

## Early-Career Teachers Relating to their Initial Teacher Education Training

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### Abstract

Initial Teacher Education (ITE) programs are meant to lay the foundation for future teachers. A key part of this should involve understanding the students' personal aspirations, motivations, and potential—what kind of teacher they truly want to be. However, for the past half-century, the fundamental structure of ITE has remained largely unchanged. It still focuses primarily on three elements: practical teaching experience, specialized subject knowledge, and educational theory. Given this rigid structure, the primary question is: What do the real-life experiences of novice teachers reveal about whether ITE helps them integrate their personal identity with their professional role? The curriculum is a work of art or a "text," and the current ITE programs often oversimplify the complexity of becoming a teacher. By ignoring or downplaying the personal knowledge and life experiences that prospective teachers bring with them, the programs overlook the complex realities of these individuals. By studying the personal stories of novice teachers, I demonstrate how their existing beliefs and formative experiences shape their perspectives and decisions as they attempt to manage their new responsibilities in schools. Currently, it is rare for a student teacher's personal life to have a meaningful connection with the work of learning to teach. I argue that for Teacher Education to move beyond simply teaching techniques and functions, the curriculum must become a space where future teachers can explore the essential link between their personal knowledge and the academic and professional knowledge they acquire.

### Keywords

Initial Teacher Education, Lived-Experience, Personal Identity, Professional Identity.