

STUDENT TEACHERS' BELIEFS ABOUT TEACHER'S ROLE

PIHEL HUNT¹, ÄLI LEIJEN¹, KATRIN POOM-VALICKIS²

¹ UNIVERSITY OF TARTU (ESTONIA); ² TALLINN UNIVERSITY (ESTONIA)
PIHEL.HUNT@UT.EE, ALI.LEIJEN@UT.EE

INTRODUCTION

Teachers' beliefs are implicit assumptions about students, learning, classroom, and the subject matter to be taught¹, learning how to teach and the teacher's role², which affect student teachers' learning.

Metaphors frame and define our experiences as a way of making meaning and these metaphors are claimed to contain ideas that reflect our core beliefs³.

RESEARCH QUESTION

WHICH METAPHORS DO STUDENT TEACHERS USE TO EXPRESS THEIR BELIEFS ABOUT THE TEACHER'S ROLE?

METHOD

193 first year student teachers were asked to complete the statement "A teacher is like..." by providing a metaphor and then elaborating on it.

The data was analysed following the model by Löfström, Poom-Valickis and Hannula⁴, which has been inspired by the teacher knowledge-base model of Beijaard, Verloop and Vermunt⁵.

RESULTS

SUBJECT EXPERT

BUILDER

TREE THAT SCATTERS KNOWLEDGE

OPEN BOOK/ INTERNET

PEDAGOGUE

CHILD'S SECOND MOTHER/FATHER

LIGHTHOUSE

MISSIONARY

DIDACTICS EXPERT

CONDUCTOR COMPASS

ACTOR AND ARTIST IN ONE.

CONTEXTUAL METAPHORS

SQUIRREL IN A WHEEL THAT IS COMPLETELY DEPENDENT ON HIS/HER MASTER

SELF-REFERENTIAL METAPHORS

HUMAN LEMON

SEA, WHERE THE SURVIVAL OF THE SHIP (=STUDENTS) DEPENDS ON THE SEA'S STABILITY/CALMNESS.

HYBRIDS

VERSATILE LEADER WELL

PARENT, PSYCHOLOGIST AND ENCYCLOPAEDIA - THREE IN ONE.

CONCLUSION

The findings from this study illuminate the large variation in teacher role and can be used to support the students in their professional development.

Subject specialist: a wise provider of knowledge and skills.

Pedagogue: raising future citizens, solving children's problems and being a role model.

Didactics expert: a supporting and guiding role in learning and also in creating the learning environment and synergy.

Self-referential metaphors: teacher's personality, several negative metaphors.

Contextual metaphors: teacher's work environment, several negative metaphors.

Hybrids showed more broadened views about the teacher's role.

REFERENCES

- ¹ Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.
- ² Poom-Valickis, K. (2003). Opetajate professionaalse arengu uunimine: kuidas muuta eelarvamusiikud toekspidamis arengupotentsiaaliks. [Studying the teachers' professional development: how to transform preconceived beliefs into developmental potential]. E. Krull & K. Oras (Toim), *Opetajate professionaalne areng ja õppepraktika*. Opetajakoolitus IV (lk 95-109). Tartu: Tartu Ülikooli Kirjastus.
- ³ Lakoff, G., & Johnson, M. (2011). *Metaphors we live by*. Tallinn: TLU Kirjastus.
- ⁴ Löfström, E., Poom-Valickis, K., & Hannula M. S. (2011). *Categorisation of Teacher Metaphors*. Unpublished Manual for NorBa Project. University of Helsinki and Tallinn University.
- ⁵ Beijaard, D., Verloop, N., & Vermunt, J.D. (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education* 16, 749-764.

