from Wits.

2. I See them as separate because I don't see how my personal life and school life/work life are related to each other. So I'm very private at school. For example, my kids don't know that I have a boyfriend and they don't really know about my family, and I keep my personal life and my personal issues out of school.

3. I think my strength would be adjusting to the environment of work and the different things that it needs, so like waking up every day and being responsible, and being a responsible teacher and taking charge of my classroom is one of my strengths. And, my weaknesses its planning and time management.

4. I think obviously it's a learning curve, so for example things that I've done previously that haven't worked out I haven't done again, uhm something like small group teaching doesn't work in a big class so previously I didn't use it, but now I can use it because I have a smaller class – which also depends on the classroom and the setting you are in. Teaching is not easy, I feel like in my degree the picture that was painted is a very pretty picture and there's no, you don't get the idea of how much work it is to be a teacher.

5. I think from last year to this year I am a little more relaxed, in the sense that if things don't work out they don't work out. If I plan a lesson a certain way and if it fails, it's okay – it happens. Where previously I would stress about it and sometimes even cry about it, uhm and I have come to the realization that sometimes you will have good days and bad days.

6. I don't think any other practices but the comparison of the two schools was that last year I dreaded going to work, it was just a lot of work and a lot of stress, and this year it's a complete breeze, so I think the pressures from each school is different and it does impact the teacher. Aupairing, I enjoyed aupairing because of the freedom and this job that I'm currently at now allows the same.

7. I think learning about emotions and allowing children to feel so I just find like a lot of children don't have the ability to actually express and say that they are angry or sad. They kinda have or grew up – I don't know brought up in a way where emotions are blocked or not focused on. So I would say that out of the content and academics of it I would say social and emotional development is my favorite.

8. Uhm, I think Afrikaans lessons, I just - I don't see the meaning behind learning the language and I just find it very hard to get children to fin the love of language within Afrikaans.

9. As a teacher you need to love what you do, so for instance I am not a fan of Afrikaans so teaching it is difficult, so you need to have that passion behind what you're actually teaching.

10. Uhm, I think that I am a little bit more aware and inclusive of children, because I realize a lot of children, everyone comes from different backgrounds, and that has effects on children in the classroom, so I have learned that through my childhood. For instance, like bullying wasn't taken too seriously whereas I as a teacher take it seriously now, so the smallest instance of bullying I take it like completely seriously.

Masters interview – 3 - Transcriptions:

Samuel

1. University education we have learned a lot, we have learned kind of theory and we did practicals, I studied a B.Ed. in Foundation Phase, what it entails is that I'm qualified to teach Grade R-3 only - predominantly if I may say so. We teach in diverse times, we teach diverse learners, my experience having taught is limited but stretched if one can put it that way, for example I have taught in a multicultural classroom where I have taught children with different beliefs and different languages and only to find out that I gotta use English as the medium of instruction, and the children don't know English because they've never heard English. It's a little bit challenging because you don't know how to code switch in all 11 official languages and you don't know how to code switch to the other languages that your learners are bringing into your class which was a little bit of a challenge but you grow from that, because what was your duty then – was to teach those children English so that they can be responsive to the teaching and learning.

Very difficult vs Little bit Challenging

2. My personal identities, I think they are integrated and I will just mention some few identities that I think they outstanding or shining. One of the identities I have, particularly with working with young children, not only do they view you as a teacher but they go beyond seeing you as a teacher - so to some children you are a father, to some children you are a social worker, to some children you are a mother they never had, to some children you are a sister they never had, so you have these multiple identities connected together, so what I do with these very identities I talk about is that I used to use it towards my teaching. To comfort children all the time, the children I'm talking about come from difficult backgrounds, to assure them that tomorrow is going to be better, to tell them that you know it doesn't end today, todays is the beginning of good things. I'm just gonna be brief - To let them know that and assure them that tomorrow is going to be a better day, and beyond it all, the other identity that I picked up – which goes with the value of trust, you gotta earn trust, children must be open with you and they must be able to say whatever

Different to Teacher 1's response. Opposites!

they are going through in that time. For one to or gain trust from children, really it's just a challenge, you have got to work hard – there are barriers that you have gotta break because you are dealing with different types of children. Some children are introvert, while some children are extrovert, while some children who are not even in between. So there are different types of barriers that you need to break for you to gain the trust from the children, so that at the end of the day you are able to pick up what's happening in their lives without them saying, and if you are a fortunate teacher and you have gained the trust, some children will really open up to you about what's happening in their lives. I think I play the brother role, the reason why is because they see me just like one of their brothers, because they have got brothers of my age, of my height and the way I speak, so they see me literally as a brother than a father. They see me as someone they can walk with as they are walking to the tuck shop and chat, they see me as a person they can just come up to and ask "can we kindly please have this", "can we kindly please not do this today", they are very very free when they are around me.

Role of the 'brother'

3. The curriculum itself, I remember I used to go outside and I used to cry a lot and I used to pack it in, to say to myself that I wanted to teach so I have to teach, the reason is because the curriculum is fast paced and the children are not meeting the demands and the criterion of the curriculum, so because of the curriculum tells you what to do, when and how, and at the end of the day we all know that we've got to teach towards assessment, so we've got to assess the children and sometimes you would not have covered what the curriculum wanted you to cover – simply because the learners don't have the language of teaching and learning which is English and in most cases you are repeating what you have been saying all the time so that the children can really absorb it, which is time consuming, unlike teaching a native or teaching someone who understands the language of instruction, unlike teaching someone who understands English in south Africa because we are using English. It is better to teach someone who understands English than it is to teach someone who doesn't understand English. So you are forever working on a backlog with children who do not understand English because not only are you trying to push the

Epistemological access?

Teaching to learners who understand

SLA teaching HL english to FAL english speakers

*

(2)

curriculum, but at the same time you're trying to teach them the language so that when you teach the teaching and learning can be a little bit easy going.

4. Teaching is ideal, but not doable anymore. I mean I have spent 3 years in one grade and I've spent another year in another grade, and what I have found is that, the classes are flooded, the classes are overcrowded, so my experience in terms of language and in terms of the children not meeting the criterion and the demands of the curriculum is because the classes are overcrowded. So for an example I cannot do all – I cannot exercise remedial I cannot remediate I cannot do one-on-one, so there isn't time or a room for me to call one child who is struggling to sit with me at my table or on the carpet so that I can explain. You know the curriculum itself is heavily laden, there is too much writing and less talking. The teachers are paper bounded so we are forever doing/chasing admin, we are forever marking, we are forever doing assessment and all that. And the children also suffer from anxiety, because when you are doing all of these things it's taking a toll in their bodies you know. With language I strongly believe we could achieve these of language if the classes were not overcrowded because you could really really teach, and you could really do one-on-one and you could teach remedial and you could read to one child and you could take a group and read to that particular group. But in a class of 45-46 it becomes unbearable.

5. My weaknesses are when children don't understand something, I know how to help them but my heart melts – its very emotional, when they don't understand and its taking them time to understand I always look into the future and ask myself "will they make it in life?" you know... that is the weakness, and at the same time, not being able to give them a full hand help, not being able to remediate and not being able to literally sit with them and give them the help I know I am capable of giving them because of the demands of the curriculum and the demands of the classroom and because of the demands of the school itself you know. So those are the weaknesses that I am suffering from, because at the end of the day you are looking at this child, the children may have potential and over time they may grow and over time they might change, but in that time that they are with you- you become

helpless on how you can help them to transform, you become helpless on how you can help them move from step A to step B. My strengths – my strengths come from children who are really succeeding, also the children who are not succeeding – I will tell you why; children who are succeeding in my class are at a better advantage because then I can do extension activities right, you can give them extension activities and you can actually up the activities a little just to challenge them and that fulfills me when the children are having their "ah ha" moments and discovering new things. Also, the very same children who are underperforming if they at least move a little bit, even if it takes them to just read a sentence, that gives me strength to continue –also, the bigger part of my strength comes from working with children that come from impoverished families. Because I know for a fact that those children are not read to, I know for a fact that those children go home to locked houses, I know for a fact that we give those children homework but there is no one to help them with the homework so why do we give it out? I know for a fact that there is no parental supervision, I know that their social structure and their social life is not structured and haphazardly so, they just responding to life like rivers and trees responding to wind (going with the flow) that's basically what they do.

6. Tutoring, reading books to young children – which I was doing that as an extra curricula it was not a daily routine kind of a thing, it was none routine, but I was doing it in any case at some other schools. So I've done that and I've done tutuoring and I've introduced children to the world of print – and aupairing, but auparing was just taking children to extra mural activities and that's it.

7. Best activity – literacy – how to do semantic mapping – and how you can actually engage children's vocab and how you can widen it up. I know that it is not teachers' jobs or not teachers' duties to widen children's vocab – but we need vocab for children to know how to write and in any case particularly in literacy we want children to comprehend and to understand something and eventually we want them to write. That's why we teach them your phonics, phonemic awareness, phonology and all those things. But what stood out for me is when I did semantic mapping with the children that the children could really really do what we call associations. For an

example I gave them the word "fear" and I said to them "where would you find houses that are scary, or what kind of houses are scary?". And then the children came up with words like your castles – they very scary, and I asked why are castles scary? In some cases castles are not scary. But they have read a book called "Winnie the witch" so they have seen a black castle, so they thought all castles are black and all castles are scary. Then they went on to naming places that are scary, because now we started doing this theme of the word FEAR – so they started naming things like graves, cemetary, and then that said that fear is fearful and they went on to relate to people who relate to the word fearful who would you think of. The children were so open minded, they started talking about witches. And they said if you come across a witch you become scared and I said that okay – what else? And are there any celebrations that are/ that can scare you, and one child say yes – Halloween. Halloween can really really scare you, so the children could take one word, which is fear and map it out with different venues and around different avenues which I found it really appealing.

8. Lack of success, trying to teach Singapore maths. When I tried to teach Singapore maths I had an idea om how I was gonna do part-part-whole but I happened to swap them around and it was so sad because the children did not understand the concept and I picked it up that I swapped the concepts around and what saddened me most is that in Foundation Phase the children are looking up to you because they don't know what you are teaching them. They can't dispute that and say "no sir you are wrong" or you not supposed to do it like that. So I went off to chat to a collegue about what I did and the collegue said, no you were not supposed to do it like that – so the collegue now had to rectify and correct me on how I'm supposed to do the part-part-whole. And even drawing it on the board because I even drew it on the board to illustrate it to the children on how to do it – how they can do it, even the drawing on the board was wrong. What I have realized from that lesson is that you do not fully know something until you really do understand and know it and how do you make sure you understand? You need to really ask people about it and you need to read and consult books.

Emotions

Teacher support or lack thereof as an influence in identity negotiations

↳ collaboration & practical experience in the classroom.

*

(5)

9. For me it has affected me positively, because I am a positive person and I take criticism in a positive way and not in a negative way I always believe that there is a room for growth all the time. We never arrive, we are forever learning, learning is a journey rather than a destination. So both experiences of literacy and maths when I did both part-to-part-whole and when I did semantic mapping – I realized that one can grow when you seek help and one can grow and if you don't become too moody and say that I can't, asking and enquiring, using the internet and using your collegues, the people you are working with , consulting your books also, I've realized that teaching is a private matter, what happens in your classroom is not necessarily what is happening in someone elses classroom. So you are kept in those four walls with the children and your very own experiences, you are the one to account for those very experiences because the children don't know. And the other teachers teaching next door – they also don't know what you are doing in your class, so you are the only one who knows of your experience, so if – for an example – if something goes wrong and you believe or think that you know, you are as good as not knowing then, but sometimes teachers believe that if they were to go out and ask another teacher it's like putting another teacher into a challenge or it's like why would I bother her? I will find out on my own. It's so sad because teaching is all about sharing ideas and if you aren't going to share ideas and if you aren't going to map your ideas out and collaborate with other teachers then your teaching can only go as far as in that class, so then you are not teaching, because if you are teaching your teaching has to go into someone elses class and their teaching has to come into your class. I have learned to ask, and share ideas.

Self regulation

AGENCY

Teaching in isolation Good? Bad?

10. Absolutely – Piaget – I have seen it with children that come into my classroom, Piaget said that children come into the class without operational skills, it's hard for you to work with them, so what did he mean by that? So children need to come into class with what we call basic knowledge so for an example if you are going to teach addition - the sum 1+1 children need to know at least how to write 1, I'm not talking about the signs and how does 1 look like, how do they put it on paper formally so? And then if they don't know 1 you have to go back and teach them 1 and teach them +and teach them + and then now to get the answer. Other than the child who came

Teacher awareness and inclusivity to accomodate the various levels learners are on

*

6

11. Uhm, I think, that's a hard question, so as a child I saw my parents as like, I thought that I could never do anything wrong, uhm, but now my relationships and stuff now – I'm a lot laid back than I was in my childhood I think.

12. So my role in the classroom as a teacher, in most instances is seen as a motherly figure. A lot of the children are really attached to me because we spend a lot of time together, it's just an automatic thing that children attach to someone that they spend a lot of time with and that they are kind of fond of.

motherly figure (identity)

13. In some instances, where there are problems, like there is a child where his parents are divorced and they don't live separately, in his head he still sees mom and dad as one so in the beginning of the year I had no idea they were separated because he spoke about his parents as one and as if they live in the same house, that detachment of the mom, I think I kinda filled that little gap for him. For example, when he is hurt, physically hurt or emotionally hurt I'm the first person that he comes to.

Why you? Where are the other teachers?

What does this mean?

She has a maternal aspect to her professional identity. Her learners personal well being is also an aspect that she takes into account, she goes beyond the call of duty with regard to being thought-ful of the learners parental affairs.

*

(7)

into your class with operational skills you know, the method of teaching and learning is going to be a little bit easy, not that it's going to be easy but the child is going to understand the concept very quickly, unlike when they come without the operational skills, we need the operational skills so that we can take them somewhere. But if they come without operational skills it becomes a burden.

use of agency changing methods

11. My very own personal upbringing and my early childhood development when I was growing up – I went to a normal school, I was taught in vernac by my teacher – and all of my teachers were very kind and nice, probably because I went to a community school. So everyone spoke the same language and everybody understood everybody and we were like a community. We went to the same church with the teachers and the same teachers lived in the same community and the same children obviously came from the same community and the same teacher must've taight my parents and the same teacher must have been working at that school for over 20 years if not 3 decades and I have realized the importance of love and the importance of passion from those teachers when I went to school. That now as a teacher I need to do a reverse mode. To take what was given to me in those days in terms of love and passion and really visualize how my teachers taught me how to read and write through pictures, it was not in English of course – it was in my mother tongue but it became a success. But now because I work in an inner city school I'm using the same method of teaching children how to read and write – I'm using the pictures, the pictures are becoming helpful. So you can see a link to how I was taught and how I was brought up that now after 20-25 years I'm giving the same love and passion and I'm using some of the same methods my teachers applied I'm using them in my current situation and they are working like a charm.

"Quote"

Positive Influences of Professional identity

12. I would have aspired to have parents who could read and write. And read to me and do a whole lot of things that I do now with my niece and the children that I am teaching – right. I would have aspired but it did not happen because I had a father who was working ad never home and I was left with a mother would could not read and write. So I relied heavily on the teachers – predominantly on the teachers. And my belief now is that I have to do the opposite of what my parents did, the reason

*

(8)

why I'm saying that is because I was left with my mom for a longer time and my mom did not have the knowledge of how to help me with my school work because she only went as far as her arm so she could not stretch it further because she did not know how to help me with my school work. And my father was never there, so with me now, what I have to do is swap and do the reverse mode again now. What I didn't get I have to give to these children now, so how do I do that? This means I will have to now work this journey of double job and by double job I mean I know that the same children I teach today in this current period. They go home to locked houses as I said. Now I'm the one to read to these children, I'm the one to help the children with phonics, I'm the one to issue the homework to the same children and do it with them again because it becomes pointless for me to give them homework - then half the class comes to school tomorrow having not done the homework. So I might as well be the one to help them do the homework with the children. I strongly believe that what I did not get in that time I should give it times two if not times 5 in this current period. Also, it's not that my mom was ignorant whatsoever, she was caught up as a married woman and she had to do the chores and culturally so she had to clean and make sure we are eating so she was also good in another department, just that she was not hands on in terms of school work and in terms of academics as such.

HL vs FAL
Agency
Taking responsibility

13. I keep them separate. The children don't have to know about my personal life. The word says it all, it's personal, it's mine, it has nothing to do with the children, it has nothing to do with academics, it has nothing to do with my job description. I'm a teacher, I am there to teach the curriculum and make sure the children understand what they need to understand – then I have my professional way of teaching the children and interacting with the children as a teacher or as a brother that they can see. But at the same time not as a brother who can open up to children about just anything and everything. So what I am saying is that there are boundaries and there are limits so there are certain things that I will speak about so to be honest – no personal issues, no personal whatsoever with the children all the time. It is professional, it is academic they need to do the work, that is all that there is to it. They don't know about my family and I don't think they have to know about my

Personal Identity VS Professional Identity

*

9

family because I don't see any importance in them knowing. How would them knowing about my family, and about my friends and what I do help them at their age? But yes, they do know that I am studying Honours because now and then I will say I am also studying just like everyone else and they will see me maybe during break sitting with my laptop and I'm typing and they will be curious and ask "what are you doing?" and I'll tell them I'm doing an assignment – assignment means this and this and I will elaborate and that falls within the domain of professionalism.

14. No, I have never experienced anything. But if you act you are blamed, if you don't act you are still to blame in most cases.

15. Motivation, it's not easy – it is really not east to teach – in Johannesburg in an inner city school like I said to teach in a diverse time teaching diverse learners, it is not easy –to teach in an overcrowded class it is not easy, you need a little bit of motivation because now and then you are crying and you have to pack it all in. now and then you want to quit but you cannot quit because you know that the children need you more than you need them. So surround yourself with positive friends, friends that will motivate you to do well, friends that will encourage you to keep going even though the journey is harder than one can mention. Friends who will always encourage you to do your best and friends who will ensure you that it gets better with days, friends that will hold your hand and walk with you through this journey. It is very horrifying and it is very scary what happens in the classrooms, it's really really traumatizing also with family – family – sometimes family doesn't know what you're going through and sometimes when you try to explain they don't understand because they have not been in your shoes right, but I remember my mom has always been supportive and she has always been like you've gotta do what you've gotta do don't stop. It has never been easy for anybody, even if you had to be a chartered accountant surely it was not going to be easy, so there is no easy job, CEO, a nurse, a doctor, everybody is sinking in the same boat, either crying about the over load at work or saying they are underpaid in their careers.

South African context.

Support system

Responsibilities that come with all careers, teachers adapt to theirs.

*

10

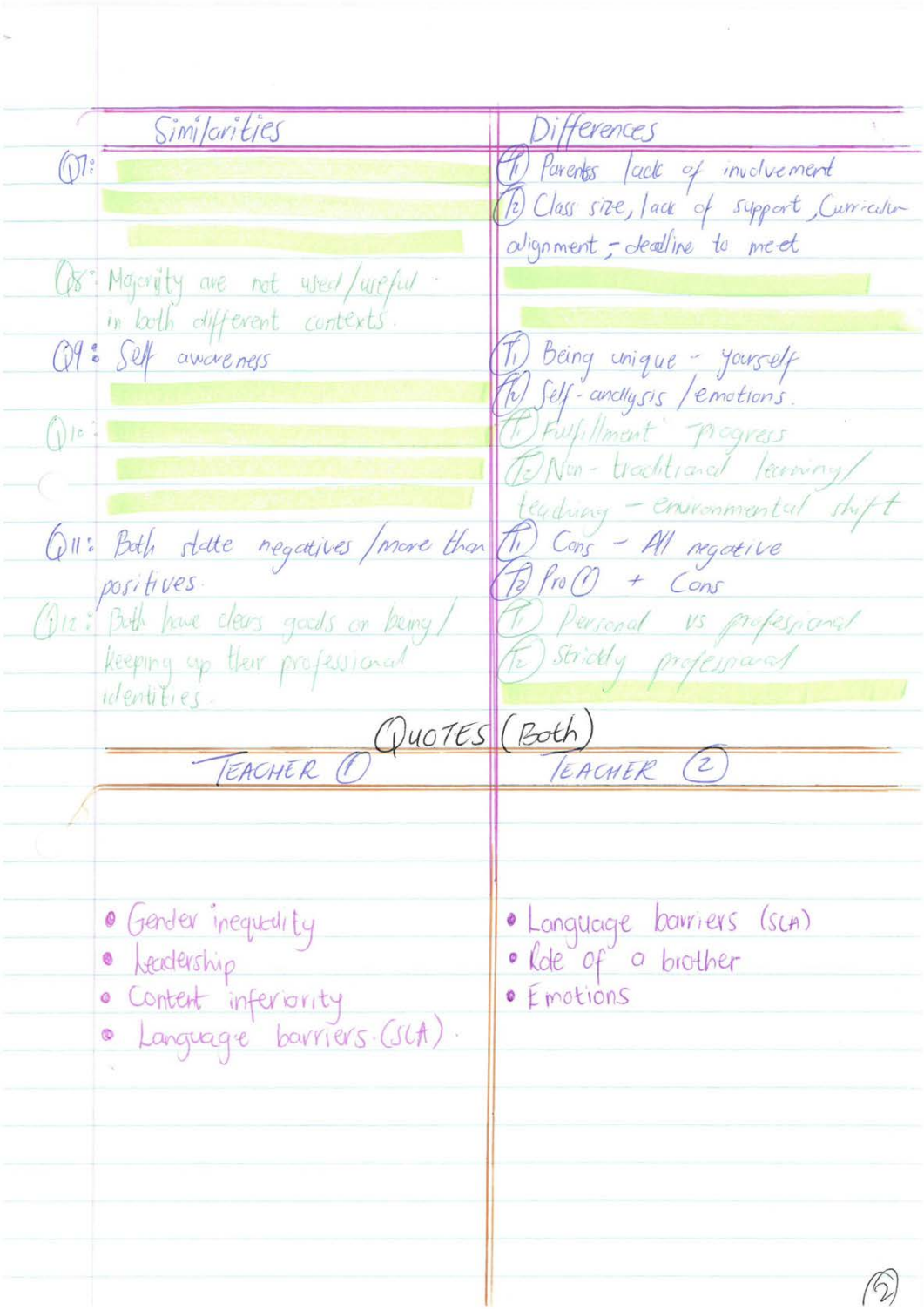
MASTERS 2016/17
Research Report
DATA ANACYSIS of INTERVIEWS
CROSS EXAMINATION OF DATA.
TEACHER A & TEACHER B

INTERVIEW (1)

	Similarities	Differences
Q1:	Positive : Working with children	(T1) Inferiority (T2) Like/ enjoyment
Q2:	Age appropriate, resources, learner centered teaching approach	Self awareness of authority (T2)
Q3		
Q4:		(T1) Self motivation & acknowledgement (T2) Teaching diversity
Q5:		(T1) "My kids" vs (T2) The children
Q6:	Beginner Teacher vs Veteran Teacher	(T1) Building resources (T2) Working hours (Prove yourself)
Q7:	Aspirations of having a better teaching space/classroom → enhancement	
Q8:		(T1) Positive self analysis (recognition) (authenticate). (T2) Acknowledgement of qualification ↳ validity ↳ verification.

INTERVIEW (2)

Q1:		(T1) School Culture, Received guidance
		(T2) Training disconnect to real teaching
Q2:		(T1) Teacher community of support
		(T2) Personal experience
Q3:	Need for more support for BT	(T1) Private → own prep lesson plans
		(T2) Public → given by DBE
Q4:	Context → relevance → suitability	
Q5:	Influenced by school & learners & context	
Q6:		(T1) Discipline
		(T2) Language & cultural barriers


Similarities
Differences
Q7:
Q8: Majority are not used/useful in both different contexts.
Q9: Self awareness
Q10:
Q11: Both state negatives/more than positives.
Q12: Both have clears goals on being/keeping up their professional identities.
T1: Parents lack of involvement
T2: Class size, lack of support, Curriculum alignment; deadline to meet
T1: Being unique - yourself
T2: Self-analysis/emotions.
T1: Fulfillment progress
T2: Non-traditional learning/leading - environmental shift
T1: Cons - All negative
T2: Pro (1) + Cons
T1: Personal vs professional
T2: Strictly professional
QUOTES (Both)
TEACHER (1)
TEACHER (2)
Gender inequality
Leadership
Content inferiority
Language barriers (SLA).
Language barriers (SLA)
Role of a brother
Emotions
(2)

6.4.4 Appendix 4

Ethics Clearance Letter

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa.

Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za
Website: www.wits.ac.za

6 September 2016 Student Number: 482489 Protocol Number: 2016ECE033M

Dear Thokozane Dyosini

Application for ethics clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

An investigation of how two beginner Foundation Phase literacy teachers negotiate their working contexts, identities and training.

The committee recently met and I am pleased to inform you that clearance was granted.

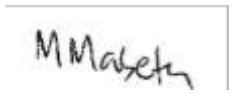
Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project. Yours sincerely,

Wits School of Education 011 717-3416

cc Supervisor – Dr's Navan Govender and Jean Reid



Wits School of Education

6.4.5 Appendix 5

GDE Research Approval Letter

For administrative use only:
Reference no: D2017 / 117
enquiries: Diane Buntting 011 843 6503

GAUTENG PROVINCE
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	**15 June 2016**
Validity of Research Approval:	**15 June 2016 to 30 September 2016**
Name of Researcher:	**Dyosini T.P.**
Address of Researcher:	**49 Hurricane Street; Ormonde View; Johannesburg; 2091**
Telephone / Fax Number/s:	**011 494 3915; 084 341 9429**
Email address:	**tdyosini@gmail.com**
Research Topic:	**An investigation of how four beginner Foundation Phase literacy teachers negotiate their working contexts, professional identities and formal training**
Number and type of schools:	**FOUR Primary Schools**
District/s/HO	**Johannesburg North and Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
2. *The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*

2016/06/15

3. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
4. *Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
5. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
6. *It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.*
7. *The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.*
8. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.*
9. *On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.*
10. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;*
11. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 26/06/15

Office of the Director: Education Research and Knowledge Management ER&KM)
9th Floor, 111 Commissioner Street, Johannesburg, 2001

6.4.6 Appendix 6

LETTER TO THE PRINCIPAL

DATE:_____

Dear _____

My name is Thokozane Princess Dyosini I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on "An investigation of how beginner Foundation Phase literacy teachers negotiate their professional identities".

My research involves:
My main objective is to answer the question "How do beginner Foundation Phase literacy teachersnegotiate their professional identities?". I will attempt to answer this question by investigating beginner literacy teachers classroom spaces, taking field notes about what I observe in and around the classroom in the absence of the learners as this research is concerned with the teachers professional working, in-service teacher identities. The participants will be formally and informally interviewed, and their classrooms will be used as part of the classroom observation as an artefact, where the layout and literacy structures are examined.

I intend to ask the participants for their consent to take photographs of their classroom spaces and take field notes of my observations. I have chosen your school because it has a good reputation of having good teachers and I would like to work together with you by inviting your school to participate in the completion of this Masters research project.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this research project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. Their names and the identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE:_____
NAME: Thokozane Princess Dyosini
ADDRESS: 49 Hurricane Street, Ormonde View, Johannesburg, 2091.
EMAIL: tdyosini@gmail.com
TELEPHONE NUMBERS: 0843419429

6.4.6 Appendix 6

LETTER TO THE SGB Chair

DATE:_____

Dear _____

My name is Thokozane Princess Dyosini I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on "An investigation of how beginner Foundation Phase literacy teachers negotiate their professional identities".

My research involves:
My main objective is to answer the question "How do beginner Foundation Phase literacy teachersnegotiate their professional identities?". I will attempt to answer this question by investigating beginner literacy teachers classroom spaces, taking field notes about what I observe in and around the classroom in the absence of the learners as this research is concerned with the teachers professional working, in-service teacher identities. The participants will be formally and informally interviewed, and their classrooms will be used as part of the classroom observation as an artefact, where the layout and literacy structures are examined.

I intend to ask the participants for their consent to take photographs of their classroom spaces and take field notes of my observations. I have chosen your school because it has a good reputation of having good teachers and I would like to work together with you by inviting your school to participate in the completion of this Masters research project.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this research project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. Their names and the identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE:_____
NAME: Thokozane Princess Dyosini
ADDRESS: 49 Hurricane Street, Ormonde View, Johannesburg, 2091.
EMAIL: tdyosini@gmail.com
TELEPHONE NUMBERS: 0843419429

6.4.7 Appendix 7

INFORMATION SHEET TEACHERS

DATE:_____

Dear_____

My name is Thokozane Princess Dyosini and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on "An investigation of how beginner Foundation Phase literacy teachers negotiate their professional identities".

My research involves:
My main objective is to answer the question "How do beginner Foundation Phase literacy teachersnegotiate their professional identities?". I will attempt to answer this question by investigating beginner literacy teachers classroom spaces, taking field notes about what I observe in and around the classroom in the absence of the learners as this research is concerned with the teachers professional working, in-service teacher identities. The participants will be formally and informally interviewed, and their classrooms will be used as part of the classroom observation as an artefact, where the layout and literacy structures are examined.

I intend to ask the participants for their consent to take photographs of their classroom spaces and take field notes of my observations. I have chosen your school because it has a good reputation of having good teachers and I would like to work together with you by inviting your school to participate in the completion of this Masters research project. Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information. Thank you very much for your help.

Yours sincerely,

SIGNATURE:_____
NAME: Thokozane Princess Dyosini
ADDRESS: 49 Hurricane Street, Ormonde View, Johannesburg, 2091.
EMAIL: tdyosini@gmail.com
TELEPHONE NUMBERS: 0843419429

6.4.8 Appendix 8

Teacher's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called: "An investigation of how two beginner Foundation Phase literacy teachers negotiate their working contexts, identities and training". I intend to ask the participants for their consent to take photographs of their classroom spaces and take field notes of my observations.

I, _____ give my consent for the following:

Permission to review/collect documents/artifacts	**Circle one**
I agree that classroom contents and literacy resources and books can be used for this study only.	YES/NO
Permission to be audiotaped	
I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO
Permission to be interviewed	
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO
Permission to be photographed	
I agree have my classroom photographed during the study.	YES/NO
I know that I can stop this permission at any time.	YES/NO
I know that the photos will be used for this project only.	YES/NO
I agree that field notes will be takes on the classroom spaces	YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

6.4.9 Appendix 9

Letter from Academic Editor

Megan Moll

Editor/Proofreader

---

20 Columbia Park
26 Gibson Rd
Kenilworth
Cape Town

25 May 2017

To whom it may concern

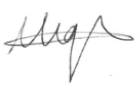
This letter serves to confirm that I, Megan Khethiwe Isabelle Moll, did only the following work on Thokozane Princess Dyosini's (student number: 482489) Master of Education thesis:

- Proofreading: correction of spelling, punctuation, typographical errors, spacing
- Editing: correction of word usage and word inconsistencies, ensuring correct referencing was used

I did not write her Master of Education thesis for her.

Please feel free to contact me if you have any queries.

Kind regards,



Megan Moll

Contact details
Cell number: 082 491 9090
Email address: meganmoll@gmail.com
Website: www.meganmoll.com

6.4.10 Appendix 10

Declaration of Original Work

I, ***Thokozane Princess*** **Dyosini**, know and accept that this is all my own work, and that plagiarism is dishonest, credit has been given to all the sources used in this research study.

- I declare that the attached research report is my own work.
- I have acknowledged all the direct quotations and paraphrased ideas.
- I have provided a complete alphabetized reference list, as required by the APA method of referencing (described in the Referencing Handbook).
- I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
- I understand that the University of the Witwatersrand will take disciplinary action against me if evidence suggests that this is not my own unaided work or that I failed to acknowledge the source of the ideas or words in my writing.

Signed: _____

Date: _____