

Analysing institutional identities authorised for South African foundation year teachers

Roxanne Long
Rhodes University
<roxxannelong@gmail.com>

This paper emerges from a study focused on foundation year (FY) teacher identities. In 2001 South African policy suggested FY be included in compulsory schooling. This resulted in many Early Childhood Development (ECD) practitioners moving from community-based sites to the school system. This physical move entails a shift in the roles prescribed for within schooling policy documents, which differ from those inscribed in ECD documents. I analyse the institutional identities prescribed by policy focusing on mathematics curriculum documents. The analysis shows interesting emphases on certain roles for FY teachers that differ from earlier ECD roles and current Grades 1-3 roles.