

Teacher professional identity in South Africa:
effect on supply and demand for early
childhood education in South Africa

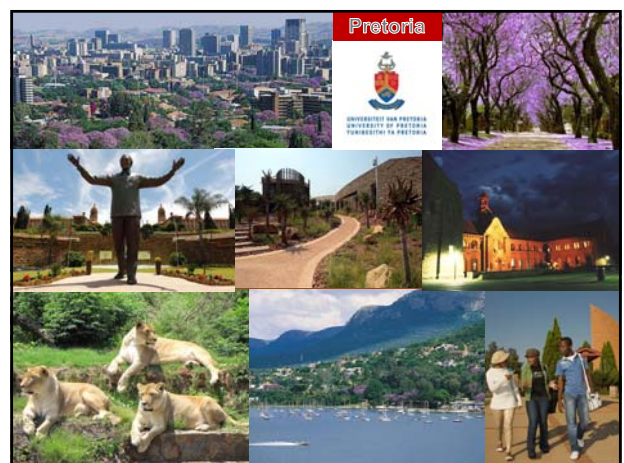
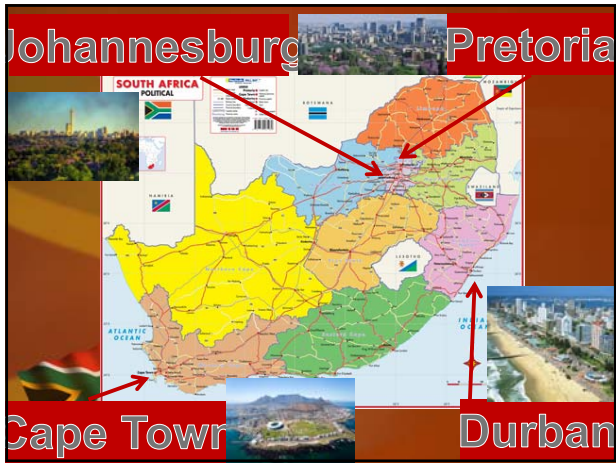
Prof CG Hartell
Dr MG Steyn



Introduction to South Africa

Professor
Cycil Hartell








STRUCTURE

- INTRODUCTION
- OBJECTIVES
- HISTORICAL PERSPECTIVES IN SOUTH AFRICA
- THEORETICAL FRAMEWORK
- EFFECT OF FACTORS ON TEACHER PROFESSIONAL IDENTITY AND SUPPLY AND DEMAND



OBJECTIVES OF THIS STUDY

- To explain the influence of educational history on AL early childhood teachers' professional identity
- To explore which factors influence the ALT professional identity in South Africa
- To investigate the effect of the factors on teacher professional identity and on supply and demand of African language teachers



SOUTH AFRICAN DEMOGRAPHICS

POPULATION GROUP	STATISTICS
Black African	79.2%
Coloured	7.9%
Indian or Asian	3.5%
White (Caucasian)	7.9%
Other	1.5%
TOTAL	51,770,560

LANGUAGE GROUPS

LANGUAGE	PERCENTAGE
Zulu	22.7
Xhosa	16.0
Afrikaans	13.5
English	9.6

Historical perspective of education in South Africa

- Apartheid regime (1948-1994)
- School segregation according to Apartheid categories
- Black learners were disadvantaged:
 - Per capita spending
 - Difference between Black and White schools.
- Characteristics of Black schools.





The history of teacher training in South Africa

- Teacher training evolved from the Apartheid system.
- Racially teacher training system.
- Deep racial and regional inequalities
- Difference in qualification structure. 1979.
- Educational opportunities for Blacks very limited.
- 120 Teacher colleges: poor training and low admission requirements
- "...most currently serving teachers received their professional education..... part of Apartheid (DoE, 2006)
- Purposeful disparities = low status to profession.

Challenge of post-Apartheid South Africa is to reconstruct an education system in order to create conditions for excellent teaching and learning.



PERIOD OF RATIONALIZATION AND CONSOLIDATION

- 1996 to 2000: the teacher colleges were incorporated into 23 Universities
- Only 25 colleges were identified for incorporation
- Colleges became schools and technikons
- Poor infrastructure



Current provision of teacher education

- Only 13 of the 23 universities offer ECE initial teacher education programmes resulting in a short supply of Black student teachers.
- High admission requirements of universities
- High university costs
- EU project.
- Bursaries



Educational reform in South Africa

- To provide a system of education that builds democracy, dignity, equality and social justice
- To broaden participation in HE so as to reduce the highly stratified race and class structure of the country
- Reforms failed in SA



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METHODOLOGY

- Data was generated from different sources for triangulation
 - Researched literature
 - Theoretical approach
 - Interviews
 - Document analysis
 - Observations



TEACHER PROFESSIONAL IDENTITY IN SOUTH AFRICA



DEFINING TEACHER IDENTITY

- Ballantyne, Kerchner and Aróstegui (2013:212): something that is not fixed, it is established through experience and the interpretation of that experience.
- The way that teachers, both individually and collectively, view and understand themselves as teachers in teaching a given subject (Mockler, 2011).
- Trent (2011:529) a "process of becoming".
- Brock (2012:28)"...a complex changing phenomenon located in specific socio-cultural and historical situations."



THE IDENTITY OF THE TEACHER (cont)

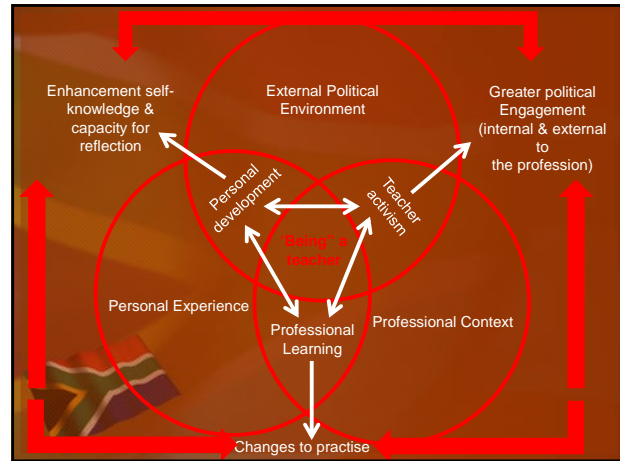
- Hansen (2001:1): the social identity of the teacher is formed on the basis of the broader community's view of the profession.
- Kamper and Steyn (2013): opinions that people have about teachers and the profession, have implications for the professional identity of the teacher.
- Indicative of how politicians and policy-makers assess teachers.



THEORETICAL FRAMEWORK

Model of Mockler (2011) distinguishes between three dimensions of professional identity:

- A Personal experience
- B Professional context
- C External political environment.



A PERSONAL EXPERIENCE

- Involve class, race and gender.
- Teachers' own experiences of school (and as learners themselves).
- History of education in South Africa.
- Own experience of being a teacher
- Teacher qualifications (SAIDE, 2007:11).

ALL CONTRIBUTE TO THE LOW MORALE, IDENTITY AND STATUS OF ALT

B PROFESSIONAL CONTEXT

- Aspects of teachers "...which are framed within an education context....career histories, professional training and development experience"(Mockler, 2011: 521).
- Various school contexts and teacher training and development.
- Well resourced and previously disadvantage and under resourced schools
- Functional and dysfunctional schools.

ALL IMPACT ON MORALE, IDENTITY AND STATUS OF ALT

B PROFESSIONAL CONTEXT (cont)

- Dysfunctional schools are situated in townships and many are typified by poor management, deconstructive parent-school relationships, unqualified and frustrated teachers, overcrowded classrooms, lack discipline and lack of facilities (Bergman, Bergman & Gavertt, 2011).
 - Furthermore, factors like ill-discipline, hunger and HIV and AIDS impact negatively on the social functioning of schools.
- ALL IMPACT ON MORALE, IDENTITY AND STATUS OF ALT

C EXTERNAL POLITICAL ENVIRONMENT

- Discourses, attitudes and understandings surrounding education that exist external to the profession, experienced by teachers largely through
 - the media, community
 - government policy which relates to their work and the ways in which political ideology impacts upon their work "(Mockler, 2011: 521).

C EXTERNAL POLITICAL ENVIRONMENT

- After 1994: "...provide a system of education that builds democracy, human dignity, equality and social justice." (Department of Education, 2001:4).
 - Major crisis:
 - Closing of teacher colleges
 - Constantly changing curriculum –confusion, frustration
 - Teaching posts that had not been renewed
 - Lack of support and poor management
 - Teacher strikes
 - Learning material not reaching schools
 - Classrooms overcrowded.
- LOW MORALE AND IDENTITY

EDUCATIONAL CONSEQUENCES

- Under qualified and trained teachers with Low morale
- Teachers blame the government for the current situation viz. poor salaries, overcrowding and inadequate facilities.
- Teacher strikes are common and learners do not receive teaching for weeks on end.
- Under performing schools

EFFECT ON SUPPLY AND DEMAND

- HISTORY OF TEACHER EDUCATION
Qualifications, disparities, characteristics of Black schools
“ECE teachers have no status at their schools”
“It seems they are not qualified and their salaries are low”
- TEACHER STATUS
“Well, for blacks being a teacher, it's like, I'd say not the lowest but one of the lowest occupations, careers that you could choose.”

EFFECT ON SUPPLY AND DEMAND

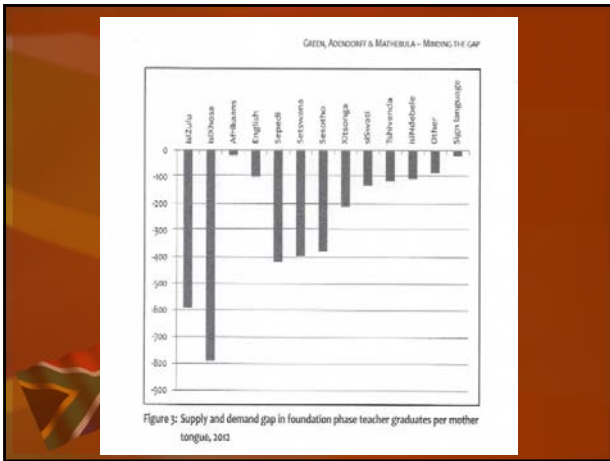
- GENDER
Gender prejudice and stereotyping: female tasks and displaying feminine attributes, nannies, caregivers
“unattractive – boring..., too much patience with poor pay and promotional opportunities” Mashiya, 2015
- CAREER CHOICE
Not first choice, parents' choice, finance, fall-back plan
“I applied for criminology, and then I was advised to put education as my fall back plan, so I did.” Student, 2013

EFFECT ON SUPPLY AND DEMAND

- PERSONAL EXPERIENCE
Own, school experience, prof development, frustrated
- PROFESSIONAL CONTEXT
Dysfunctional schools, overcrowded classes, under qualified teachers, lack support
- EXTERNAL POLITICAL ENVIRONMENT
Political reforms, under performing schools, new economic opportunities

EFFECT ON SUPPLY AND DEMAND

- LANGUAGE
Language as language of instruction (LOLT)
Inequalities in annual assessment results
“Underperforming schools”
Low enrolment, throughput and high dropout rates at university
But with most Black students it's the language barrier because you know when we're doing our research, the information, the English, is of a higher standard and the people have trouble with that. And you have to go through an article of 50 pages and understand all the words...

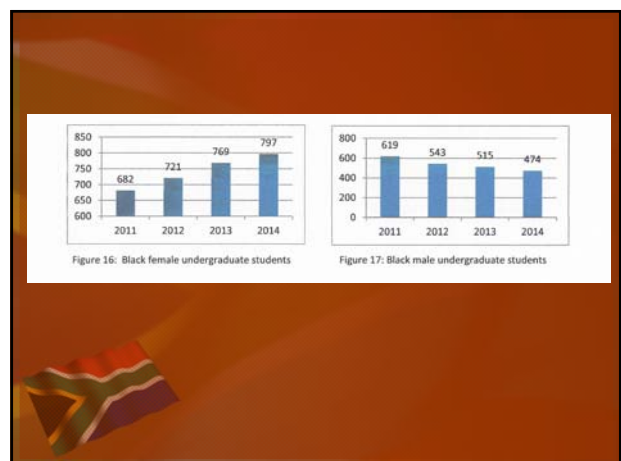


New ECE graduates as a share of the total number of new teacher graduates

Year	Total number of new teacher graduates (NTGs)	Total number of ECE teacher graduates	% share of NTGs that are ECE graduates
2008	5 942	1 275	21.5%
2009	6 976	1 304	18.7%
2010	7 973	1 278	16.0%
2011	10 593	1 581	14.9%
2012	13 708	2 283	16.7%

PROJECTED 2020 ECE TEACHER SUPPLY AND DEMAND GAP (Green 2015)

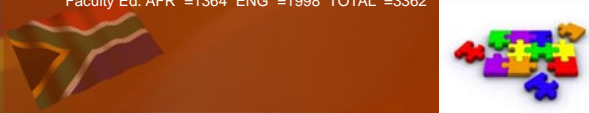
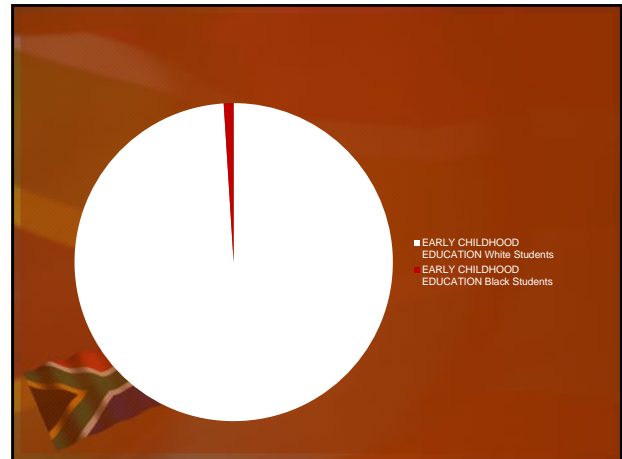
DEMAND VARIABLES	CALCULATED VALUE	SUPPLY VARIABLES	CALCULATED VALUE
Population expansion demand	147 0714	Existing teacher stock	129 228
Replacement demand	48 598	New teacher graduates	24 309
Total demand	195 672	Total supply	153 537
SUPPLY AND DEMAND GAP = SUPPLY – DEMAND = 153 537 -195 672 = -42 135			



STUDENT ENROLMENT PER YEAR: JULY 2012

BEd: ECD & FP	1st YEAR	2nd YEAR	3rd YEAR	4th YEAR	TOTAL
Black students	13	6	10	5	34
Total students	283	220	173	142	818


Faculty Ed. AFR =1364 ENG =1998 TOTAL =3362

ECE Teacher supply


Retention and training of teachers have not kept up with the growth rate of the school-going population.

- Currently, there are 23 higher education institutions in SA. However, only 13 universities offer initial ECE teacher education programmes resulting in a short supply of Black student teachers.
- Only 13% (160) of ECE teachers in 2010 were Black - need to replace 3275 Black teachers which the education system would lose through attrition in the same year.
- 2009: 4147 ECE teachers were needed annually to meet the growing enrolment of children, yet the expected graduates for 2009 were only 1275. Of these expected graduates, only 168 were Black teachers speaking African languages (Green, 2010)



IDENTIFIED FACTORS AFFECTING TPI

External Factors	Internal factors	Effect on supply and demand
History of ECE teacher training	Qualifications, lack curriculum interpretation in practice	Low status Not preferred choice
Professional Context: (school and community)	Own experience of school and schooling, Support.	Gender prejudice and stereotyping
Political environment	Impact of political ideology on teaching	Dysfunctional schools
Language	LOLT, assessments, underperforming schools	Language Political environment



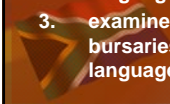
CHALLENGES

- The low morale, status and identity of ECE teachers need to be improved
- The share of ECE graduates, when compared to 2008 has declined despite increasing number of universities
- South Africa is not producing enough new ECE teachers, demand largely exceeds supply
- The biggest challenge for South Africa is to produce adequate numbers of new African language ECE teachers



RECOMMENDATIONS

- A** Strategies should be implemented to improve the low morale, status and identities of ALT
- B** Higher education institutions should:
1. orientate and prepare students to (a) use African languages as LOLT and (b) to teach African language as academic subject.
 2. have strategies to recruit and retain African language students
 3. examine the financial support offered and provide bursaries funding for greater number of African language students



THE END

