Increasing teacher quality is one of the main foci of the current State and National teacher education reforms in Australia. However, research on teacher education indicates problems of establishing a link between theory and actual teaching practice. This self-reflective study, therefore, aims to explore how an individual pre-service teacher took agentive actions in connecting the theoretical knowledge from teacher education with teaching practice in an Australian secondary school context. This study particular focuses on the impact of emotional experience on the process of knowledge internalization. Sociocultural theory and in particular the concepts of perezhivanie are the central theoretical framework of this study. The data presented in this seminar include reflective journals, the audio-recordings of teaching practice, lesson plans, and supervising teacher and tertiary mentor’s feedback and reports during the professional experience. These data were analysed to explore the key factors influencing a pre-service teacher’s agency in making transformations in learning and practical experience.
For a larger map, visit http://sydney.edu.au/facilities/maps/guide_01.shtml