

## THE EMOTIONAL ECOLOGY OF A TEACHER'S WORK AND LIFE

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### ABSTRACT

*This presentation discusses the place of studying teacher's emotion in professional learning and identity (re)construction. It will firstly discuss the development of professional learning paradigm from the exclusive focus on teacher's cognition to the inclusion of emotions in the study of teacher's learning. The discussion, then, will continue on to a study that I conducted in the attempt of looking at the complexities of a teacher's learning process. This study follows an in-service English language teacher's, Viktor (a pseudonym), professional learning experience of making meaning his professional work and life. The study situates itself under the narrative study framework in which data is obtained from in-depth interviews and informal verbal and electronic communication with the researcher. The narrative data is analyzed using an inductive (grounded) approach in eliciting any emerging themes and issues. In his narrative reflexive accounts, Viktor displays significant emotions that influence the way he makes sense his profession and (re)constructs his teacher's self. Viktor's narrative is also rich with metaphors that reflect the overlapping authoritative Discourses that regulate, liberate, and contradict his emotional work in various teaching and identity positioning situations. The metaphors depict the participant's complex process of dialoguing with his past teaching experiences and his present education as well as the re-imagination of his future teaching self. The narrative accounts also lead to an understanding that teaching is indeed an "emotional labor" (Grandey, 2000).*

### REFERENCES

- Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 95-110.