

Imagining Self as Teacher: Preservice Teachers' Creations of Personal Profiles of Themselves as First-Year Teachers

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Currently, methods classes in teacher education focus primarily on content. In literacy, for example, teacher educators typically focus on helping students learn reading and writing instructional techniques. However, an examination of literacy from historical and cultural diversity perspectives (Wertsch, 1985) calls for a broader view of the nature of literacy and indeed, of teaching itself. One purpose of the current study was to expand a literacy methods class to include students thinking about themselves as teachers prior to student teaching. The complex work of teaching involves much more than traditional methods content. Individual concepts, including practical understandings, personal and cultural experiences, and tacit knowledge, are but some of the powerful forces guiding future teachers' thinking and action. These factors often go unexamined by education students and their instructors due to their abstract and