

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

Disciplined Inquiry in Education Seminar Series

February 14, 2024/Noon-1:00 P.M.

Virtual Presentation

Gabriela Mocanu

Department of Teacher Education

AN INVESTIGATION INTO THE PROFESSIONAL IDENTITY DEVELOPMENT OF TEACHERS IN INTERNATIONAL SCHOOLS

Abstract: This research study delves into the professional identity of expatriate teachers working in international schools, employing a quantitative approach through a comprehensive survey. The primary objective of this investigation was to ascertain whether a notable disparity exists between the development of professional identity and the duration of teaching experience in international schools. Data was gathered from a diverse sample of expatriate teachers encompassing various demographic and experience levels. The results did not reveal any statistically significant differences between the number of years teachers spent teaching in international schools and the development of their professional identities. This outcome challenges conventional wisdom in the field of international education and suggests that the formation of professional identity in expatriate teachers is a multifaceted process, influenced by a myriad of factors beyond mere years of experience. This study contributes to the understanding of expatriate teachers in international schools, shedding light on the complexities of their professional identity development and in doing so, offers a foundation for further exploration in this critical area of educational research.

