

Autobiography and Effective Teaching: Experiences of Two Day-Care Centre Teachers

Vuyisile Msila

***PO Box 392 University of South Africa, College of Education, UNISA, 0003
E-mail: msilavt@unisa.ac.za***

KEYWORDS Life Story. Self, Memory. Language Acquisition. Professional Development

ABSTRACT In recent decades life stories have begun to inform research, and various studies acknowledge the usefulness of understanding coherence and meaning in narratives. A person's life story reflects past experiences, reveals the present and shows how the future is envisaged. It is a script that paints some coherence and development in people. This qualitative action research focused on the life stories of two kindergarten teachers who taught in Black African day-care centres in South Africa. It investigated the narrative identities of these teachers. Among the major findings in the case studies was the intentionality of the life story; it has a potential of addressing aspects that might have left a void in people's lives. They use their life stories to enhance the positive experiences from their stories and discount aspects that they deemed detrimental to the social health of the children. Therefore, the teachers' own positive and negative experiences of their childhoods became invaluable in enhancing learning in their classes.