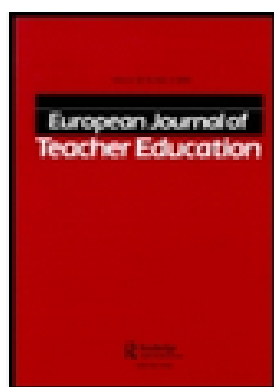


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## Becoming a teacher: student teachers' experiences and perceptions about teaching practice

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### Abstract

In an attempt to build a more comprehensive and holistic understanding of the complexity, dynamics and idiosyncrasies involved in becoming a teacher, this study focussed on the experiences of 295 student teachers. Their feelings, cognitions and perceptions regarding teaching practice were analysed using the short version of the Inventory of Experiences and Perceptions of the Teaching Practice. Results emphasise some of the difficulties experienced during this period (e.g., stress, sense of weariness and 'vulnerability'), as well the positive perceptions of these student teachers regarding their growing knowledge and skilfulness, as well as their sense of efficacy, flexibility and spontaneity in their performance and interactions. Their perception of their accomplishments in achieving reasonable levels of acceptance and recognition within the school community and their positive evaluation of the guidance and support provided by their supervisors are also emphasised. Differences were found – in terms of gender and graduate course background – in the way these student teachers experienced some aspects of teaching practice.