

**The Cultivation of a Teacher in a Classroom Community**

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## (ABSTRACT)

The purpose of this study was to examine the dilemmas and tensions the researcher encountered as a teachers in a university-based lab school. Specifically, she examined the tensions within the context of the seemingly contradictory role expectations that were required of her as a student who was also a teacher.

This autobiographical form of self study was based on the principles of action research, of linking theory and practice through a cyclical process of action and reflection. The findings were reported in a narrative form and describe the process of how one woman came to know and understand herself as a teacher and an individual through her life inside and outside of the classroom.

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