

Policy Support for Teacher Identity in Sri Lanka

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Teacher identity is paramount for educational development but hardly any research is available in Sri Lanka to assess the impact of policy decisions on the enhancement of teacher identity of the Sri Lankan teacher. This research is a preliminary study on the extent of policy support available to the Sri Lankan teacher. An important theoretical framework on which this study is based is that teacher identity can be conceptualized as ‘The personal and cultural characteristics and experiences of teacher and that It has to be kept in mind that teachers are diverse men and women with varied experiences that brought them to teaching. They have their own priority needs, desires, and expectations with possible positive and negative implications’. The research question is whether the Sri Lankan teacher has the required policy support and psycho social support for positive teacher identity. The method adopted is a quantitative and qualitative mixed method and the preliminary investigations are based on investigating government policy documents, and websites. The methodology and the techniques used are literature surveys, conceptualization, content analysis and coding. The results indicate that although there are sufficient policy documents to ensure the enhancement of teacher identity, in practice the implementation needs improvement. In conclusion, the educational organizations have a great responsibility to develop favourable mechanisms to enhance teacher identity in Sri Lanka.

Keywords: Teacher identity, Policy, Education, Priority needs, Psycho-social support