

Pre-service Teachers' Perceptions on being a Teacher through a Metaphoric Perspective

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KEYWORDS Inspirers. Leading Changes. Life-long learners. Teacher Education. Teachers' Roles

ABSTRACT Changing needs of a society lead to a change in the roles of teachers-students, types of activities to design and the approaches to be implemented. This change has supported teachers' competency to promote lifelong learning. This study aims at identifying the perceptions of pre-service teachers regarding being a teacher through a metaphoric perspective. The study adopted qualitative research paradigm under interpretive methodology. Phenomenology was used as the research design within interpretivism. The study provided data regarding the positive and negative metaphors on being a teacher, metaphors on adopted roles of teachers and metaphors on expected roles of teachers. The study concluded that teachers can be much more effective when teachers are perceived as leaders but not managers; and when they are inspirer and life-log learners rather than being a parent for students.