



“In teaching you enter your class, do your job and go home. There it ends” – On education, teaching and the proclivities of prospective and beginning teachers

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Abstract

The years of training and the entrance into the field of teaching is a period during which the professional identity of prospective and beginning teachers shapes. By examining the prospective and beginning teachers' perceptions, it may be possible to promote the understanding of their evolving professional world, as well as their aspirations. This paper reports of a research, in which 21 in-depth interviews were conducted with prospective and beginning teachers, who participated in a program for excellence in teaching. The findings reveal that the participants' conceptions of the teacher's role are one-dimensional; refer mainly to pedagogical aspects, such as creating personal relations with students and ignore the teacher's professional expertise in subject matter and didactic issues. We suggest some reasons why the role of teachers as responsible for the academic and intellectual development of their students is excluded from the interviewees' self-perceptions, and also discuss implications for teachers' training programs.

Key words: Professional identity, teacher training, beginning teachers, excellence in teaching program