

Exploring Teachers' Identity: Reflections and Implications

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Abstract

With the rapid developments and changes with digital technologies, teachers are challenged to develop their thinking and practice to instill critical minds able to participate actively in the knowledge society. Indeed, students need to develop the necessary 21st century skills that enable them to thrive for today's economy. According to the Educational Testing Service (ETS) (2007), the 21st century learning skills refer to the ability to a) collect and/or retrieve information, b) organize and manage information, c) evaluate the quality, relevance, and usefulness of information, and d) generate accurate information through the use of existing resources. To achieve this goal, teachers' professional identity has been further questioned, thereby generating debates and issues regarding their role. What teachers need to know, what beliefs they should hold and how they can achieve their professional development, are among the core intentions of today's teacher education. Within this concern, this article aims to explore teachers' professional identity to support teachers and teacher students understand their role and the conception of learning in 21st century education.

Keywords: beliefs, emotions, knowledge, professional development, teacher identity

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