The Fifth International Conference
on Self-Study of Teacher Education Practices

Journeys of Hope: Risking Self-Study
in a Diverse World

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INTRODUCTION

Welcome to the Fifth International Conference on Self-Study of Teacher Education Practices (S-STEP). Founded in 1993, S-STEP is a Special Interest Group (SIG) within the American Educational Research Association (AERA). Begun as a small group of researchers interested in the development of self-study of teacher education practices, S-STEP has evolved into a community of scholars growing in number and in its influence on the field of education. In April 2004, the first International Handbook of Self-Study of Teaching and Teacher Education Practices premiered at the AERA annual meeting. Born out of research presented at both the annual meetings of AERA and biennial international conferences of the self-study SIG, this two-volume handbook from Kluwer Academic Publishers represents a collection of work spanning the last decade in self-study of teaching and teacher education. Momentum from the self-study research handbook continues in the papers and presentations of this year's conference theme, Journeys of Hope: Risking Self-Study in a Diverse World.

These proceedings summarize the papers presented at the Fifth International Conference on Self-Study of Teacher Education Practices. As in 1996, 1998, 2000 and 2002, this year's conference is situated at Herstmonceux Castle in East Sussex England. Herstmonceux Castle is the International Study Centre of Queen's University at Kingston, Ontario. The "Castle Conference" has become an ongoing biennial institution for collaborative conversations among scholars of self-study in teaching and teacher education.

We have enjoyed this opportunity to serve as co-editors of these proceedings and to continue the editing process begun by Janet Richards in 1996, and carried on by Ardra Cole and Susan Finley in 1998, John Loughran and Tom Russell in 2000, and Clare Kosnik, Anne Freese and Anastasia Samaras in 2002. We have worked to provide a standard format and style, but we have left decisions about the various spellings of English to the preferences of individuals' home countries. We have tried to account for the richness of the discourse in self-study through the formatting of various kinds of dialogue, giving each its own representation. We are delighted that contributions in this year's proceedings represent a wide range of countries: Australia, Canada, Iceland, New Zealand, the United Kingdom, and the United States of America.

Co-Editors

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The Fifth International Conference
on Self-Study of Teacher Education Practices
June 27-July 1, 2004

Sponsored by
the Self-Study of Teacher Education Practices SIG of AERA

The S-STEP website is: http://www.ukans.edu/~sstep/
The website for this Fifth International Conference is: http://educ.queensu.ca/~ar/sstep5

Dedicated to the memory of
Diane Holt-Reynolds and Jeffrey Northfield.
Their self-study work in the
field of education has had an impact on
the personal and professional lives
of their colleagues and friends
throughout the world.

SUNDAY, JUNE 27, 2004

Time	
6:00 - 8:00	**Dinner and Vicki LaBoskey's talk on new directions for self-study and group discussions**
8:00 - ?	**Pub Discussions and Newcomers Gathering**

MONDAY, JUNE 28, 2004

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10:00 - 10:50	**Jeffrey S. Kaplan** Dancing in the Dark	**Morwenna Griffiths & Joseph Windle** That's What I Am Here For	**Rosamund Winter** Genuine Tasks as Academic Assessment: Dilemmas in Meeting Both Student and Institutional Requirements	**Amanda Berry** Learning about Helping Student Teachers Learn about Their Practice
11:00 - 11:20	**Tea**			
11:30 - 12:20	**Katheryn East & Melissa L. Heston** Talking with Those Not Present: Conversations with John Dewey about Our Teacher Education Practices	**Deborah Tidwell & Madalina Tincu** Doodle You Know What I Mean? Illustrated Nodal Moments as a Context for Meaning	**Joseph Senese** The Accidental Curriculum	**Linda May Fitzgerald** My "I'm a Racist" Story: Why Don't I Tell It More Often?
12:20 - 2:00	**Lunch**			
2:00 - 2:50	**Stefinee Pinnegar & Mary Lynn Hamilton** Positioning Ourselves for the Journey: Exploring Identity as Teacher Educators	**John Loughran** Informing Practice: Developing Knowledge of Teaching about Teaching	**Olivia Archibald** Montaignian and Baconian Writing Forms: Using Fictional Letters in Self-Study	**Ayani Good & Peter Pereira** Curriculum Teachers and Their Discontents
3:00 - 3:50	**Renée T. Clift, Patricia Brady, Raul A. Mora, Jason Stegemoller & Soo Ooung Choi** Where Are They Now? Where Are We Now?	**Helen Freidus, Carole Baker, Susan Feldman, Jessica Hirsch, Brianna Syres, Charissa Sgouros, Laurie Stern, Marilyn Wiles Kettenmann & Diane Tortu** Facing Ambivalence: Finding Our Ways through the Cracks of Externally Imposed Standards	**Lesley Coia & Monica Taylor** What is at Risk Here? Recasting Feminist Authority through the Lens of the Past	**Dan H. Cockrell, Karen S. Cockrell, Peggy Placier & Joe F. Donaldson** Team Builder: Reflections on a Process
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4:30 - 5:20	**Jerry Allender & Mary Phillips Manke** Evoking Self in Self-Study: The Analysis of Artifacts	**Tom Russell & Sandy Schuck** How Critical Are Critical Friends and How Critical Should They Be?	**Jackie Eldridge & Barrie Bennett** The Impact of a School District-University Partnership on Pre-service and In-service Teachers: A Focus on Instructional Intelligence	**Jeffrey Kuzmic** "Working the Hyphen" in Teacher-Research (and Self-Study): Exploring Guilt, Anxiety, and Researcher Subjectivity
5:30 - 7:00	**Dinner**			
7:00 - 7:50	**Donna Allender** What Happens to the Self in Self-Study?			
8:00 - ?	**Pub Discussions**			

TUESDAY, JUNE 29, 2004

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2:00 - 5:30	**Outing and Informal Conversations**			
5:30 - 7:00	**Dinner**			
7:00 - ?	**Pub Discussions**			

Time	D'Acre Chapel	Conference Room	Ante Room	Room 6
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11:30 - 12:20	**Anne Reilley Freese** Using the Voices of Students as a Text for My Teaching	**Hafthor Gudjonsson** Self-Study and Pragmatism	**Linda Crafton** **& Louanne Smolin** Beginning Forays into Self-Study: A Collaborative Look at Critical Reflection	
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4:30 - 5:20	**Kathleen Fittler** Research as a Stimulus for Learning and Development		**Cheryl J. Craig** Beyond Hollywood Plotlines: A Self-Study of a Teacher Educator's "Becoming Real" in the Throes of Urban School Reform	
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THURSDAY, JULY 1, 2004

Time	D'Acre Chapel	Conference Room	Ante Room	Room 6
9:00 - 11:30		**Conference Debriefing** Conference plans: AERA Montreal SSTEP VI – 10-year anniversary		

DONNA ALLENDER
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What Happens to the Self in Self-Study?

"...self-discovery is an arduous process... It involves the adoption of a rather special attitude toward your self and observation of your self in action." (Perls, Hefferline, & Goodman, 1951, p. 3-4)

"[Self] is the artist of life... it plays the crucial role of finding and making the meanings that we grow by." (Perls et al., 1951, p. 276)

"Emotional awareness is a key element in the development of the teacher self." (Allender & Allender, 2001, p.130)

As a psychotherapist as well as an educator, I am profoundly interested in the self. My training as a Gestalt therapist focused on looking at the self in the present and in relationship with others. Writing the chapter, "Gestalt Theory for Teachers" in *Teacher Self: The Practice of Humanistic Education*, sharpened my awareness of how important it is for me as an educator to look more critically at myself (Allender & Allender, 2001). Connecting to Self-Study of Teacher Education Practices was a natural marriage. In this paper, What Happens to the Self in Self-Study, I am looking closely at the process and the effects of gaining self-awareness of myself as a researcher/teacher. My work in doing research this year has led me to examine my motives, feelings, ego, fears, and interests in relation to the larger study I had designed. I found I was neither clear about my motives and feelings nor objective about how the study has been handled. I wanted to understand better my relationship to the teachers and the outcome of our work together.

My research for the 2004 Castle Conference began in August 2002. I worked for a year with the teachers and staff of Project Learn School to determine the structure, time and organization of the multi-age groups in the school, which are called "Group." In 1970, when I was part of founding this independent, humanistic, open classroom school, the mission of Group was to foster cooperative learning, integrated studies, affective learning, democratic practices and humanistic interactions among students and teachers. Dewey's *Experience and Education* (1938) inspired much of the design. As a community, we felt supported by Dewey as we created a school which focused on children's needs in the present as well as preparing them for the future. For many years, every morning children took their reading and math classes, assigned according to their abilities and needs, and classes in science, art, and other disciples that were presented as electives. Every afternoon they studied in their Group where together they designed a course of study that integrated the various disciplines and required them to work together to complete a project. Since my retirement in 1992, the nature and time allotted to Group has been drastically reduced. There has been increasing pressure from parents to include many more subjects in the curriculum. Time for those subjects was taken from Group. At present, Group for many of the children more accurately resembles traditional homerooms.

In the past few years, the new teachers who have joined the staff began to question the whole idea of Group. Because I was present at staff meetings doing the research reported at the 2002 Castle Conference (Allender, 2002), I was challenged to explain Group and what it originally meant in the school's curriculum. From that discussion, a real interest evolved among the staff to redesign the Group studies to include more of the initial intention. They asked me to lead the staff development in an effort to achieve this goal. We committed ourselves to spend one staff meeting a month for two years on the structure and content of Group. I worked with them every month through the 2002-2003 school year. I presented a history of how Group worked during the years I was the Lead Teacher/Educational Coordinator of the school. Each teacher told about how she or he now spends the time allotted to Group. We worked on a questionnaire that asked them to describe what they would ideally like to have happen in Group and how much time each week they would ideally like to have set aside for these activities. At the end of that school year, several of the thirteen staff members took time to tell me how helpful the process had been to them so far. They have made changes in their groupwork designs, including some minor allotments of time for doing cooperative projects. However, we needed to continue the inquiry by ascertaining what they were willing to give up in the curriculum to allow for increased Group time. Also, I sensed from discussions with the staff that we have some fundamentally different goals.

Much to my disappointment these issues were not addressed, because the meeting time used for staff development was cancelled from September 2003 until March 2004 to allow for completing the school's accreditation process. My research on the Group process was thus postponed until the 2004-2005 school year. I have maintained my involvement in Project Learn by participating in parts of the accreditation process.

This disappointing delay in my research turned out to be important. In contemplating my disappointment, I had an insight, which led me to look more closely at what underlay my motives for doing this work. I became aware of strong feelings about the outcome of this staff development project. Though I was asked to help the staff figure out a new structure that they would feel is suitable to the school now, what was at stake for me was the expectation that there would be a return to the roots of the school's philosophy—by readopting the design developed in 1970. I was not interested in real change.

I felt angry and disheartened by the present state of Group in the school and wanted a return to what I conceive of as philosophically sound program. If we accept that "the inhibition of self [mine], in neurosis, is... an inability to conceive of the situation as changing or otherwise; neurosis is a fixation on the unchanging past" (Perls et al., 1951, p. 438) then my behavior fit the definition of neurotic. My job was to help the staff attain their goals, and I wanted it done my way. I was neither fully open to the process nor truly respectful of the people with whom I was working. They may have felt respected and served by the process, but I realized that I was not acting authentically. It was time to explore my motives.

The analyst Stephen Mitchell (2002), who has been important in the development of relational analysis, discusses the problem of the changing self in relationship to others. Using Heisenberg's "uncertainty principle" as a metaphor, Mitchell describes the interaction and the outcomes as a function of the approach and purpose of the interaction. He argues that there is a shift—similar actions have different effects—when the purpose of the person changes. This stimulated me to rethink the problem. Though it appeared that I was consulting with the staff in a lively, interactive way, I needed to become better aware of the purposes, and choices, involved in doing this work. How were my purposes affecting the work?

I had to clarify what it was I wanted. I know that as an educational consultant, it is most important that the teachers' needs are met. I was there to help them find the most effective way to use Group time. But with whose goals in mind? I expect myself to be a good consultant. But I also wanted the staff to accept and affirm the original design of Group at Project Learn. I had to acknowledge why this is so important to me. I discovered that not only did I believe the original design was educationally sound, I wanted the staff to accept it for personal reasons. I wanted affirmation as an educational leader and visionary. I wanted to be important to the present staff. Underlying these feelings was the need to be right. Mitchell (2002) writes about such internal conflict:

"What becomes of self-knowledge in this view? Is it healthy to be deluded about my own importance? My place in the universe? My significance to others? Of course not. What is healthy is the capacity to sustain multiple estimations of oneself, different ones for different purposes. In this view, an inability to recognize one's shortcomings can be an obstacle to meaningful, mutual exchanges with others" (p. 109).

Considering these internal needs has helped me realign what I am doing and how it can be done more authentically and effectively when we resume our work together.

Having meaningful, mutual exchanges with the members of the staff is important to me. Having a say in the outcome is also important. The outcome of our work should be a joint and collaborative effort, the product of discussion, disagreement, dialogue, disappointment, and ultimately creative, healthy confluence. It is apparent to me now that in the first year of working together, I really wanted the staff's confluence, which was to be achieved by their introjecting my ideas whole—without careful evaluation on their part. Confluence achieved through introjection necessitates the loss of self. There is little or no room for conflict or disagreement. I did not want them to pick apart the original design and incorporate only those parts that made sense to them—spitting out those which didn't fit. Yet, as a Gestalt therapist, I know that "where there is most conflict, contact and figure/background, there is most self; where there is 'confluence' (flowing together), isolation or equilibrium, there is diminished self" (Perls et al., 1951, p. 437). My fear of their rejection of any part of the whole kept me from making real contact in the work. In this kind of relationship, "we cannot make contact, for contact is the appreciation of the differences we have become unable to know" (Latner, 1986, p. 88). And, I had been unwilling to allow for differences.

By exploring my previously unacknowledged motives and needs, I opened myself to change and the possibility of lively, interactive decision making. By using this awareness in future interactions with the Project Learn staff, our work will better allow for an exploration of both our conflicting ideas and where we agree. Ideally, this will bring us to a creative confluence that does not require the loss of self but the coming together of self and other. Doing this, "the privacy of our isolated self is gone; instead we allow another to share our experience, to know us" (Latner, 1986, p. 57). Ideally, we will build a valuable, new design for Group that shows growth on my part since 1970.

I wonder if my self-study colleagues have looked at their studies in this way. Could we be a part of a process where researchers take time to honor the concept of self in self-study—confronting the person who has done this research? Others will not have the same feelings I have, nor do I expect or desire them to delve in the same way into a deep analysis of their motives and drives. But, I do hope for a community that is more aware and revealing of the self in our work. Here are some of the questions that I would like to explore together:

• How has your study changed you as a teacher/researcher?

• What have you learned about yourself from doing this work?

• What feelings has your study evoked in you?

• Has your study changed how you interact in other areas of your life?

• In what ways have you grown personally from doing this research?

Discussing these questions may bring us all closer and give us a more complex sense of ourselves. For me, truly revealing more of myself with all its warts and blemishes has better positioned the work I started with the Project Learn staff. There is room for greater supportiveness, because I trust the collaborative process. With self-awareness, it is more likely I will be able to help the staff construct a new ideal Group design for Project Learn for 2005.

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Evoking Self in Self-Study: The Analysis of Artifacts

The study of artifacts in educational research is largely limited to its ethnographic forms. Here, we raise questions about whether artifacts have a more important role in self-study. Our experience has been that the use of artifacts opens evocative methodological paths. Models from anthropology (Hodder, 1994: Wolcott, 1999) are useful in such self-study. Research that privileges the study of the self is a unique endeavor, quite outside the parameters of other kinds of educational research. The use of many kinds of data in traditional research tends toward counting, and counting is an activity that minimizes differences, rather than seeking out unique characteristics. Counting is not unacceptable, for example, in action research, but even there it distances the self. Other varieties of qualitative research used in self-study may draw closer to the self, but also limit the boundaries of inquiry. Typical methods of research are hedged in by logically constructed thoughts and concepts, whereas the self is also a font of other kinds of mental, emotional, spiritual and physical activity. The study of artifacts reveals that the products that make up our material culture in general, including the day-to-day work of teaching and learning, embody the full range of what is taking place in the world we live in, a world made up of individual selves.

Self-study research in teacher education has a history rich in the use and analysis of artifacts, often providing tangible evidence of the realities of teaching and learning. These may include paper evidence of teaching activities, copies of books read and used in teaching and research, mementos of gatherings and connections, objects created to make a theoretical or conceptual point, photographs, costumes, videos, works of art that have enhanced understanding of the self in the educational process, and surely more. Although artifacts do not supplant other forms of evidence, they need to be taken into account in developing a theoretical framework for self-study research.

Examples of the use of artifacts in self-study research include:

- Items that recall teaching experiences: narratives written by students, posters drawn by them, notes on newsprint produced during class activities, objects used in lessons, and a picture of an "unforgettable blue orange" (Allender, 2001).
- Collage boxes that open to reveal the many layers and seemingly unconnected p arts of the life of two teacher educators (Hamilton & Pinnegar, 1998).
- Photographs of a picnic table, drawn and painted on by faculty to immerse the reader in the spirit of joyful collaboration they developed in their college (Griffiths & Windle, 2002).
- A complex collage created by Margie Buttignol (2000) to represent her development as a student over many years—with evocative strings covering the work to convey feelings of limited potential.

Artifacts may be highly ephemeral, but more often they remain through the years, available for reminiscence, re-use, or reanalysis. They may be brought to the surface after years of storage to begin a new life as the core of a longitudinal self-study. Laid out on a table for consideration, they allow the development of connections among objects that grow into connections among ideas. Viewed by self-study colleagues, as they have been at AERA preconferences, they build connections among the work and ideas of peers. The variation among artifacts collected over the years evokes the ways teacher educators change and grow through their reflective practice. They offer the possibility of returning to a fork in one's developmental road and deciding to try a different path in one's practice as a teacher educator.

A CASE STUDY OF THE USE OF ARTIFACTS IN A SELF-STUDY

Initially, the research that formed the basis of the stories included in Teacher Self (Allender, 2001) was thought of as narrative self-study. It interwove classroom experiences written by and from the point of view of both education students and a teacher educator. The impetus for the work I engaged in over a ten-year period, from 1991 to 2001, was related to two sources of dissatisfaction. The first concerned my feelings about the quality of my teaching; the second stemmed from a long-standing belief that the data that had previously been gathered and

organized to evaluate my teaching did not adequately convey or inform substantial change.

My goal was to better understand the classroom dynamics that surrounded teaching and learning so that the focus in my classes could be on the strengths that already were developmentally in place. For me, it was a matter of setting higher expectations to match newly realized possibilities for connecting with the individual needs of my students, as well as those of the large group. For the students, I hoped to engage them more dramatically in the process of learning to teach—along lines of their previous experiences that within a broad view qualified as teaching, however informal. The stories reflected and analyzed the past while forming new images of how to guide my interactions with students, and theirs with each other, more effectively. After the book was finished, over four months in 2001, I undertook a self-study journal reanalyzing the stories with a focus on artifacts. This case study consists of accounts of how artifacts were used in this work.

One story begins with a blue orange. An "unforgettable blue orange" might be thought of as a special kind of tautology. Without ever having seen a picture of one, as it appears on the cover of Teacher Self, the thought is likely to create a memorable image. It is comparable to "not thinking about a while elephant." Yet, this specialness hid other meanings of Bryant's experience in class that began with my unveiling a painting of a blue orange. His arrogance as a math major led him to discount the value of a math lesson that was used to illustrate teaching methods that make classroom learning as easy as remembering the idea of a blue orange. Both the painting of a blue orange and a poster he drew of himself as a superteacher figured in the story. Pondering these artifacts, I saw how the "brilliant" math lesson I had designed was actually faulty, its faults hidden in the drama of the lesson. I too was arrogant. In the final analysis, it was possible to see how the how the story we had written, about himself and the design of classroom lessons, was also about our relationship.

In some cases, the stories themselves became artifacts. The original story written in 1994 with Crystal about the first week of class (where I used sneaky methods to help them and myself learn everyone's names quite effortlessly), turned out to be only a collection of shards for the story that finally appeared in print in 2001. The shards included not only the final class paper on which the story was based, but also her journal, short experience experiments, class notes, and my recalling more of the classroom process that occurred at the time. She and I agreed that rewriting the story over the years, fitting it into the book as a whole, did not take away from its essence, but made it more complex. In the journal (2/8/01), I wrote that the reanalysis *heightened my awareness along the lines of what might be frustrating my students*.

Rereading the yellowed newsprints where students had outlined with summaries and drawings their first experience experiments in their field placements, and the stories written with Tracy and Joann that were connected with them, reminded me about so many stories never written. The newsprint scrolls included the work of each of the 29 students in the class—each with a version of the teaching and learning that took place. When contemplating these artifacts of missing stories, I wrote in my journal (2/27/01), *I get a picture of myself as having another kind of arrogance: knowing oh so surely when [students'] inner probing lacks in adequate depth and authenticity. And I give myself license to say so whenever I feel this disjunction. Oops.*

One important story about Salad Alley was not told. In the class where Crystal, Tracy, and Joann's stories occurred, there was always a large group of students that went out once a week after class out to a restaurant on campus. From an array of artifacts, it is obvious that this regular outside-of-class event had direct effects on our semester's work, for everyone—even those who didn't attend. I concluded that stories connected with its influence were omitted simply because the materials didn't have *enough authorial voice in them to make a story of the kind I wanted* (journal entry 2/8/01). I'm realizing now that this might warrant further probing.

Without the artifacts, I might never have returned to consider my work in writing the book and the self-knowledge I could gain from that self-study. Artifacts served as anchors for this work.

CREATED ARTIFACTS AS STIMULI FOR DEVELOPING CONCEPTUAL UNDERSTANDING IN SELF-STUDY.
It is common for artifacts to be in existence before a self-study begins. Allender describes this above in his work with artifacts from classes he taught in the self-study that led to his book and to further work on the same materials and the book's process of becoming. These artifacts come from our past, and are often found in file drawers and dusty boxes, drawn on as we engage in analysis and re-analysis of our work. In many other cases, artifacts are deliberately created as part of an ongoing self-study, as when I asked students to provide me with a variety of assessments of our learning and teaching together in one of my self-studies (Manke, 1998). Other authors have collected student journal entries, recorded discussions with students, or saved student papers or their own teaching notes. My materials yielded data for one self-study, and had the potential to re-emerge as artifacts later on in the life of the self-study practitioner.

Some artifacts, though, come from our minds, our talents, and our hearts as we seek to understand the concepts that we create in understanding our selves and our self-studies. I think, for example, of the heart-searching in poems shared with the S-STEP SIG by Pinnegar (2001), and the collection of paintings used by Hamilton (2002) to help her hearers understand her thinking about educating diverse students.

In this case study, I will discuss the development of a series of photographs and poems that I have used in the process of my own understanding of what I now call "the generative properties of light" in self-study. To begin with, I took my new camera with me into downtown Minneapolis on a hot and brilliant summer day, and turned it on the many modern buildings that make up that lively city. "Photographing architecture" was a theme that had already surfaced in my photography for several years, and pursuing this interest and playing with my new toy were what I had on my mind.

On the way back to my car, I saw an older brownstone building, and took a couple of shots of its front from different angles. It was after the negatives were developed that I saw what I don't remember noticing at the time: the windows of the building were reflecting the flawless blue sky so perfectly that it seemed the windows were that brilliant blue. I liked the colors of the dark red brownstone and the glowing blue. Stimulated by this photograph, I added "reflections" to my mental list of photographic interests (looking back to see that many of the "photographs of architecture" I had made in the past included reflections). I began to look carefully at reflections in windows and water and other shiny surfaces.

Two changes resulted; one was that I began to see how ubiquitous reflections are in the visual world, and the other was that the word reflection was more salient for me. I began to think about the ways that in self-study and in teacher education the word "reflection" is often used with no thought of its visual origins. As I looked at the photographs I was taking, I was struck by the complexity of visual reflection, how it reduces the intensity, changes the color, and often distorts the shape of the reflected object – not to mention diffracting or refracting light itself when sun or moon or streetlight is caught in the reflection. Now I began both to seek out photographic images that illustrated reflection, both in my own work and that of others, and to think in a more complex way about the idea of reflection.

A similar process has taken place in my creation of the poems that are also artifacts for and of my self-study. Verbal images are invented or discovered in poems that address concepts being thought out (reflection, artifacts, improvisation, relationship). The poem is read or included in a paper, but the images persist in my mind. Over time I develop and enrich, expand or deepen them. In their new forms, they may appear in a new context, or change the way I revisit old contexts as writing is revised and re-used. At other times, I pull out an artifact that is a poem, and discover how its images, which have not stayed in the forefront of my mind, offer new insights into a subject I am currently thinking about. Or I may read that old poem with wonder at the glimpse it provides of where my mind and my heart were then, and the new self-understanding that arises when my now-self reads my then-self's work.

These photographic and poetic artifacts I create serve as signposts or streetlights on the path of self-study I follow. They evoke the self in my self-study, and I hope to offer to others the self-understanding that I have developed.

DISCUSSION

Our current research is based on work that was presented at the last Castle conference (Allender & Manke, 2002). During that session, we asked participants to explore and reflect on six artifacts connected with Allender's course on the Art and Science of Teaching: a book of Dewey's (1938) printed in 1958, with a torn dust cover and annotations by the reader in that year and post-it notes from a second reader in 2002; from 1993, two sets of yellowing scrolls (newsprints) drawn by students, an original story written by a student about his humiliation in class, a student's drawing of himself as Superteacher, and a photograph of a blue orange. Small groups studied the artifacts and wrote notes on their observations and hypotheses. These notes revealed how artifacts conjure up new ideas about teaching and learning that stem from the needs and goals of each individual self. It was intriguing to see how the task engaged the participants and sustained involvement. The motivation for self-study expressed itself intellectually, emotionally, and also physically in the visual and tactile experiences involved. Our goal now is to explore the effects of studying one's own personal artifacts as stimuli and data for self-study of teacher education practices.

We are working with a theoretical framework that places the concept of artifact within a set of aspects of self-study research. These aspects are particularly focused on methods that account for and address the nature of studying the self within a scholarly context. Joining, and expanding, theoretical considerations that were recently published in the International Handbook of Self-Study of Teaching and Teacher Education Practices (Loughran, Hamilton, LaBoskey, & Russell, 2004) by

ourselves and others, we have identified seven aspects that illuminate the nature of research that privileges the self. To the concept of artifact, we have added the generative properties of light (reflection/refraction/diffraction), improvisation, reanalysis, performance, collaboration, and relationship. A discussion of the theoretical framework as a whole took place at the recent meetings of the Self-Study SIG at AERA. In our session at the Castle Conference, it provides a context for a larger discussion following an experiential activity with personal artifacts.

Conference attendees have been asked to bring with them artifacts connected with their teaching and learning, to create images of an example or two from memory, and/or to construct artifacsimiles before the session. Analytic questions will be provided for participants to apply to their artifacts. Participants from 2002 will be asked to comment on the effects of that session on their practice. Others will be asked to critique the discussion as it unfolds, with an eye to envisioning how exploring artifacts facilitates self-study.

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Montaignian and Baconian Writing Forms: Using Fictional Letters in Self-study

"And when I return to write, will I be able to reshape the forms so more of this world falls on the page?" (Susan Griffin, "Red Shoes," p. 176)

As a teacher of writing, I have not always understood the covert ways writing forms operate. Seemingly ahistorical, writing forms, as with other discursive practices, seem natural to us, diminishing our likelihood of having a critical awareness of their history and lessening our prospect of recognizing hegemonic relations inscribed in the subject positions their forms and texts offer. Writing forms not only arrange our thoughts; they also may limit them, especially when the form is presented as a formulaic blueprint stipulating boundaries like linear structures and definitive closure.

Poststructuralist theorist Louis Althusser (1971) argues that discursive practices within institutions not only limit our thoughts, but actually construct our subjectivities. This happens through a complex alliance of ideology, language, and society. Rather than being a free, fully conscious individual, Althusser views humans as having a reality spawned by and subject to historical and cultural situations. According to Althusser, ideology is more than just false consciousness or a set of beliefs serving particular power interests. Ideology is the expression of social circumstances through the tangible, material practices of institutions. These practices "manufacture" certain visions of reality that support the Dominant Class in a process he calls interpellation. Institutional discourse offers us historically produced subject positions – limited identities – in which we "recognize" ourselves as and become. We are "normalized" into the identity, and any sense of Difference we held is erased (Grimm, 1995). All this happens while we assume we created our own identities, not that the discourse "interpellated" us into its ideology.

Embedded within this ideological production of discursive practices is the writing form's role. Educational institutions typically privilege the thesis-supported essay for student writing assignments and for what counts as faculty scholarship, despite the meandering, tentative, contradictory tradition of the essay introduced by the 16th century Frenchman Michel de Montaigne (1580/1965). Montaigne's essays are informal, digressive, unsystematic personal journeys of exploration. As a person of the Renaissance, Montaigne needed a writing form capable of challenging existing truths and representing new subjectivities. His writings needed a form capable of representing his multiple subjectivities, a form capable of representing the fluidity of self-identity and his fluctuating opinions on the changing world about him. This form needed the capacity to represent the uncertainty of his mind as he assayed his personal views on topics as diverse as sleep, smells, liars, and cannibals. Within his essays, Montaigne is the inquisitive, self-contradicting voyager.

Institutions of higher education generally choose to appropriate as their preferred writing form, a rigid, impersonal essay form which is more in line with essays written by the Englishman Francis Bacon (1597/1966), also famous for giving us the Scientific Method. The Baconian essay is a formal, tightly structured form. With rare exception, Bacon in his essays presents us with nothing extraneous to the subject being analyzed. He excludes any appearance of himself, presenting the reader with the seemingly objective voice of authority. Like Montaigne, Bacon also lived during the time of the Renaissance. He too was interested in discovery, but of a different kind. Bacon's intention was not to discover himself and the world about him in his writings; his intention was to instill the reader with moral truths — to tell us, as Hall (1989) states, how we can "subdue, apply, and accommodate our wills unto the good" (p. 86). Bacon's essays, by their impersonal approach and methodically analytical form, seem to put most of their hope for humanity in an "objective" scientific system divorced of imperfect human passions. He relies on the authority that comes from asserting a truth, not from an enactment that explains how he came to a certain way of thinking. The authority of Bacon's essays comes more from having the answers than questioning them.

If writing forms order our thoughts and embody certain perspectives of reality, what perspectives of reality, what specific relations of culture, are being legitimized and reproduced when higher education privileges the Baconian form of the essay? We are written by forms in our act of using them. Exactly how wide are the horizons of subjectivities which we take on as writers or ask

students to take on in their writing assignments when we follow such discursive practices? Thesis-driven forms work well in the world of government and business where compliance is expected and where linear structures are the norm; yet how suitable are they when they become for educational institutions, supposedly advocating writing as a tool for critical thinking, the privileged (and often only) structure for writing? With their emphasis on objectivity, could an over-reliance of thesis-driven forms have the potential of erasing human Differences by pretending social reality and subjectivity are not constructed within Differences such as class, race, gender, religion, education, and region? Critics such as Linda Brodkey (1989), Shirley Brice Heath (1983), Anne DiPardo (1993), and J. Elspeth Stuckey (1991) have claimed that some subjectivities have historically been displaced in schooling and that discursive practices work in covert methods to exclude students of Difference. Do thesis-driven forms, as Paul Heilker (1996) argues, mystify authority and make "students blindly revere and replicate existing hierarchical power structures in society" (p. 7).

As a writer and as a teacher of writing, these were the questions I began to ask when I interrogated my teaching and writing practices of using and reproducing writing structures. Like Montaigne's journeys of self-discovery, my journey of self-study has not been a linear one, but rather one of paradoxes, ambiguities, and multiple subjectivities. My path has been a fluctuating, emotional, messy, contradictory adventure that still has no closure. I capture some of my experiences of this exploration, not via a Baconian essay, but through a series of fictional letters to Francis Bacon that I call "Sleeping with Bacon; Waking with Montaigne."

SLEEPING WITH BACON; WAKING WITH MONTAIGNE

Nov. 8, 1970
Dear Honorable Francis Bacon,

I'm writing to say thank you. After years of writing what my teachers in high school and college have labeled successful papers, I've just realized it is to you whose form I appropriated for these successes, and it is to you whom I thank. You have allowed me to find a structure that puts order to my chaos, a form that presents me with ways to open and close my thoughts and develop them with methods that effectively express my ideas. I become an English teacher next year, Mr. Bacon, and promise to follow your principles faithfully in my teaching.

Funny, but I never really had become aware of the form I as a writer was using until these last few weeks when I've been a student teacher in senior English classes and found myself seeking ways to evaluate student papers. With 35 essays being turned in to me in each of my classes, I'm glad for the predicable way your structure gives me to read and respond to their essays.

Thanks for this wonderful model.
To good writing always,
Olivia Archibald

May 4, 1979
Dear Francis Bacon,

I'm now teaching college writing in an all-male prison. They have so much to say. And their voices deserve to be heard. Yet we're having a difficult time with that despite, our attention to every composition textbook I can get my hands on. You must feel good about how these books present their definition of "essay" much as you used the form. It is interesting how composition textbooks began following your sense of the "essay" when they made their appearance in schools. They, of course, could have followed the Frenchman Montaigne's version of the "essay"— a meandering, contradictory, tentative, and personal kind of writing; after all, he was first to use the label essay seventeen years earlier than you in his collection of writings published in 1580.

I notice that many early writers on the essay attribute clarity as the major reason why your kind of essay rather than Montaigne's conception has become the chosen one. I myself think it has something to do with the authority your form allows writers to take on. With little or no use of the pronoun "I," writers can assume a quite marvelous pose of objectivity — the sort of objectivity you yourself were striving for in your essays with their very commanding, assertive, curt style — an "aggressive minimalism," O.B. Hardison has called your essays. You referred to their force of form and authority quite accurately in your 1597 edition when you pronounced them "medicinable" — as though through the power of their words we the readers could be cured with this God-like prose.

Yet somehow the assertive, commanding thesis driven forms of writing I have faithfully introduced and asked my students to use in this prison haven't worked. When I read my students' papers, more and more I find myself thinking about how much the form appears to limit the writers' thinking on the subject. More and more I find myself convinced that the form even subverts attempts to move students into deeper considerations of their subjects, undermining their ability to render in a thoughtful way their ideas and limiting by degrees the act of discovery.

These men have much to say. And something just isn't working.

Any suggestions?
O. Archibald.

March 10, 1981
Dear F. B.

I'm writing you to express concern with the student papers I continue to receive in my college classes. Although I have tried every sort of composition textbook, I consistently find my students presenting me with essays that are flat, static, and one-dimensional, their papers barely breaking the surface levels of critical thinking.

As I read their drafts, I find myself continuing to think that maybe the form of the essay itself is encouraging them to view their subjects in rigid, polemic, and reductive ways. Most concepts and stories students want to

write about can't be "properly closed" in a summary paragraph, and insisting that these students do provide some sort of closure seems to push them away from complex subjects. They want to write about their interpretation of themselves, of others, of ideas, of events. And often times these pieces are not linear journeys, but rather meandering, contradictory paths from one idea to the next. I'm beginning to conclude that the textual representation of a mind at work might sometimes require a more open writing form than thesis-driven structures allow.

Any comments?

O.A.

Oct. 8, 1992

Frank,

We have to talk.

Things have changed.

Big time.

For a lot of reasons. When I became director of a college writing center, I began to see a much larger picture of college writing assignments and student responses to these assignments. My dissatisfaction with thesis-driven writing forms grew larger also. The problems are out there, Frank.

And I have been reading more about the essay. Not just from authors of composition textbooks. I've been reading what writers who write and publish in the genre of the essay say about this writing form. These essayists have a different sense of the essay, Frank. When you look at how they define their genre, you realize how much their sense of this form is the way Montaigne, our first "essayist," used it – a tentative, loosely-structured, personal form with, to borrow Montaigne's words, lots of "lusty sallies."

And I've been reading composition theorists like Maxine Hairston, Peter Elbow, Richard Ohmann, John Clifford, Lester Faigley, and Chris Anderson, just to name a few, who are critical of mechanical thesis structures presented as models of writing.

And I've been reading essays, Frank. Essays written by Joan Didion and Cynthia Ozick and Annie Dillard and Alice Walker and Scott Russell Sanders and Virginia Woolf and E.B. White and James Baldwin and Nancy Mairs and – well, I could go on and on. Their perception and enactment of the essay is much closer to Montaigne's writings than your essay form.

I have come to realize, Frank, that writing structures are much more than just presenting a focused thesis, defending it with specifics, and pulling it all together at the end in a summary.

And I plan to meet this Montaigne, Frank. think I will like his lusty sallies.

Truthfully,

Olivia

March 21, 1996

Frans-ie Baby,

Lying before me on my desk is a signed contract to teach at Evergreen State College in Olympia, Washington. Evergreen, oh Evergreen. With its vision of college unbelievable Narrative evaluations instead of grades. Programs rather than courses. A jeans-wearing faculty. A wooded campus with the Puget Sound beach. No departments. No requirements —. only that the students learn and create. The perfect place to teach writing in alternative ways.

So — So long, Frans-ie. We had some good times, but now it's over.

To meanderers, free-spririts, and boundary-jumpers everywhere!

Liv

February 3, 2001

Dear Frank,

I don't have to ask you how well you are doing since journal articles and composition textbooks continue to model your structure of writing.

But I thought you might like to know about my life since we parted ways. I am faculty now at a private, four-year liberal arts college. Although I am no longer at Evergreen, I still find time to teach alternative forms of writing alongside teaching your essay form.

My years at Evergreen proved to be an incredibly interesting experience with a student population eager to explore creative forms of nonfiction. While there I found myself teaching a writing class entitled "Introduction to the Academic Essay." Apparently students still want and need a bit of you everywhere.

I was wondering if you would like to come over this evening for some popcorn and TV? ... You'll have to leave in the morning, though. when my Frenchman comes. We're going for a hike at Mount Rainier, and I know from experience that he will take me to heights you could never go.

Until tonight,

Olivia

POSTSCRIPT, MARCH 2004

The Baconian form of the essay is still typically the monolith of college writing assignments and scholarly writings. While I was faculty at a college that seemingly avoided the Baconian essay for alternative forms of writing, I began to realize that students not taught the "writing form of power" often perform poorly in college courses and can leave college cheated, deficient in skills in ways similar to what occurs when students leave our educational institutions without that "language of power" we call Standard English. Despite its rigid, impersonal form, the thesis-supported structure serves a purpose for writers who need the form's authority because of reader expectations (from, for example, faculty who make writing assignments, admission boards who review application materials, peer review committees who define what is "scholarly"…) and since sometimes writers need to

assert truths, not question them, via the impersonal, truth-positing, God-prose authority the writing form provides.

During my years as a faculty in high schools, prisons, and colleges, I first embraced the thesis-driven essay totally, then rejected it in favor of alternative forms, and now have come to realize that both Baconian and alternative forms have a purpose. Both receive equal attention and encouragement in my classrooms. In addition, I have attempted to combine my thesis-supported "scholarly" writings with Montaignian forms, often framing an argument with a personal story that begins and ends the piece, the personal story typically enacting my thesis that calls for alternative forms in classrooms and in scholarship.

In recent years, I have become particularly interested in exploring possibilities of writing forms as sites of resistance, as political instruments for agency in the classroom and in scholarly endeavors. As Michael Hall (1989) has noted, the birth of the essay through Montaigne and Bacon's essays has its roots in resistance, skepticism, and heresy. In many ways Montaigne and even Bacon were guerrilla writers in their age. Both rebelled against the narrow thinking of Thomas Aquinas scholasticism and the pompous structure of the Ciceronian writing style. Both shared a skeptical sensibility toward accepted beliefs and medieval authority. Both needed a writing form responsive to their doubting attitudes and new insights. This perspective of considering the writing form as a tool for resistance has been investigated by critics such as Theodor Adorno in "The Essay as Form" (1984), Alexander Butrym's anthology, *Essays on the Essay: Redefining the Genre* (1989), and Ruth-Ellen Joeres and Elizabeth Mittman with their anthology, *The Politics of the Essay: Feminist Perspectives* (1993).

I have also come to realize that the concept of ideology as conceived by Althusser (1971) is not just useful in understanding writing structures' implications in subjectivity formation, but also in creating the potential for change and resistance. The process of being interpellated into subject positions is a dialogic, fluctuating, asymmetrical operation involving uneven power relations and a complex web of social identities. Unlike Althusser's monologic conception of interpellation, the process of interpellation is determined by more than just a single social or psychological determinant (Smith, 1988). We can resist. Although we are always in ideology and have subjectivities determined by psychological and sociological forces, we enter or do not enter into ideological subjectivities because of reasons like our class, race, gender, and education. Dominant ideology is never complete or final. We are positioned as subjects through discursive practices and can use discursive practices, including writing forms that allow for Difference, to counter dominant ideas. We can resist.

Self-study practices offer fertile places to use writing forms as sites of resistance. Self-studies have provided leadership within the scholarly world in using alternative writing forms since efforts to represent Self and practice often involve personal voice, narration, and even nonver-bal modes of Self/practice representations, all perfect reasons for composing in alternative writing forms.

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Reflecting on and with Metaphor in Teacher Education

The significance of metaphor in thought and language has long been recognised (Black, 1962; Lakoff & Johnson, 1980). In science, it is a well-respected means of reasoning (Eisenberg, 1992; Gentner, Brem, Ferguson, Wolff, Markman & Forbus; 1997) and a fertile field in which new knowledge grows. In broad terms, analogy is used in two ways: as a thinking device and as a communication device (Dunbar, 1997; Holyoak & Thagard, 1995). Often both are entwined. One reason for metaphor being considered a powerful way of thinking is that it allows new knowledge to be built on theories and ideas that are well established (Kurtz, Gentner & Gunn, 1999). Yet, it allows us to see things in a new light, from an alternative perspective.

Metaphors have been used as a vehicle to investigate and promote teacher development (Ritchie, 1994). They have helped us to understand the ways in which teachers teach, how the ways teachers teach change and why teaching is resistant to change (Aubusson & Webb, 1992). They have been used as analytical tools in researching teaching, teacher beliefs about teaching and by practitioners as reflective tools (Tobin, 1990). This study reports my experience as a teacher educator using metaphor as a thinking devise to explore my teaching role and as a communication devise to share my reflection with prospective teachers.

CONTEXT

The study took place over a semester while I was teaching my science methods class in a secondary teacher education program. I was trialing a project-based model which involved students choosing a teaching approach, using the approach with their classes during practice teaching and working closely with other students and me to develop ideas. This resulted in responses for students, similar to those of problem based learning (Woods, 1994) including: resistance ("I'm not going to play this dumb game"); surrender and acceptance ("OK I'll give it a shot"); and confidence ("I may be able to pull this off"). Having used problem based learning before, I had anticipated these reactions. What I had not anticipated was that I, the teacher, might suffer a similar crisis of confidence.

METHOD

Metaphor was introduced to the class as a tool to assist them to think about what it is to be a teacher. To illustrate the ways in which metaphor and its analysis might lead to insights into their teaching role, I presented a variety of metaphors including: teacher as police officer, potter and gardener. Each was displayed to the students as a picture and attributes of the metaphors consistent with teaching were identified and discussed.

To illustrate the way in which metaphor might inform personal analysis of ideas about teaching, I outlined a few metaphors that revealed aspects of how I viewed myself as teacher. These included teacher as sheep dog and travel agent. For example, the sheep dog metaphor was used to show how, as a beginning teacher, I knew where students had to go (what they had to learn) and I would drive them, as a dog herds sheep, towards the corral (required learning). Chasing any that wandered off, yapping at their heels, I would push them to my predetermined destination (learning).

The students were invited to construct their metaphors and to list relevant attributes of them. Their metaphors included teacher as zoo keeper, painter, and ship's captain. However, they appeared to be unsure about how to use their metaphors for ongoing reflection. I therefore offered to engage in a public reflection by posting my reflections about how I saw myself as a teacher, using metaphor, on an on-line discussion board.

As the students could and did respond to my reflections I did not model the 'isolated' self reflection that I had envisaged. What began as a demonstration quickly developed into a public study of myself as teacher. This paper focuses on my use of metaphor to reflect on my teaching, the way in which students' responses influenced the way I came to understand my role, and the way in which metaphor contributed to this. The online entries were analysed and are the primary source of data reported here.

OUTCOMES

In my first online reflection I extended metaphors, including teacher as travel agent. For example, I reflected on

how students, as travellers, travel in different ways to different destinations to become different, good teachers; how I could advise on where to go and how to prepare but I would not always be on parts of the journey with them, such as practice teaching. I elaborated that there would be a "local guide" (the cooperating school teacher), who knew the "local customs." These served as a starting point to consider my view of my role as their teacher. Joe, a student, responded by asking to be treated like sheep and explained how he found being a student teacher-traveller difficult because, for a novice, travel was dangerous:

I seriously doubt that the sheep dog metaphor applies to your teaching any more. In some ways I wish it did apply, because many of us … come straight from undergraduate degrees where almost all learning is teacher centred/receptive learning or textbook centred … and therefore are not in the practice of serious independent thinking and are … in need of … some serious receptive learning lessons.

The travel agent is more suited to your style now, but I doubt I would take any vacations because I would probably end up as a hostage in Colombia. The fact that most of us were totally lost and inexperienced in all aspects of education would make us the most … stupid travellers. It seems that as the journey progressed the tour guide became a little over confident in our abilities to navigate the world alone, and now some have become a little lost and confused. Maybe this is for the best since we will have to become self sufficient next year but…

This response brought into the open concerns that some students had and caused me to think about the students' journey as they learn to teach. I reconsidered the support the students as travellers received and the roles that I and others should, but may not, be playing. I began to reconsider the balance in my teaching between providing guidance and the extent to which I was expecting students to work through problems and issues in groups, albeit with my support. Analogically, I began to suspect that I was catering for independent travellers when some wanted the support of dependent travellers, but, at the time, my responses both online and in my teaching did not adequately address the problem. My next reflection included:

… Perhaps the travel agent and learning to teach as travelling on a journey … is good because the experience of travel, if it is a good one, should change the traveller. The experience should make you a better person as you interact with other people and places. On the other hand if travelling is viewed as purely mechanistic a process of being in the right place at the right time to catch planes etc. and ensuring bags are packed and hotels are booked into – then it is a poor way to view teaching and learning to teach as I see it.

As a travel agent I don't have the right to tell you how or where to travel. I advise and talk about

alternatives suggesting places you might visit and ways you might get there. Do I have a right to tell you how to teach? Should I presume to know how you should teach?

Perhaps I have not got the balance right between providing the travel experience and ensuring that you have the mechanics of travelling – how to catch planes, read timetables, pack warm clothing etc.

Do you really want a sheep dog? Perhaps I could drive you somewhere but where and should you all be in the same corral? Could it be done and would you thank me for it?

Although I didn't realise it at the time, my reflection showed, in the rhetorical questions, the first hints that I was unsure about my teaching. I knew that there were difficulties but I was blaming this on the fact that students were often unable to obtain the information from their practicum school that was needed to make progress on their projects. After a frustrating session, where about half the class could not work productively, I thought about what to do and inadvertently cast myself in the role of teacher as manager and baby sitter rather than teacher as travel agent.

I had a very bad feeling as I was preparing … classes. I found myself thinking like a manager rather than a teacher helping you to learn, more like a baby sitter than a colleague leading a team.... I dread to admit it but I heard my mind saying, "What will I do with them on Tuesday." I was horrified when I recognised the thought …(I) recoiled. No! … what do I want them to learn and how will I help them to learn it.

I think the travel agent metaphor is breaking down. The travel agent doesn't care whether the traveller learns, only whether the traveller pays on time, probably whether he/she has a good time and will come back.... I need a metaphor that places more emphasis on learning than the experience…

I had recognised that I was beginning to think inappropriately about upcoming classes but I thought I had recognised my error and avoided taking an inappropriate role. Yet, I began to question more deeply my teacher-travel agent metaphor by identifying inappropriate attributes of the relationship between teacher and travel agent analogs. At the time of the reflection I hadn't realised that I had become unsure about how to proceed with the class, and remained confident. This changed suddenly when Linda introduced her Columbus metaphor:

Being a teacher is like being Christopher Columbus. We are heading out into the great unknown (where most people think we will die!) and what's worse is that we are responsible for our crew's lives (students). We believe it will be a great adventure, but we are not really sure what we will find on the voyage and if we will live through it. Right now, I feel like Chris would have felt when he first documented that true north and magnetic north were not the same- worried about where I really am! As a matter of interest, he chose

not to tell the crew of this (scary) finding for fear of what their reaction would be.

As to whether you are Christopher Columbus in your teaching of our class, I do see you as leading us on an adventure - but I'm not sure if you are withholding vital information or not?

This metaphor surprised me in its impact. I responded:
I am Christopher Columbus.

I wrote this five minutes ago and I can take the idea no further without saying I don't know what to teach.

I am worried by Joe's view about what he wants, as it is what I thought I wanted to provide. Clearly it is not being provided…

Back to the Columbus analogy – I am no longer sure that I know how to get us all to where we are going – partly because I am not sure we should or could all be in the same place and be happy there. I wish I had the certainty of my past ignorance, uncluttered by research and study. My reflection and your responses have shaken my thinking. I suspect I don't know how to teach my students how to teach…

Am I Christopher Columbus? I think I know how to teach science well. I have taught science well. I think about how I learnt to teach science well and I realise it took me years. I have walked a path and can see my path but I'm not sure I can lead others by the same path. I worry that I have become a guide who knows how to climb out of a ravine and feel the sun on my back but doubt that I can guide others along the path. Or do I think that there are many paths, many journeys we each must take. The literature tells me that there are three levels of "relationship" between mentor and beginning teacher, apprenticeship, competence, reflective. I had thought of them as a hierarchy but perhaps they need to be viewed as … a sequence through which we all pass. I am aiming for the "top" and my students are telling me they want the bottom.

I want you to have your own journey as I did but perhaps that is too hard or not what you want. I am trying to smooth the way, put in sign posts and share experiences of success and failure to guide you but I feel that you think it is not working. On the other hand, I know from reports that many people think my students are teaching well... It used to be easy. I would just model good science teaching and my students and I could then analyse it. Science teaching according to Aubusson – this is how it's done, copy me, mind your step and try not to trip over the furniture… Do my students want simple solutions to complex problems? Might they work? If this then that…

Christopher Columbus, yes both for good and ill. I know research says that teacher education in its current forms is not working and I am trying to find better ways to do it. I am exploring because there is no other way to move forward.

Linda wrote of Columbus describing how he was lost but revealed none of his doubts to his crew. My students were surprised when I applied the unsure, lost and worried attributes of Columbus to myself. I had asked myself whether I knew what I was doing – I didn't like my answer. I reflected on the way I sometimes felt lost in my teaching and had never revealed this. I analysed myself as explorer trying to find ways to teach better. I discussed how I had learnt to teach through a journey of exploration, sharing key aspects of this journey with them. When I read Linda's Columbus metaphor I realised I was Christopher Columbus, but not in terms of the attribute Linda identified, (intentionally keeping them in the dark). Linda had only intended to suggest this one attribute of the Columbus analogy. However, analogy works best when it reveals something unanticipated – not already known. This occurred here and the revelation to myself made it possible to share my doubts with others.

It seemed, from later discussions, the idea that teaching was fundamentally problematic for an experienced, arguably capable teacher (myself) was surprising to students. Yet the notion of me wanting them to learn as a journey seemed acceptable, as was the suggestion that they had only begun an exploratory journey. The reflection using metaphor had demonstrated its value in allowing me and my students to explore our experiences, our roles and ourselves as teacher and student teachers. I suspect that it had allowed us to share ideas that may have been difficult to express directly. It became apparent that revealing my own doubts first to myself and then to my students had helped them to feel more comfortable about their misgivings. It helped them to be more accepting that they were trying a new approach to teacher education with me rather than having me try out the approach on them. It opened up a dialogue informing me and my students about how we could work together. The metaphorical reflection prompted me to think about and to discuss important ideas related to my teaching and to teaching in general, including: that teaching is problematic, to be learned in the act rather than in advance then applied, and that I saw them (and myself) as explorers who experience adventures, ups, downs and moments of discovery.

CONCLUSION

The metaphorical reflection and discourse served a purpose I had not intended. It had begun as an attempt to model the use of metaphor in teacher reflection. I had entered into the task lightly; being familiar with metaphor use, the modelling did not seem threatening. Strangely, as research, I was aware that metaphorical analysis serves to reveal the unknown, but as teacher, I had not anticipated that it might reveal things that I did not already realise.

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Exploring Pre-service Teachers' Conceptions of Professional Knowledge: Implications for Teacher Education

INTRODUCTION

Pre-service teachers come to initial teacher education programs with personally constructed knowledge of what good teaching is and the type of teachers they wish to become (e.g., Mayer-Smith, Moon & Wideen, 1994). The research issues raised in this paper are based on the notion that personally constructed knowledge in narrative form provides insightful possibilities for understanding the process of learning to teach. According to Olson (1994), narrative knowledge is "constructed from the contextual contingencies and complexities of our individual biographies in interaction with the sociocultural and historical contexts in which we live" (p. 26). Pre-service teachers are often unaware of the powerful forces that occur outside formal schooling situations which influence their notions of teaching and learning (e.g., Contenta, 1993; McLaren, 1994; Weber & Mitchell, 1995). These experiences implicitly shape narrative knowledge and they require interpretation within teacher education programs.

At the University of Regina, the Educational Professional Studies (EPS) subject area provides a developmental core of compulsory courses in the Faculty's teacher education programs. EPS courses attend to the professional development of students becoming teachers as well as to the exploration of specific skills and strategies for teaching. All EPS courses contain a field component for practice and reflection. EPS 100 is the first course pre-service students take which is intended to help them learn to think about practice and to critique teaching and learning.

A major goal of EPS 100 is to help students make connections through narrative inquiry. By interrogating memories and future intentions, prospective teachers come to understand that knowing is a fluid reflective process, not static. This is rooted in the notion that learning to teach is a complex and often ambiguous endeavour. Therefore, students are continually asked to acknowledge and question their taken-for-granted assumptions, consider multiple perspectives, and engage in meaningful and contextual reflection based upon earlier experiences and beliefs.

My primary purpose was to study what I was doing in EPS 100 with a view to improving the quality of the course and heighten the preparedness of prospective teachers. I sought to improve the quality of my teaching and the teaching and learning of the student teachers I work with. Simply put, students learn reflection from watching their teachers reflect. There was my challenge; self-study by teacher educators is powerful because of the potential to influence pre-service teachers. From previous research (e.g., Olson, 1993; 1995), if pre-service teachers are unable to connect new knowledge with prior knowledge, then it tends to have little impact on their teaching practice. Therefore, I was determined to make explicit connections for pre-service teachers.

In this paper, I report on what I have learned about the process of engaging pre-service teachers to use their narrative inquiry to examine their understandings of the professional knowledge presented to them.

METHOD

Much research has explored the strategies and benefits of reflective teaching and self-study (e.g., Calderhead & Gates, 1993; LaBoskey, 1994; Valli, 1992; Hamilton, 1998; Knowles & Cole, 1995; Guilfoyle, Hamilton, Pinnegar & Placier, 1995; Loughran & Russell, 1997). In Zeichner's (1999) review of the new scholarship in teacher education, he notes that self-study is perhaps the most significant development ever in the field of teacher education.

Since 1998, I have been carrying out a narrative inquiry of my own teaching practices. The research reported here is part of a continuous work in progress. In this project, I set out to review my current practices, I imagined the possibilities, I experimented and tinkered and modified practice, reviewing the impact on my as well as students' learning. I use the term self-study to mean the intentional and systematic inquiry into one's own practice. My primary research question is: How do I construct, re-construct, and co-construct EPS 100 in a way that enables student teachers to examine their narrative knowledge of teaching?

In this paper I will describe how EPS 100 is based

upon narrative inquiry and constructivist principles of teaching and learning. I kept a detailed reflective journal, notes on revisions, minutes of meetings and notes on informal conversations with colleagues. I also chaired a design team whose task was to reconceptualize the course (including an online component which will be reported on at a later date).

Keeping a journal was useful because it enabled me to build on everyday occurrences. I was able to compare my own personal and professional development, document my perceptions over time, and expose both successful and unsuccessful routes of my learning. I found that writing regularly in a diary was somewhat liberating because I tended to be less self censoring if it was part of a routine. In the diary I noted the date, and contextual information, subheadings which indicated how I felt, prompting thick descriptions of events. I scrutinized the data, separated the important from the unimportant, and grouped similar things together. Right from the beginning I engaged in a self reflective practice adapting McNiff's (1995) action research framework: Why do I do the things I do? Why am I the way I am? How do I improve my work for the benefit of others?

SITUATING MYSELF AND PRE-SERVICE TEACHERS IN THE STUDY

My competence and development as a teacher educator has evolved as I have undertaken this self study project; at times it is a painful process of examining and re-examining my taken-for-granted assumptions about teaching and learning. I make transparent to my pre-service students my willingness to question my own work as a teacher educator, to help them see that learning to teach in not merely reduced to a set of routines and procedures. It is my contention that learning to teach is about learning to inquire into one's practices.

My experience thus far suggests that pre-service teachers are willing and very capable of engaging in significant reflection as long as what I ask them to do is in a meaningful context. Establishing a supportive, critical, and caring classroom climate is at the heart of my practice as a teacher educator. I take pride in trying to model reflective practice - tensions and all - to and with my students. I want them to think about knowledge construction from the political and social context in which it is generated.

An important outcome of this research is to promote critical reflection among pre-service teachers for their emerging practice, current and prior beliefs, and as part of their long term professional development. This research also has potential implications for school reform. As Cochran-Smith and Lytle (1993) point out, "in every classroom where teachers are learners and all learners are teachers, there is a radical but quiet kind of school reform in process" (p. 101). And finally, self study has the potential to illuminate the potential of teaching as a reflective endeavor, one that goes to the heart of being a professional educator. This is not meant to be a quick fix; instead, the value of self study is the necessity for focused, long term and systematic reflection - new insights leading to transformative possibilities.

LINKING PROFESSIONAL KNOWLEDGE THROUGH NARRATIVE

Four ways in which I help pre-service teachers examine their personal and professional knowledge through narrative inquiry are: film study analysis, a reflection paper, responses to readings, and group diversity presentations.

Film Study

The film study is a group project assigned during the first week of semester. There are multiple purposes behind this assignment, including signaling to students the importance of working collaboratively with others. We talk about many issues, including their prior experiences associated with group work, some of the perceived advantages and disadvantages of individual and group member responsibilities, and why they may or may not choose to use this approach in their own teaching. I expect students to overcome the challenges of arranging common meeting times and negotiating individual tasks within a group setting. I make a conscious effort to provide the framework for the assignment but I don't want them always looking to me for the answers. I believe that this approach helps them in their transition from student to beginning teacher. I want them to understand the advantages to taking a more fluid or flexible approach to teaching so that when they are in their field placements they might consider structuring assignments with an eye to giving their students more control. Deconstructing the notion of teacher as expert is a major focus of my teaching.

Each group is composed of approximately 5 students from different grade and subject levels. Groups decide which film they want to explore. The only requirement is that the film must portray teaching in a significant enough manner to respond to the following questions: What does the story line, theme, and or images of the film seem to be saying about schooling and education? What images and attitudes does the film present to students, teachers, school context, and the curriculum? In what ways is the film accurate or stereotypical? What have you learned about yourself as a prospective teacher from the way you have responded? As well as watching the film, students read Sophie Bell's (1998) article in which she highlights issues pertaining to popular culture and the value of reading films as texts. After they watch the film and discuss it on their own time, they each prepare a written submission that is both descriptive and analytical. In the second week, we discuss the films in a large group. Typically we identify and explore themes including issues relating to gender, class, race, adolescent cultures, dress, teacher identity, schools as institutions, and so on. The key point is that we begin the journey by examining our pre-existing beliefs, attitudes, and assumptions about teaching and learning. It has been my experience that some pre-service teachers are either very reluctant or they have not previously considered

multiple perspectives. In other words, many students don't question their taken-for-granted assumptions because to do so might disrupt previously unquestioned notions of what teaching is and how they situate themselves in the profession.

What have I learned by asking my students to complete a film study? First, it's a good way to get students working together. Second, I draw students' attention to the fact that I have made intentional decisions about instructional strategies. Third, the process signals the importance of constructing knowledge in the company of others and that we need to recognize the value of setting aside time to talk and share ideas, something that is in short supply in K-12 settings. In short, I tell students that I think a reflective disposition is integral to a successful teaching career. Finally, it is an excellent way to challenge pre-service teachers' underlying assumptions about teaching and learning.

Reflection Paper

Although I use a variety of assignments, a reflection paper in which students explore an issue of interest has been successful in enabling students to make links between the potential tensions between their narrative and professional knowledge. Once again, I use the assignment process as a way to model what I consider good practice and also to problematize it. In the first few weeks, students complete two information technology modules that introduce various educational databases and search techniques. Early in the process, pre-service teachers submit a topic they wish to explore and a tentative bibliography. Over a 3 to 4 week period, regular time is set aside for students to provide updates, and to discuss their thinking in small support groups. The peer support or critical friend model is utilized during this assignment. Detailed outlines are submitted in advance of writing the draft and later re-submitted with the final paper. It is no surprise that some students resist the process because most have been conditioned to work independently on essays. In short, I spend time helping students understand the value of the process and how they might adapt what we are doing in the university context to K-12 classrooms across subject areas. The process always begins with surfacing their prior experiences as K-12 students, as student teachers, from other life experiences, and from any other relevant or connected experiences.

Responses to Readings

The course reading package is used to engage students in analysis of their attitudes towards teaching and learning. Our discussions focus on students' beliefs, attitudes, and prior experiences about teaching and learning. There is both an individual and group requirement component to this assignment. Before coming to class, students read the assigned article. They are expected to record their general reactions and impressions, and to come to class with 2 or 3 questions that they think are worthy of further group discussion. They discuss the article usually in small groups. I play a passive role by joining groups and mostly listening to their conversation. I resist the urge to dominate, direct, or steer the discussion because I want students to have a safe place to discuss complex issues that defy easy answers. Furthermore, I tell pre-service teachers that they come to this program with tremendous knowledge about teaching and learning and if I am going to make the argument that we construct knowledge in a community of learners, then I must give students the time and opportunity to do just that. I care about what they think and why they think it. I challenge them to connect their views to their tacit assumptions about teaching, students, curriculum, schools, and so on. I find this assignment to be highly beneficial in getting students to reflect in pedagogically responsive ways. Because of the class time devoted to group discussions, occasionally I feel like I am abdicating my responsibilities as a professor, but this is yet another opportunity to talk about and model my teaching. We talk about whether the teacher always has to fulfill the "expert" role and engage in direct instruction. At the end of a cluster of reading on a prescribed topic, students submit a brief reflection addressing the following questions: What are some of the ideas the come to mind when reading the article? What do you most agree/disagree with? Students are expected to support their positions by making connections to field experiences, beliefs, and attitudes, and to other readings and coursework whenever possible. I then respond in writing to their reflections.

Group Diversity Presentation

In this assignment I ask pre-service students to confront complex issues (e.g., aboriginal cultures and perspectives, multicultural connections, white privilege, teaching and learning responsibly, classroom management, inclusive classroom, and gender equity in schools). A primary goal of this assignment is to provide prospective teachers with a professional context to examine the above issues. These discussions are very problematic for students who resist examining their own taken-for-granted assumptions. Given the potentially sensitive nature of discussions, I am sometimes unsure of how to proceed. I am ashamed to admit that sometimes I take a path of least resistance. Some students want to talk about very personal and sometimes painful K-12 experiences. For example, recently one female student was in tears during class when she revealed that she had been sexually molested by a group of boys when in grade 6 and how teachers and other adults either didn't believe her or overlooked the situation.

CONCLUDING COMMENTS

I have outlined four types of narrative inquiry I am using in my teacher education classes. What have I learned about myself? First, my work over the last few years has highlighted many of the ambiguities and complexities associated with teaching and learning. I am constantly reminded that my students desire and often demand "recipe" solutions to what they perceive as the realities of teaching. I have to remind myself to be patient as I

attempt to engage pre-service teachers in a more reflective disposition. I suspect this is a pedagogic dance familiar to most teacher educators. I have attempted to create a congruent course experience by developing and refining relevant assignments connected to field experiences. Clearly, this is easier said than done, but on the whole, I am encouraged about the direction in which we are headed.

At the end of this course I want my students to understand that teaching is a complex process, one that defies easy remedy and that it is incumbent upon professional teachers to take a leadership role in reflecting on their practice in a way that will promote learning amongst their students and within themselves. I want them to pay particular attention to how they see themselves as teachers, and how their teacher identity is likely to change over time. I strongly believe that the most compelling teachers are those that pay attention to their personal and professional identities in relation to their professional responsibilities and school contexts. I want them to recognize the tensions and the ways in which they will be challenged. In my view, avoiding these types of messy issues will only make matters worse.

As an experienced teacher educator, I continually experience feelings of self-doubt. There are times I feel very vulnerable to my students, particularly when I share with them some of the struggles in constructing the course. I often share my reflections with them during classes in the hope that they will see the value in questioning their own practice with the intention of fostering a more inclusive and dynamic learning environment. I get the sense that my students appreciate and benefit my effort to be transparent about my practice, but I still feel vulnerable. A fair question is whether this type of course results in better prepared teachers. I would say that individuals engaged in reflective practice are better positioned to understand the ambiguities associated with teaching and learning. I also think that prospective teachers come to realize that it's acceptable to seek out help when they are unsure of how to meet the needs of their students. I want my students to understand that they have a personal and professional obligation to take seriously their own professional development. Finally, narratives serve as a springboard in helping pre-service teachers make the difficult transition from student to teacher. In this paper, I have argued for spending significant amounts of time surfacing prior beliefs, attitudes and underlying assumptions about the issues raised in class and in the field.

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Learning about Helping Student Teachers Learn about Their Practice

CONTEXT

At Monash University, three teacher educators (Berry, Loughran & Tudball) have collaborated in the design and teaching of a third year double degree subject, EDF3002: Curriculum & Pedagogy (See, for example, Berry & Loughran, 2002; Loughran, Berry & Tudball, 2002). In this subject, intensive peer teaching experiences are used as one way of helping student teachers begin to learn about their own teaching. Our purpose in both the construction and the teaching of this subject is to create a learning environment rich in experiences that can be responsive to participants' emerging needs and concerns in learning about teaching. We envisaged that this might be realised through encouraging appropriate risk taking by ourselves and our students in a joint venture of learning and teaching about teaching.

ABOUT EDF3002

An important goal for our students' learning is to help them become more aware of their processes of pedagogical decision making so that they might be more thoughtful about the pedagogical choices they make as teachers. One way of working towards this goal is for us, their teacher educators, to model our decision-making processes and to "unpack" these aspects of teaching through professional and honest critique. A clear difficulty in this endeavour has been in helping student teachers learn to critique the teaching actions, rather than to criticize an individual personally. Thus the design of the subject is such that initial sessions are conducted by us; we teach some specific content to the student teachers and then debrief the experience with them to highlight particular aspects of teaching and to model critiquing.

One difficulty in implementing an approach to teaching about teaching that seeks to develop student teachers' ability to "see into" and learn from experience is that most student teachers focus their energy and attention (at least initially) on the "doing" of teaching, so that moving them to think beyond this towards the "how and why" is an unfamiliar and challenging task. Equally challenging is student teachers' (understandable) stance of polite compliance during their microteaching experience,

resulting in limited opportunities for real discussions about ways in which they as learners genuinely respond to the teaching of others. The purpose of this self-study is to examine the ways in which I (Berry) attempted to respond to these perceived difficulties and the effects of my enacted pedagogy on my students' learning from and involvement with this subject.

WAYS OF HELPING STUDENT TEACHERS "SEE INTO" EXPERIENCE

There are two approaches that we (Berry, Loughran & Tudball) have purposefully chosen to model in helping our student teachers extend their understanding of themselves as teachers and learners within this subject. One approach is an organised debriefing following each peer-group teaching episode. In this approach, the group's teaching is critiqued by asking the teachers and learners questions about what they understood as the purpose for the teaching, how the learners responded at different times throughout the teaching and why the learners may have responded so, and any perceived differences between action and intent. The other approach involves responding to situations as they arise within the teaching, by confronting the teachers with their assumptions about how we "should" behave as learners. Both approaches entail particular challenges and risks for the student teachers and teacher educators. Each approach is elaborated below. However, this self-study focuses in more detail on the second approach, since it was through my experiences of helping students offer responses to their peers while they were teaching that presented me with the most challenging issues and dilemmas.

Organised debriefing

Typically, a debriefing session begins with the teacher educator asking the student teachers, "What do you think was the purpose of the teaching? What did (the teacher) want you to learn?" Encouraging various student responses is important so that participants can begin to recognize the range of perspectives embedded in a shared experience. As students' experiences of debriefing accumulate and it becomes clear to the students that the

teacher educator is genuinely concerned to elicit a range of learners' experiences of the teaching (i.e. students' authority of experience (Russell & Munby, 1994) is acknowledged and valued), learner honesty can be explored more deeply. The teacher's motives and feelings in conducting the session are also explored. It is important to note that student teachers' earliest experiences of this process are of us (their teacher educators) debriefing our teaching with each other and with our students. We anticipated that through this process of examining and articulating our pedagogical reasoning with our students, and encouraging them to examine their responses as learners that students might, with time and practice, begin to develop such awareness and reasoning themselves. From such experiences we hoped that students might develop a better understanding of their experiences of learning to teach (rather than being "told" about them, a common experience of traditional programs of teacher education).

Space restrictions and my intention to explore issues associated with the second approach limit further explanation of the organised debriefing; suffice to say that, overall, I found that students generally learnt to engage in this process, which pleased me. (Whether this actually impacts on their learning about teaching beyond pleasing me and/or beyond the time span of this subject, however, is difficult to know and worth following up). I now discuss the second approach.

Responding during teaching

I wanted to help students become more critically aware of significant features of their experiences while they were actually teaching, and in so doing, push them to consider the effects of their teaching on the learners and, where possible, to encourage them to try out alternative actions or responses. There are many challenges associated with such an approach. One is that it cannot be planned in advance, since it requires the teacher educator to recognize and act upon a potential "teachable moment" as it happens. This contrasts with the organised debriefing which permits some standard questions for the teacher and the learners to be planned beforehand; and, since organised debriefing follows the teaching, both the teacher and the learners have time to think about and plan their questions and responses about the teaching episode. Responding during teaching, on the other hand, means "bringing the moment of noticing in to the present" (Mason, 2002, p. 77) and being ready on the spot to question, challenge or explore what is happening in a particular situation.

My previous experiences of teaching in EDF3002 had led me to see the value of creating "uncomfortable situations" as contexts for extending learning about teaching, and I was keen to develop my understanding of the ways in which this process might operate. I was also keen to share more of the responsibility for creating such situations with my students, since most of my experiences thus far had cast the teacher educator in the sole role of "disturbance generator" (Mason, 2002. p.139). This, I

believed, set up a false and unhelpful situation as the students expected me to intervene in some way in every teaching episode. Since the purpose of modelling this process for my students was to help them engage in it themselves, I needed to find ways of encouraging them to do so. The primary intention of creating "uncomfortable situations" was to make public opportunities for the teachers to feel their teaching actions and decisions and their effects *in situ*, in a manner that was more powerful than discussing these afterwards in the organised debriefing. Nevertheless, an enormous difficulty that confronted my students and me as I attempted to encourage them to participate with me in creating disturbances was our concern that we may exacerbate stress or discomfort in what was for many of these students an already uncomfortable situation.

An excerpt from my journal (June, 2003) early in the semester illustrates some challenges associated with identifying and responding to a "teachable moment". In this situation, it was within my own teaching that I recognized such a "moment" as well as my choice to follow my habitual response rather than risk trying something new.

A missed opportunity with Hannah

The class was discussing their forthcoming 2:2 teaching experience with year 7's [from a local school]. Hannah mentioned that it was important to get to know the year 7's a bit before launching into what they [student teachers] had prepared to teach them and that this could influence what and how they taught. I asked, "Hannah, how might you do that?" As the words came out of my mouth I realised I had just let an opportunity pass by to let Hannah, and the rest of the class, learn through experience. Instead of asking Hannah to tell her ideas, I could have said, "Hannah, why don't we have a practice now? Have a go at getting to know me and we can try this out together." But I was worried that it might "fall flat" and I wasn't prepared to take the risk, even over such a simple thing.

To illustrate further, I offer the following two vignettes constructed from my class notes and my viewing of students' peer-teaching videotapes. Each vignette is intended to highlight an example of my "generating disturbance" within a teaching session and the students' responses to it.

Microteaching vignette 1

Rob, Sally, Jo and Shaun had chosen to teach about making cocktails. They had instant attention from the class thanks largely to the boxfuls of alcohol they had brought in to share with the students. From the back of the room though, we could hardly see anything of what they were demonstrating. I whispered to the students next to me, "Can you see what they are doing?" "Sort of," they replied meekly. "Why don't you let them know that it's hard for you to see the demonstration?" I gently urged them. "Oh, it's okay, we'll be fine" was their only response.

Microteaching vignette 2

Mike, Natalie and Mary had decided to teach the class about knot tying. They divided the class into two groups and I could see that Mike, as his group's leader, appeared to be dealing confidently and competently with the teaching role. He used a variety of instruction modes, monitored the progress of individuals, paused to help where necessary and encouraged everyone in their endeavours. My knot tying abilities are woeful, so I saw an opportunity for extending Mike's learning while improving my knot skills. So, I deliberately and persistently sought his attention to help me do the tasks he had set. He dealt with my disturbances extremely capably; tactically ignoring, giving a small amount of assistance before moving on and finally setting me up with a partner who had already completed the task and was prepared to show me what to do. Afterwards during the debriefing, Mary (the debriefer) questioned Mike about his feelings concerning my behaviour. Mike responded by saying, "Mandi was saying, '…help me, help me'…then I realised what she was trying to do [monopolise the teacher's attention] so I tried to move on and help other people, but it was quite hard to get away from the attention of one person to other people in the group who also weren't getting the knot, but who weren't being loud about it." In discussing this incident with Mike later, he told me that he had lots of experience teaching knots to kids and had encountered that kind of attention seeking before.

Both vignettes have been constructed to convey different types of student responses and highlight that while it is difficult and risky for some students to speak out (Vignette 1), others are prepared to respond publicly to a new and challenging situation (Vignette 2). Experience and confidence seem to be key factors that make a difference. Did Mike learn how to respond from being placed in this "uncomfortable" situation by me? It appears not, although he did show the rest of the class what could be done under these circumstances. This was not the case for most student teachers, however. Their inexperience in the teaching role meant that when faced with a disturbance they struggled to respond in ways other than proceeding with the prepared plan.

Vignette 2 also shows how the debriefing process can help to sort through and make sense of particular experiences with the class. Mary enquires about Mike's feelings (showing her sensitivity to what had occurred) and from Mary's questioning Mike is able to re-enter the situation and describe to the class how he understood it, how he felt, the ways in which he chose to respond and why.

His experience seemed to trigger in Mike permission to be more open in his responses as a learner during the teaching of others, a role that quickly led to his establishing a reputation amongst his peers as "class clown". This is interesting because as he later reflected in writing (excerpt below) about this new role, he didn't wilfully disturb the teaching of others; he simply took

opportunities as they arose within the class. He was also able to classify these moments, moving towards an understanding of "why" and "how". Mike reflected on this in a piece that he wrote at the end of semester.

"Through the eyes of a student"
…In the mindset of the "difficult student" the class seems totally different. At no stage did I set out to disrupt the class at any cost, I just took opportunities that became available.
These opportunities included;
Lack of Stimulus…
No Attention…
Barriers. Mental and Physical…
Taking on the persona of a student was a great opportunity to see things from the other side.

Finally, an excerpt is included below from a reflective paper written by Paul, a student, following his peer-teaching episode. He encountered a pedagogically difficult situation when numerous class members responded to his teaching in ways that he didn't anticipate. Paul wrote:

I expected my fellow classmates to act like normal 20-25 year olds but once the topic [antenatal classes] was discussed, there were many silly remarks or questions. A perfect example came from Grace. "Are you going to show us how to make babies today sir?" From this point it was clear that they were going to take an immature approach to the lesson. I wanted to take a strict approach to the class. My aim was for the students to sit in silence whilst I discussed and demonstrated the making of the [baby] formula…. There was a constant power struggle between the teacher and the students… The power struggle was firstly shown between Grace and myself when I sent her out of class. I told the class at the start that I didn't want any talking and if there was, they would be punished severely. I gave a Grace a chance when she firstly talked out of line and then in the second time I simply sent her out… The same was shown in the second group when Mandi talked when she wasn't meant to. She refused to leave and created a big fuss, again taking my attention away from the topic and this really caused the class to play up.

This situation proved very hurtful to Paul. He had deliberately adopted a strict teaching style, treating all of us as submissive high school students. He expected us to play according to these roles. Instead, several members of the class confronted him with the consequences of his actions for them. They and I weren't prepared to accept the way we were being treated and told him so by questioning his approach, playing up or refusing to work. He viewed our responses as wilful misbehaviour and as a deliberate effort to sabotage his teaching.

Was I fooling myself if I believed that my students could participate in this approach of "responding during teaching"? Their lack of experience proved to be a big stumbling block, but should that be a reason to

discontinue? Perhaps due to their inexperience students often interpreted my disturbances as "just misbehaviour" whereas my interventions were more specific. My modelling was perceived differently by many of them than what I had anticipated, more so than I had imagined. I now realize I had spent little time discussing with my students the approach that I was using. I expected my students to assimilate what I was doing, but without the same kind of explicit unpacking and practice that I had employed in the organised debriefing. This presented a clear problem for my students and me.

MY LEARNING

My experience as a teacher led me to quickly recognise "teachable moments" and the particular types of teacher behaviours/actions that I took in response during a teaching episode. These included:

- Telling the teacher when I could not see/hear
- Telling the teacher when I did not understand what I was being asked to do
- Persistently asking the teacher questions until I was satisfied with an answer
- Offering alternative responses to those that the teacher expected to hear
- Challenging the teacher's answers
- Making a choice not to participate
- Seeking the teacher's exclusive attention

This list may create the impression that I selected one behaviour at random for each student, or worked my way through the list. Not so. When a situation presented itself, I responded to it (as illustrated earlier). It was also very important throughout to be responsive to individual students' needs, which meant not simply responding to everything that they did. I wanted to help them see what they could not yet see, so I had to be very careful about how I did that. An attitude of kindness and care was vital.

SUMMARY AND CONCLUSION

My experiences led me to see that some of my students did participate with me in creating "disturbances" by making public their own response to a teaching/learning situation. However, some students interpreted my actions as "simply misbehaving" and chose to take on a role of disrupting events for the sake of disruption. Others (e.g., Mike) acted more thoughtfully in response to particular situations. A number of my students viewed these disturbances as an exercise in managing misbehaviour. Some were fearful that when it was their turn to teach they would not be able to cope with the interventions, so they planned carefully to deal with it; consequently the disruptive behaviour was minimized.

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Self-Study in a Different Key: Examining Practice as a Faculty Leader in Teacher Education

Self-study of teacher education is a relatively new but vibrant community. Most self-study work comes out of the classroom—a teacher educator, as practitioner, trying to study his or her own practice with the idea of improving it. But does self-study always have to be of teaching practice per se? That is, as teacher educators, there are other forms of practice in which we engage. Could not these be examined in a similar fashion?

I have done previous self-study of my practice as a teacher educator (see Boody, East, Fitzgerald, Heston, & Iverson, 1998), but the study reported here is an attempt to use a self-study approach to probe my practice as a leader in teacher education. This accords with what I understand Hamilton (2002) to mean when she said, "For me, self-study of teacher education practices extends beyond the work we do in our individual classrooms. As teachers we are role models. As scholars we must understand our whole academic environment. This includes employing self-study in a broader sense." (p. 186) Several of the existing studies in this different key were especially helpful to me, including Hamilton's (2002) chapter *Change, Social Justice, and Re-liability: Reflections of a Secret (Change) Agent*. Another example, which was especially helpful to me was in the proceedings from the 4th Castle Conference. In *Herding Cats and Nailing Jello: Reflections on Becoming a Dean*, Mills (2002) describes studying his experience in moving from being a teacher educator in the college of education to the dean of the college.

THE START OF MY STORY

It all started simply enough. It was 1997 and I was in the midst of my usual work at that time—teaching, writing, serving, and otherwise trying to get tenure—when the dean of the college of education asked me to attend a meeting with him at another institution. The group, he told me, was going to put together a grant to develop ways for the member teacher education universities to become more accountable for their graduates. I wasn't overwhelmed by the idea, but lacking tenure I went, helped out all I could, and figured it was over.

But it wasn't. The group's grant application ended up getting funded by a federal Title II grant for five years. So the next thing I knew I was in Las Vegas, with my dean again, staying at the Flamingo. Not exactly my idea of a good time, and not where I would have chosen to meet for a serious educational purpose. But nobody had asked me; the place was chosen so that the deans and higher administrators making up the group could enjoy themselves. The worker bees like myself were just there to put into effect their grand design, which was to become, as teacher education institutions, more responsible for the impact of our graduates on the students they teach. Part of the grant had to do with developing an authentic measure of preservice teaching, which would include information on the impact of the candidate's teaching on P-12 students (which is now known as the Renaissance Teacher Work Sample). The grant also included a requirement for each institution to develop an accountability system which would include this new assessment.

As part of the grant team, then, I was asked to develop an accountability system at our university that would include the grant-developed teacher candidate assessment into it. I was troubled by the thought of being a "pusher" of this onto my faculty; I also wondered if it were even possible to push anything on our faculty.

My playing field changed yet again when not long after the grant started we learned that NCATE and the state were going to require an accountability system as well. I ended up serving both the grant and our program in developing our accountability system. As the process continued, my service and leadership for the teacher education unit became much broader and deeper than my concern for the grant per se. Chronologically, however, I decided to become involved as a leader in the development of the accountability system for our institution because I was already a part of the grant.

INTO THE BELLY OF THE BEAST

I find much to sympathize with in what Mills (2002) wrote about his experience in moving from faculty member to dean.

During my first full year on the job I realized that there was absolutely nothing in my personal background to

prepare me to be a dean of education. While I knew something about teaching and learning and working with children, I knew nothing about leading an academic unit of diverse, intensely individualistic personalities! (pp. 72-73)

This was somewhat the experience that I had. I was perhaps somewhat better prepared than Dr. Mills in that my undergraduate degree was in accounting, which included work in business management, and I had worked in business for two years prior to entering into graduate work in education. But like Mills, I was still unprepared to be a leader in higher education. There are some significant differences between leadership in higher education and management in business. Our unit is full of intensely individualistic colleagues who are often touchy about their prerogatives. And unlike Mills, I did not become an administrator with line authority. When this whole thing began, I had no idea that something was beginning. I did not go in planning or wanting to be a leader, much less a change agent. I was just sent like a sheep to be part of the grant team, and everything else just sort of happened.

When it became clear that I was beginning to occupy a central role in the confluence of accreditation and grant, as I tottered rather blindly into this faculty leadership role, I did have a partially articulated set of operating principles. These came partially from the change literature in education, but perhaps more from my own experience as a faculty member and as a program evaluator. We agreed in the beginning that we would not force things on the faculty, especially things of whose value we ourselves did not feel confident. This position was based partially on the ethical and moral dictum to "Treat others as you would like to be treated." But it was also based on my belief from program evaluation literature and experience that real change would occur only if there was buy-in by program participants. I was also influenced by Wheatley, a writer in the area of management. In her book *Leadership and the New Science* (1994), she describes the idea of non-linear change, where change breaks out in small pockets until it reaches a small but critical mass and envelops the entire organization. We agreed that we would try to develop use of the Teacher Work Sample for the grant through developing small pockets of early adopters interested in working with us rather than calling on top-down hierarchical authority.

I wondered if I could make the faculty do it even if I wanted. At our institution, faculty have been able to preserve quite a bit of traditional academic autonomy. We are even unionized, after a fashion, for further protection. The phrase "academic freedom" is often heard, and one which carries a lot of weight. Administrators do make many decisions, of course, but anything that affects curriculum is considered to be in the purview of the faculty, and is always looked at carefully. The teacher education program does make changes over time, but rarely major changes.

I felt pretty sure that faculty were more likely to accept and use the accountability system if they had a hand in creating it, and NCATE and the state necessitate this as part of their requirements. So I settled it in my mind that faculty needed to be involved. But how? How does one get consensus? It might be possible for a teacher education institution with only two faculty to reach total agreement on something, although I rather doubt it. It certainly is not possible at our size (more than 200 faculty in the teacher education unit, with more than 700 teacher candidates graduating a year). But what does it then mean to reach consensus? What kinds of involvement are most beneficial? How much is enough? What does one do when faculty will not engage in the process, but whine regardless of outcome? What if faculty are so intent on argument and turf protection that they can't get on with it? What if the administration likes to live feudally, even while giving lip service to involvement?

WHAT HAVE I LEARNED?

I have been dancing on the hot tin roof for about five years now. What have I learned? One thing I have learned is that I really can make a difference. Over these five years a lot has happened. The Teacher Work Sample instrument to be created by the grant has been developed by a national group, refined, and piloted, and has even achieved a certain amount of national attention. The Teacher Work Sample has caught on at my own institution as well and is on its way to becoming institutionalized. An accountability system has been developed, and is on its way to implementation in a sophisticated web-based electronic format.

On the other hand, I have learned that teasing out the ethics of it all is more difficult than I thought at first. I am still not sure if I "did good" in all that I did. For example, if faculty are resistant to an idea or change, is it because (a) it is a poor idea that they should resist, or (b) because the change might negatively impact them personally and they feel like resisting whether the change is broadly good or not, or (c) is it the typical resistance that most people initially feel at first confronted with change but which will disappear with time, training and involvement? We tried to treat others as we wanted to be treated, but we also wanted to act. Over time I found myself feeling less patience with those who were always against things, but had no constructive suggestions and were unwilling to give time and effort.

I felt much the same as expressed by another self-study involved in teacher education reform:

> Our early work focused on our attempts to understand the social contexts of our teacher education practices. We documented our struggles to cope with new roles and new institutions, and traced our confusing courses through the tenure process. Based on our experiences, we were committed to teacher education reform from the start, if that reform could be constructed in ways consistent with our values. Now the opportunity has come to test that commitment. In our latest work we have begun to analyze our participation in teacher education reform at our institutions.

No longer entirely beginners or outsiders, we face an obligation to change the system we have found so alienating. We term this new direction "navigating through a maze of contradictions," because we find ourselves confronting multiple ideological and structural contradictions as we attempt to collaborate with colleagues to rethink and restructure the context in which we work. (The Arizona Group, 1996, p. 1)

But at the same time, as progressive and committed as this statement sounds, it raises some questions for me. It is nice that they desire to construct reform in accordance with their values, but what about the values of the others in their institutions? How do they know that the reforms they advocate will work and are worth doing? How does one collaborate with others in a way that respects the others but still allows us to move forward?

One thing I have pondered is how different all this concern for the involvement and rights of others is from the typical business scenario. In the business literature, much less attention is paid to issues of who has the right to be involved. I don't want to sell business short—sometimes it seems they are actually more focused on people than we are in education—but there is still the sense that whoever pays the bills gets to call the tune. In academia this happens more than it should, but the original idea of a college is that as faculty we are collegially responsible for what happens to us. And, of course, both NCATE and our state accreditation make faculty involvement mandatory in their standards.

It turned out that we were able to successfully obtain faculty acceptance of the Teacher Work Sample following Wheately's (1994) idea of non-linear change. A few faculty started using the Teacher Work Sample. Other faculty started to see its value, and all of a sudden it became part of the program. I see her analogy of change occurring in small, separated pockets until a certain threshold is reached and broad change occurs, especially true here because no one wants to change without seeing a reason, and the pockets provide a visual example of what is possible.

One way that my study is different than many other self-studies I have read is the extent to which I was a "secret (change) agent," to use Hamilton's (2002) phrase. Dinkelman (2003) describes one of the values of self-study as helping to develop programmatic change, even if it is self-study of individual classroom practices.

The extent to which knowledge produced by teacher educator self-study acts as a force for programmatic change is dependent upon several factors. Among these are the channels of communication open to the participants in that program, the determined use of these channels by program participants, and institutional support. Knowledge about promoting reflective practice spreads among teacher educators in various ways, from informal conversation with colleagues and students to more formalized interaction, such as department meetings. (p. 15)

My situation was different: I acted to help develop channels of communication and to develop institutional support. By being willing to take a role and through professional background, I was able to find a location that allowed me to act to make programmatic change without waiting for or relying on institutional support. At the same time I was beginning to act in a leadership role, and to be an agent of change where not all knew of my double responsibility nor would necessarily be happy with where the process was going. I struggled with my sense of wearing several hats where not all participants knew I had all of these hats. Could I be such a leader in an ethical way? To what extent was I really being a leader, and to what extent was I simply being a shill for NCATE, the state, or the unit?

Regardless, change takes time and is never easy. We have tried to make sense of aspects of our experience through some of the change principles articulated by Hall and Hord (2001). Our initial teacher work sample grant team conversations were about how to introduce things to the faculty, almost marketing work, and also how to pilot it for ourselves so we would know whether or not we ourselves supported it. Things have shifted now from awareness concerns to implementation concerns. This underscores one of Hall and Hord's change principles: Change is a process, not an event.

SUMMING UP

I find that doing self-study is difficult for me, and writing this paper has been much more difficult and lengthy than its brief size would suggest. But I think that may be because it is more difficult to do important "interior" work and to open the door to let others in than it is to focus on less central "exteriors" and to keep others at a distance through traditional research methods. Moving the focus from my own classroom to the entire teacher education unit has also been difficult for me. As Hamilton (2002) points out, it is important to keep a self-study stance that keeps one from simply building up a defense for one's own role.

Self-study is proving of value as one way to make public the "private knowledge" of teachers. If this is true of teaching practice, it also seems reasonable to use the approach in other areas of practice, including leadership. Self-study has been helpful to me personally in appraising my leadership efforts. Without public airing of our practice it is difficult for others to learn from our practice or to get the kind of peer critique that helps keep us from solipsism. As Hoban (2002) notes,

It is a paradox that "self-study," by name, implies personal reflection to examine one's own practices. Because as a form of research, self-study is more than personal reflection and needs to have a "relationship to and bearing on the context and ethos of a time" (Bullough & Pinnegar, 2001, p. 15). Establishing self-study as a form of research, therefore, necessitates making personal insights public (pp. 9-10).

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Reflective Practice as a Means of Identifying and Challenging Assumptions about Learning and Teaching: A Self-Study

INTRODUCTION

This self-study focuses on a pedagogical approach designed with the explicit aim of introducing and connecting professional experience with systematic reflective practice in the form of roundtable reflections. Research previously conducted with pre-service cohorts had shown that the university experience was generally perceived as theoretical, un(dis)connected and held minimal meaning in the pursuit of learning about the profession. Learning about teaching was about induction, imitation and the search for a "truth" (technical) that existed, waiting to be discovered. This paper defines the restructured and reconceptualised approach to mathematics pedagogy and presents an account of the first year (Semester 2, 2003) pre-service teachers' responses to reflection as a means of challenging assumptions. Specifically, reflection was to become real and meaningful, so that it was more than routine practice- that "commonsense reflective practice" (Pollard, 2002) be replaced with "reflective action stemming from professional thinking" (p.23). If "we are our assumptions" as Brookfield (1995, p.2) suggests, then identifying and challenging our assumptions could result in a deeper understanding of the core of who we are, and connect us more closely with our central mission as teachers (Korthagen, 2001) and particularly, as teachers and learners of mathematics (Schuck, 2002).

BACKGROUND CONTEXT

In 2001 the Faculty of Education at the University of Ballarat introduced the initial phase of a newly constructed Bachelor of Education Course (Prep-6; Prep-10). The course structure encouraged pre-service teacher choice in determining learning pathways and offered a selection of specialisations. It aimed at assisting individuals to become critically reflective practitioners, prepared for the new knowledge economy and the challenges of lifelong learning. All units were designed specifically for the new course and themes were linked to experiences both within and across the four years (Communities of Learners; Connections in Learning: Diversity and Developing a Professional Identity). The themes were designed and introduced as a connecting mechanism, where experiences within units were interpreted as part of a learning continuum as opposed to being experienced as isolated units which "stood alone." It was anticipated that "connecting" would also encourage increased dialogue among colleagues in terms of preparation, teaching, assessment and reflection on practice.

Professional experience was introduced within the initial weeks of first year and a new mentoring program was implemented, to connect the university with the schools in a redefined partnership model of practice. Previous to this policy change, pre-service teachers had minimal contact with schools in the initial two years of the degree. This approach was implemented to enable pre-service teachers to experience "early in the course" relationships with schools, experiences with teaching, and learning about learning. Concurrent with this initiative was the re-creation of some existing partnerships with schools based on the mentoring model of professional practice, as opposed to the supervisory model. As a result of this restructure, prservice teachers, throughout the course, experienced strategic "commuting" (teaching in schools/reflection at university), and it was anticipated that this approach would assist participants in becoming not only technically and practically competent practitioners, but practitioners capable of critical appraisal and assessment of ethical, social and moral issues linked to the pedagogy of teaching and learning.

Reflection has formed an integral part of this process in that pre-service teachers, together with their "buddies" would systematically reflect at the roundtable sessions using the ALACT model (Korthagen, 2001) as a framework. Roundtable reflections were developed and introduced with each cohort as a replacement for the traditional university tutorial format. Rather than reflective practice serving to reinforce beliefs, the roundtable reflections were introduced as a format for challenging assumptions and developing pedagogy. Following "buddy teaching" in schools, pre-service teachers attended roundtable sessions where the experience was "unpacked" in a systematic manner, using the ALACT model as a reflective framework. The Inner Cycle of this

framework is divided into five phases: A- Action; L-Looking back on the action; A-Awareness of essential aspects; C-Creating alternatives and T-trial. Pre-service teachers were encouraged to consider this cycle while teaching and as an approach to reflect on the teaching experience with their "buddies" and as a member of the roundtable. The Outer Cycle became the guide for helping redefine the role as teacher educator within this debriefing process. Each phase (above) has corresponding expectations for the teacher educator (see Korthagen, 2001). The specific characteristics which were integral to the new approach to learning and teaching mathematics included: negotiation of the "Learning and Teaching Mathematics" unit, including the processes, content, learning and teaching experiences, and assessment and learning tasks; the introduction of "buddy teaching" where pairs of pre-service teachers planned and taught mathematics lessons in schools for one session per week for up to four sessions; the introduction of systematic reflective practice as a means of "unpacking" the learning using the ALACT cycle; the expectation that pre-service teachers would identify and explore "critical incidents" in teaching and learning; and, the creation of "roundtable sessions" as a structured space for reflection. In constructing the unit "Learning and Teaching Mathematics," one of my own assumptions as a teacher educator became explicit: that systematic reflection on authentic experience provides opportunities for pedagogical growth through the direct challenging of assumptions.

METHOD

Although data for this self study was collected using a variety of qualitative methods (audio-taped/transcribed roundtable sessions; interviews; questionnaires; formal written reflections; critical incident questionnaires; forum "freewrites"; conversations with colleagues/pre-service teachers/teachers; journal), specific data yielded both timely and pertinent information, which then ultimately affected the conduct of the unit. In this sense, the unit framework and focus of the study emerged and became dependent on ongoing data evaluation. All first year pre-service teachers (n = 92) during Week 1, Semester 2, completed an introductory questionnaire relating to ideals, aspirations and experiences of mathematics learning. Three groups (n = 46/92) provided the "assumptions" data which were collected during weeks three and ten of semester 2, 2003. During week 13, the same three groups completed a written reflection based on assumption awareness, the supporting/challenging of assumptions and examples of when assumptions had been supported/challenged. Two of the three groups final roundtable sessions were audio-taped and transcribed: Group One (n=17) and Group Two (n=12). Maintaining a journal throughout the semester and ongoing colleague discussions, and email communication, enabled me to reflect on key learning moments and monitor progress. The methods of data analysis include the identification of emergent themes, in both roundtable sessions and written assumptions responses, in conjunction with critical moments recorded as journal entries and within email communication.

FINDINGS AND DISCUSSION

Some central issues related to the "why" of teaching and learning have arisen as a result of conducting this self study. Although the initial intention underpinning this approach was the provision of a reflective framework for challenging pre-service teachers' assumptions, the ongoing participation, modification and evaluation of practice has challenged me to further theorise my practice, to focus my "theoretical lens." This analysis will focus on ways in which this self study has influenced my practice and my understanding of that practice, and the effects of systematic reflective practice on pre-service teachers. The analysis will relate to constructivist underpinnings associated with knowledge and learning through experience and reflection on experience.

Pre-service teachers and systematic reflective practice

In learning about learning by reflecting on experience, pre-service teachers' stimulus for discussion at the roundtable often related to the notion of the "problem," and perceived the sessions as spaces for "sharing" the problems they were experiencing about teaching: *"It's good because we can really play to it, because they're our own problems they're not… they're not a case scenario"* (Final roundtable, Semester 2, 2003). The value for learning was in the experience, the "authenticity" of the experience (Munby & Russell, 1995) and the ensuing knowledge, (and "deproblematising") about learning from the experience, which was developed through the sharing with peers. Research suggests that reflection on experience can be viewed from a "problem focus" (Schon, 1987; Korthagen, 2001; Loughran, 2002) and the identification and discussion of issues often related to the desire to debrief about a concern or an experience that was deemed as "problematic." Pre-service teachers appreciated the space for reflective discourse and identified that they were valuable sessions: *"Yeh so we can find out different ways to sort out our problems and that in relation to schools and work…"*; and *"… we don't do it anywhere else like how to deal with that sort of thing... this is all we do about dealing with problems"* (Final roundtable, Semester 2, 2003). The problems identified by pre-service teachers during roundtable discussions related to the lack of authority as a neophyte, the detail related to disclosure of personal information to a class of students, and domineering voices during roundtable discussions. Surprisingly, few pre-service teachers identified problems with the teaching of mathematical content as a concern. Their concerns related to identity, involvement (or lack of) within the sessions, and management issues.

Following the evaluation of the responses to the initial questionnaire, the desire for pre-service teachers to "relate to/and engage with individuals when teaching" was the most commonly stated ideal, followed by making

mathematics learning enjoyable. Pre-service teachers had identified that the affective domain connected so integrally with the teaching and learning of mathematics. Many pre-service teachers, reflecting on having assumptions challenged, also referred to "feelings":

- *When my assumptions are challenged I feel overwhelmed at first but realise that this is probably a good thing as I am now putting a lot more thought into thinking.*
- *I feel pleased when assumptions of mine are being challenged because it proves I am always learning, that I don't have all the answers.*
- *When one of my assumptions was first challenged I felt as if I was in some way "wrong." But then I realised that there is no right answer and no right way of teaching. From this experience I have gained a different insight into what I believe teaching and learning maths is about.*

Are pre-service teachers beginning to theorise their own practice, based on experience and reflection of that experience? Two key issues emerge in terms of evaluating the approach to learning and the outcomes associated with this approach. Pre-service teachers need to attempt to connect in meaningful ways, the "ideal" with the "possible" and roundtable reflection became an opportunity for pre-service teachers to explore the potential connections. Challenging assumptions could be reframed as challenging one's ideals about teaching and perhaps this may be the reflective space where the developing professional identity is constantly being formed and re-formed. The individual, through systematic reflective discussion on teaching, learns more about the "self" through a process of filtering: *"Rather than reject her ideas totally, it made me think more about my assumptions to validate and justify what I believed to be right"* (Written Evaluation, Week 13, Semester 2, 2003). What was it about the learning environment that encouraged pre-service teachers to so willingly expose issues?

The learning environment impacted significantly on pre-service teachers and their willingness to participate during the roundtable sessions. The physical structure was an important consideration:

You can look at the people when you talk to them… if you're sitting in straight rows you don't really look at them, you don't pay attention to what they're saying, but sitting in a small group, its such a small group, you can't be distracted… so you have to focus. (Roundtable, August 26, 2003)

And although this structure did prove to be intimidating for some, those pre-service teachers identified that they generally did not feel pressured to verbally contribute. However, some mentioned that they felt *intimidated* or that they *had nothing to offer* in terms of becoming involved in the discussion. Interestingly, many of these pre-service teachers stated that to listen was to learn: *"Didn't always have to talk to get a lot out of them,"* and …*"some of my opinions have been swayed by voices of other students"* (Written evaluation, Week 13, Semester 2, 2003).

Who, then, owns the learning? A core assumption with relation to the constructivist theory of learning is ownership of and responsibility for the learning. The roundtable sessions became spaces where the active learning experiences were not only "unpacked," but pre-service teachers began to see themselves as developing professionals, conducting and owning the discourse, and as one pre-service teacher noted, *"I was finally in control of my own learning,"* and another, *"We were put in charge of directing our own learning through the roundtable discussions"* (Written evaluation, Week 13, Semester 2, 2003). This process was risky in that, initially, it was unknown how all the participants would react to something that was so different to anything they had previously experienced at university, but the following statement reflects what was considered to be generally expressed within the group:

The format of the unit-it was something I had never experienced before. I was a little apprehensive at first about the concept of negotiating our curriculum… but feel that by making a contribution we've been able to learn about things we wanted to learn about as well as things we need to learn about. (Written evaluation, Week 13, Semester 2, 2003)

Taking risks enhanced the learning opportunities and it encouraged the de-centering of the teacher educator, and encouraged pre-service teacher ownership of the learning.

Theorising practice - Focusing the lens
Confronting contradictions in practice was an initial impetus for restructuring and reconceptualising practice. How were the pre-service teachers making sense of their experiences and how was knowledge being created? Broadly, the constructivist theory of learning emphasizes the need for active engagement in the creation of knowledge; scaffolding learning and recognition of prior knowledge; the social dimension of the construction of knowledge, and space for, valuing of, and respect for multiple understandings and beliefs. Knowing and coming to know is not restricted to the search for, or adherence to, particular "truths," This approach required that a further emphasis would be placed on the challenging of assumptions. How, then, would this theory of learning inform and affect practice? How would this new approach to teaching alter my role? What might a learning environment based on this learning theory look like? Certain characteristics of a constructivist learning environment were evident- the encouragement of pre-service teacher ownership of the experience; the construction of knowledge about teaching and learning in a supportive, inquiry-based environment; the respect for, and recognition of alternative viewpoints and the teacher educator as "guide and facilitator."

However, a key new learning for me was the importance of "active listening" and withholding judgment

about those who chose not to verbally participate in the roundtable sessions. Was learning marginalized if pre-service teachers chose to refrain from verbal contributions to the roundtable reflections? Why did pre-service teachers remain silent? Were they engaged, yet silent? One colleague voiced his concern by stating, "*I do feel that the ones who choose to contribute do gain more than the ones who are more reserved*" (Email, January, 2004). It would seem through analysis of the roundtable discussions and transcripts that silence, in this context, has multiple explanations. Choice must remain central to roundtable reflection, therefore the invitation to verbally participate must remain an invitation. The silence may mean that:

- …*you are waiting for someone to jump in…*
- …*some people learn through observation, not necessarily participating and they might not want to express themselves, they want to go away and think about it,…*
- …*If they are always silent it might just be the way they choose to operate* (Roundtable, August 26, 2003).

The evaluation of "silence" has created an altered understanding for me about what it means to learn when participating in roundtable reflections - to listen was to learn. This challenges my assumption about the role of activity in learning and questions the assertion that listening is not learning.

Another issue that emerged for me was how I was perceived within the group. My intention was to be a co-learner and, as such, another member of the group. How was this interpreted by the pre-service teachers? Research suggests that the power relationships within groups structured in this manner can operate in a restrictive manner (Kinchloe, Steinberg & Villaverde, 1999; Brookfield, 1995) and further reinforce stereotypical roles and assumptions about teaching and learning. It became important for me, as part of the reflective group, to articulate the purpose of this approach and be explicit about my role. One pre-service teacher referred to my role in relation to authority in the following way:

…*it's not as though there's someone, there's people like yourself of authority in the room, but not using that authority to be above anybody in the room, you're trying to give everybody the same opportunity to speak as you give yourself.* (Roundtable, Tutorial B, August 25, 2003)

Yet another pre-service teacher spoke about the concept of equality: "*One thing with the roundtables- I feel like more of an equal to you if you were up the front telling us it would feel like high school again…interacting…*" (Roundtable, Tutorial C, August 27, 2003). My assumptions about my role were constantly challenged. Was I maintaining a balance in my attempt to not dominate the discussions? Where should I draw the professional line between guidance, facilitation, confrontation and domination? Reference to the ALACT framework became useful as a reflective "reference tool." As one

pre-service teacher mentioned in her evaluation of the unit: "*I would like to have heard more about your experience*" (Written evaluation, Week 13, Semester 2, 2003). An ongoing challenge is to maintain a balance.

LEARNING MORE ABOUT SELF STUDY THROUGH SELF STUDY

Conducting this self-study has illuminated particular characteristics associated with this practice and how closely monitoring and scrutinizing practices clarifies and redefines the teacher educator role in teaching about teaching. It also has refocused the theoretical lens in understanding more about the "why" of practice.

The focus of the study must be explicit and yet the framework supporting the structure must be flexible and recursive- it is within the reflexivity that further learning occurs. In accepting that there are multiple ways of viewing the world, that there are multiple perspectives and that there is not one "truth" to be discovered, then multiple methods and approaches for achieving this throughout the undergraduate program must be provided. For me, this has required a constant reframing and adaptation of practices, together with a need to be constantly explicit about the purpose. Some key elements related to practice have emerged and will continue to form the core of the learning tasks for pre-service teachers- provision of opportunities for authentic teaching experience; encouragement of pre-service teacher ownership of the learning; systematic, structured reflective practice; roundtable reflections and the identification and ongoing challenging of assumptions about learning and teaching. Research questions being pursued relate to the efficacy of reflective practice cycles and the stimuli for the engagement of the cycle. Further emphasis will also be placed on connected, collaborative staff efforts and understanding the affective domain and its effect on pre-service teachers' pedagogical mathematical development.

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Risking Hope: My Journey in Becoming a Multicultural Person

Hope for our diverse world implies hope that teachers will prepare students effectively for diversity, that they will be multicultural teachers. Sonia Nieto (1992) claims that "[b]ecoming a multicultural teacher…first means becoming a multicultural person" (p. 275). To be an authentic teacher educator and model for my students, becoming a multicultural person has been my goal.

For a time, I saw myself as becoming a multicultural person. Then I thought not. In risking this self-study—to repudiate or affirm my status as a multicultural person—I risk hope. I risk the hope that becoming a multicultural person for me is possible.

CONTEXT

Supervising student teachers and concurrently teaching a course in multicultural education has been my role for over fifteen years. Five of those years were spent in Iowa, and the last ten years, in teaching Iowan student teachers in San Antonio, Texas. During those years, I have occasionally supervised student teachers in Indian schools across the U.S. I am White. Most student teachers have been White. On my home campus, I am known to be good in my role. In Texas and New Mexico, I have been called a "warrior."

My students have known me for my warrior passion. When we begin working together, many roll their eyes as I model repeatedly critiquing curricula, materials, and practices counter to multicultural teaching. Nevertheless, most begin to see what I see and later are able to be critics themselves. Some move beyond criticism to implementing more multicultural teaching and tell me their success stories with pride.

Lest you think I am presenting a self-serving study, let me say what prompted this self-study were my feelings of failure. Recently, I came to believe I am hiding feelings that do not match my behaviors or my espoused beliefs. These observations bothered me. Have I become a fraud? Have I "backslid?" Am I experiencing a process of my own identity development? Will I be able to teach as effectively in the future as I have in the past?

PURPOSE

The purpose of my self-study is to address these questions by reflecting on my journey. What are the stages of my own identity development? How do they compare with models from the literature? Am I becoming a "multicultural person?" Or am I "backsliding?" Finally, with the insight from my study, will my teaching change?

METHOD

The construction of a timeline of significant events in my development and the examination of several models of identity development provided structure for reflection and interrogation. Reflective writing about several events on my timeline using memory work techniques described by Kathleen O'Reilly-Scanlon (2002) preceded discussions with several colleagues and cultural mentors who were my "sounding boards."

TIMELINE AND MEMORY WORK

On top of my timeline, I wrote events from my life I considered significant to my experience with diversity. Below the line, I filled in significant national events. At the inception of this project, I assumed that the source of my own personal anger, childhood sexual abuse, would be significant.

I would also have said that my own school experiences were devoid of diversity. What I would have meant, I see now, is that I had had no experience with African American, American Indian, or Latinos. What I discovered is that I did have some experience with several diversities: class, religion, and nationality.

Susan, a fourth grade friend, was poor. My memory is that her father was seriously ill in the hospital where he died, her anxious mother beat her, their house was sparsely furnished, her hair was scraggly, and her clothes were tattered and dirty. The feeling I remember having when I went to her house was amazement. What I didn't realize then was that my white-color, working-class parents struggled economically, barely escaping bread lines during the Depression. My mother went back to work when I was in first grade to earn us a middle class, upwardly mobile life.

My first friend in kindergarten was a Jewish boy, the only Jewish child in our class. We had play dates at each other's house until he moved away. Our mothers talked on the phone but to my knowledge never met. In high school, I was the only one I knew of my circle to have a good friend who was Jewish. Most of my other friends were Christian.

While Jewish was exotic, Catholic was a mystery. Mary Ann was Catholic and went to Catholic school. I saw her as different. The difference seemed bad, even evil. My mother had disdain for Catholics. When talking about Catholics, tension crossed her face. Now I know my mother was born into a Catholic family. She was confirmed as a young woman only to participate in her cousin's wedding, fell away from the Church, and later became Congregational. Another neighborhood friend, whose family belonged to my church, I felt more like. I had to ask permission to go to Mary Ann's house but not to Patty's. My mother told me that was because Mary Ann's was farther away. My mother rarely talked to Mary Ann's mother. She talked frequently to Patty's.

I did not know my mother had been Catholic, and I did not realize she was Polish until I was an adolescent. Her parents had come to the U.S. in steerage before she was born. They spoke Polish. Her older siblings went to Catholic school, but she and her younger brother did not. Before I was born, she changed her name to "pass." She worked during high school for a wealthy family and emulated their love for good china and home decoration. About her ethnicity and her family's religion, my mother always tightened up.

Racial and language diversities I did not experience personally until later. I heard there was one Black student in my high school, but I never saw him or her. There were three Black students in my freshman dorm at college. One was in my School of Music class, but I didn't know her name. My first teaching job in 1965 was in downtown Toledo, a Polish neighborhood on one side and the Black ghetto on the other. I remember two students. One was a light-skinned Polish boy whose name I can't remember. The other was a dark-skinned Negro with piercing eyes full of daring. Julius was an artist. He carried a knife.

For most of my teaching career, I was in a White, English-speaking world—Cheboygan, Michigan. I took my choir students on a field trip to Detroit, where we attended a play about Marat Sade and the next morning heard Black civil rights leader Andrew Young preach. I watched the Chicago Democratic Convention on television. I dedicated a production of *South Pacific* to a student's brother who had been killed in Viet Nam and to the slain Martin Luther King, Jr.

I organized several writers' conferences in Cheboygan and later had brief affairs with several poets. The most memorable was a vocal and passionate Arab. When I left home for graduate school on my own, I lived briefly with a male classmate from Nigeria. One of my vivid memories is taking Segun to lunch with my mother and a friend who wore a hat and white gloves. They were shocked at Segun. I felt smug to be outraged at their shock.

While I was in graduate school in Ann Arbor, I became active in the liberal American Baptist Church. My attraction was to the intellectual orientation to social justice. A brief mission trip to Nicaragua was my first encounter with language diversity. What attracted me to this experience was the team leader, who was White and whom I admired for his intellectualism and his empathy with the oppressed.

In my first position as an assistant professor, I was assigned to supervise student teachers in Waterloo, Iowa, where there was a 20% Black population. Teaching multicultural education concurrent with student teaching was an innovation then, and none of the faculty were academically prepared to teach this course. I dug in, drawing on my knowledge of psychology and interpersonal relations. I learned about African Americans from African Americans. I worked with several cultural mentors in Waterloo, teamed with a colleague to bring these human resources to campus, and tried to create an exchange program with Dillard University, a private historically black university in New Orleans. Since there was no real interest on campus for a project in New Orleans, I volunteered for an innovative assignment in San Antonio, where Latinos make up more than half the population and where news from Mexico makes the front page of the local newspaper frequently.

In Iowa, I had become friends with Annie, an African American woman on the counseling faculty. We and another junior faculty member would meet on Friday nights to complain about how we were never invited anywhere. Annie said she thought it was because she was Black and was surprised to hear Andrea and I, both White, were also uninvited. (Later we determined it was because we were single.) Romantic relationships were with Black men.

In Texas, I recruited Julio, a Latino advocate and scholar who has worked with me as an esteemed partner and friend these ten years, and two other cultural mentors, one an African American and the other a Cherokee. I joined the Esperanza Peace and Justice Center and the Jump Start Theater, attended various multicultural events, and have had numerous Latino friends, colleagues, acquaintances, and neighbors.

All this was above the line on my timeline. Below the line were the Montgomery Bus Boycott under my elementary school time, Martin Luther King, Jr.'s "I have a dream speech" under my wedding date, the Chicano movement as I was raising two daughters in Michigan, and the assassinations of Martin Luther King, Jr., the Kennedy brothers, and Malcolm X. For the most part, I was oblivious to these events as they happened.

Still, the anger in me as I took up my assignments teaching multicultural education was what you might expect from a person coming out of the 1960s. My anger was intellectual. It was principle more than empathy for pain that raised my ire. In taking up this study, I considered that my experience of childhood abuse, which also appeared on my timeline, was the source of an outrage I displaced onto oppressed others.

From whatever impetus, my students reported feeling attacked by me. From my perspective, I didn't understand why they didn't join me in outrage over the injustice and inequities I railed against, why they didn't thank me for pointing these inequities out, and why they didn't roll up their sleeves to address the issues in their own reflections and practice.

My confrontational behavior may have been good teaching. Many students became more active in demonstrating awareness and more multicultural in their teaching and relating. A few would typically acknowledge at the end of the semester that without my so-called attacks, they would not have moved from their initial unawareness and/or denials. When I asked what inspired my cultural mentors to trust me, it was my anger over the reality of oppression, which they perceived Whites typically denied or discounted.

In the last few years, I've slowly changed. My anger has abated. I've lost my edge. I've felt—and this is what bothered me—like I am tired. I feel like I've had enough. I am still taken with social justice issues. But the fight is gone. I hear a quieter, even more supportive, tone in my questions to students. I am less aggressively challenging. Not that I have given up my questioning. But the attack mode is gone.

Several other observations have given me pause. Unlike in the past, my friend Annie and I have long conversations and whole weekend visits without talking about race. When Jamil suggested I buy a house on the East Side, where I could get a "nice house cheap and live among great people," my immediate thought, which I did not share with him, was I didn't want to live there. Last Christmas when I took students to a bilingual play I've seen many times, I noticed for the first time it had as much Spanish as English. In the past, issues of race would be a major topic for Annie and me, I would have wanted to live on the East Side, and I would not have noticed nor would I have been irritated by the Spanish in *Las Nuevas Tamaleras*. Something else is different. I want to date white men.

What has happened to me? Am I "backsliding?" Or am I in a different stage of my development?

MODELS OF IDENTITY DEVELOPMENT

Janet Helms (1992) proposes a white identity model described by Beverly Tatum (1994). It has these developmental stages: Contact (no or limited awareness of race); Disintegration (awareness of how lives have been affected by racism); Reintegration (acceptance of socially sanctioned stereotypes); Pseudo-Independent Stage (commitment to unlearn one's own racism and work making relationships with antiracist Whites and/or with people of color); Immersion/Emersion (attempts to construct positive definitions of White); and Autonomy (expansion to awareness of other "isms"). Putting my self-descriptions against these stages, which can occur recursively, I have been in the Pseudo-Independent stage and may be moving into the tasks of the Immersion/Emersion stage. The model for me does not seem developmental with regard to Autonomy since I think I have been aware of the other "isms." At the same time, I have concentrated on ethnicity.

Atkinson, Morten, & Sue (1979) describe minority identity development. Before my timeline reflection, I would have said I was not a minority. The first stage in this model, Conformity, prompts my consideration, however. In discounting the diversities in my experience, i.e., class, religion, and nationality, was I "conforming" to the dominant culture, copying my mother's "passing" orientation?

Subsequent stages are: Dissonance (questioning the dominant system of stratification); Resistance and Immersion (rejection of the dominant culture); Introspection (questioning the rejection of the previous stage); and finally Synergetic Articulation and Awareness (self-fulfillment with regard to cultural identity and commitment to eliminate all forms of oppression). Putting my experience against this model, I could be just entering the fourth stage, i.e., questioning my rejection of the dominant culture. I may have been resisting the dominant culture for years (third stage), with my anger and outrage being resistance tools. Again, with regard to the last stage, I believe I have been working on eliminating all forms of oppression. But have I been over committed to racism and under committed to other "isms?" Maybe.

Paul Kivel (1996) describes a White Ally model and experiences typical on the way to becoming an Ally. His description of Whites seeing difference, i.e., people of color, as "exotic" and "erotic" (p. 61) resonates with my experiences. Beverly Tatum (1994) sees the task of the White Ally as investigating his/her own culture and resources and then speaking up, encouraging other Whites and supporting the power of people of color. I have done the second tasks and skipped her first.

REFLECTIONS FROM COLLEAGUES

Jamil said: "When I first met you…you did not appear to appreciate your own people, which to my way of thinking makes it impossible to truly appreciate and respect other cultures beyond a superficial or surface level. As you have evolved, I see that you have moved away from the practice of romanticizing other races and cultures as your understanding of the human condition has grown. You seem to have a greater and more realistic perspective on the pros and cons of the various cultures in general."

Julio told me, "Christine, stop beating yourself up!" His description of what he has seen me do over our decade working together matches Sonia Nieto's (1992) "to do" list for becoming a multicultural person: learn more about others' perspectives, confront your own racism and biases, and practice seeing reality from a variety of perspectives (p. 275). Nieto's highest level of multiculturalism is "affirmation, solidarity, and critique" (p. 276). Julio was adamant. "You do these things, Christine."

Kathy, another faculty colleague, said: "You are a 'warrior'.... The context of our society is such that we are constantly swimming upstream. So are you tired?"

CONCLUSIONS

The insight I take from this study is that I am tired, but not from swimming upstream. I'm tired from spending so much energy in my "arrested development." I have been too long in resistance stages. I need to move on, to be who I am, appreciating my own culture for its strengths in the context of continuing to be an Ally.

I have new meaning for not talking about race with Annie, for not wanting to live on the East Side, for being annoyed at not understanding Spanish, and for wanting to date white men. Julio prompted this insight when he asked, "Christine, if you were a middle class Black woman, would you want to live on the East Side?" Ah, I thought, with reference to the bilingual play, it is annoying to not understand what's being said. I can stop pretending it isn't.

In conclusion, three themes emerge to me as significant. First, some difference has been intriguing to me, especially "outrageous" difference. Secondly, my response to my own childhood abuse influenced my "acting out" behavior, and I used racism as a more socially acceptable target for my public anger and outrage. Third, I have a critical nature that is engaged by incongruence and dissonance. In the case of my engagement with racism, there was incongruence between what I learned as values and what I saw as social reality. My personal style of response is to protest. On one hand, I may have copied my mother's "passing" orientation, but I may have also copied something else, her tenacity in resolving what she felt as dissonance in her life.

Looking at my experiences—and my feelings of failure—in terms of developmental stages, what makes sense to me is that I am moving on to another stage, forward not backward. My feelings of failure and loss may come from losing the stage rather than from losing my commitment.

In San Antonio, diversity is interesting, political, and provocative. But it is no longer exotic to me. Recently I learned that the venue for my teaching is to change from Texas back to Iowa. Diversity in Iowa is exotic. My challenge now is to return to Iowa but not to the exotic orientation. If and how my teaching will change has become the next question.

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"Poet in a Doorway": Using the Arts for Self-reflection and Learning

ABSTRACT

A multi-modal arts-based approach can be an invaluable tool for capturing and communicating some of the complexities and emotional colors inherent in the learning experience. The purpose of this paper is two-fold: first, to discuss the conceptual underpinnings of the use of several artistic representations designed to explore, analyze, and share the significance of a self-study of a teacher experiencing transformative learning (Mezirow, 1991); and second, to open a discussion on the ways that artistic representations and arts-based approaches to research can add significantly to a growing body of teacher knowledge and the ways in which teachers learn.

Using the arts as a medium for reflection and understanding the educative experience, the presenter re-presents her learning in several image texts that form part of a series entitled, "Poet in a Doorway." Forming an integral part of the author's self-study, these image texts are composed of sculpture-like paintings that contain various found objects, and the poems that accompany them.

Exploring personal experience as a valuable form of knowledge – a knowledge that takes into account real risk-taking and the emotional aspects of learning (Palmer, 1998; Snow, 2001) – can help us as educators and as learners.

THE PROJECT IN BRIEF

In the process of finding my own work as a teacher and as an individual, I have embarked upon a personal voyage of discovery using various image texts as vehicles of exploration, scholarship, celebration, and personal validation.

Inspired by the adage that the truth may well be different depending on what doorway you stand in or what door you look out of, the idea of telling my "truths" and investigating the different aspects of my Self by placing myself in different doorways/situations really intrigues me. My interest in this idea has been further piqued by a statement made by Annie Dillard (1999) in *For the Time Being*, that the Greenland Inuit believe that six or seven different souls exist in every human being's body. The souls take the form of tiny people scattered throughout the body.

Do I contradict myself?
Very well then I contradict myself.
(I am large, I contain multitudes)
　　Walt Whitman, 1982, *Song of Myself*

The questions I am currently investigating are:
• Which souls, which people, which I's do I see existing within me, within my self-system, and which ones do I feel are important?
• How does each affect my practice as an adult educator-mentor?

In order to answer those questions, I initiated a project entitled, "Poet in a Doorway," a series of poems illustrated by paintings or image texts. Each poem begins with the sentence, "I am a poet standing in a doorway…" For example, here is one such poem:

I am a poet standing in a doorway, home from the
　　hunt.
I've spent my hours chasing after synonyms,
searching for the possibility of rapture in the here and
　　now.

Yet even at rest,
my ears are constantly alert,
listening for the shuffle of nearby words –
their short feet sounding like
little dead declarative syllables.

The poem accompanies a painting entitled, "The Hunt." In this painting, a camouflaged female figure wearing a Davy Crockett coonskin hat is standing in front of a partially open door that leads to the outside where we see a peaceful country landscape. The door is set into a wall, presumably the inside of a house. On the wall around the figure hang various objects/artifacts – such as an old-fashioned hunting rifle with a powder horn, several framed pictures, and a number of paper silhouettes representing dead animals. The animals are hung from hooks on the walls or placed in baskets at the bottom of the painting. Viewers are encouraged to touch and manipulate these and read the words that are written on them.

Another example is:

I am a poet standing in a doorway, sand between my
　　toes.
My eyes are a sea in fog, my skin sun-warmed and
　　darkened,
my hair sticky with brine.
Awash in a world that dissolves at the edges and grows
　　translucent,
I float, ride, ripple, and swell with the waves.

I am that which surrounds me:
the gulls' sad wooden flute calls echoing above the
thundering surf,
a continually curled wave cresting over clear water
breaking into foam,
an upwelling current that dashes boats on rocks where
the sky dips close.

I often stand here drenched in amber, losing weeks like
buttons.

This poem accompanies a painting entitled, "The Beach House," which depicts the front of a trim, weathered blue-gray house. It obviously faces the ocean because we see objects that are commonly found on a beach: shells and driftwood. One piece of driftwood is lying on a shell-strewn beach where a barnacled shell is also visible. There are other shells on the porch and on the sill underneath the white-shuttered window. Another piece of driftwood is resting on the steps that lead to a screen door. This door can be opened by the viewer to reveal a woman with tousled reddish hair and green eyes, nude except for a short piece of green material tied at the waist.

VISUAL IMAGES AND POETRY – ABOUT THE SERIES
I often choose to create visual images when I find that prose is too unwieldy or confining to convey my feelings about what I experience. This is because visual images make it possible to formulate meanings that elude linguistic description. Images are a powerful medium for communicating in a variety of ways and on different levels. "...Like words, images can be used, construed, and read in different ways and can serve multiple functions. Like words, images are part of who we are, who we think we are, and who we become – they are integral to questions of identity and purpose." (Weber, nd, retrieved from http://www.iirc.mcgill.ca/ about.html)

When I feel constrained by literal language, I turn to visual representation to portray a clearer, more immediate description of the inner connection that I make between my lived experience and my feelings. Intended to "express a conception of life, emotion, [and] inward reality" (Langer, 1957, p. 26), my images function more symbolically than linguistically. They become metaphoric in nature, and "point to what are conceived to be significant parallels, analogies, [and] similarities within the subject-matter of the discourse…" (Scheffler, 1960 p. 47), while articulating "what is verbally ineffable – the logic of consciousness itself" (Langer, 1957, p. 26).

Like the visual image, poetry has also provided me with a more direct, metaphoric way to transcend the limits of literal, analytic language, and expand my possibilities for expression, allowing me to break down and break through linguistic boundaries. Carl Leggo (1997) talks about poetry as conveying the essence of personal experiences and emotions, because it is "…made with hands and conjured with the spirit…truth with chaos in its heart…an ample space for drawing close and hiding

away…a story with holes, a reminder that the whole story is never told…" (pp. 132-134).

Twinned together to form single units, my poetry and visual texts comprise my "Poet in a Doorway" series. These texts assume a special role in my self-study: acting as a "signpost," each one is designed to portray an aspect of myself, indicating the mood and tone of its chapter and the story contained within it.

CONTEXTUALIZING MY SITUATION – BACKGROUND INFORMATION
I am a classroom teacher working with marginalized and disaffected adult students enrolled in a full-time academic high school program; I have come to realize that I have an ethical responsibility to know myself in order to become a more aware, effective teacher. I feel it is vitally important for me to examine the complexities of my own professional stance and practice.

I believe that there is a creative impulse in all people which we educators can use to enrich our own lives as well as those of others. By becoming more in tune with our inner selves and expressing this through various "artistic" representations, we can become more aware and accepting people and practitioners – and will thus be able to teach more effectively and compassionately.

My self-study is a chronicle of my reflective practice and my efforts to improve what it is I do. I seek to make my practice more congruent with my core values so that creativity is encouraged and enhanced. Because I believe that self-knowledge is essential to teacher education and professional development, my current critical inquiry explores the formation of teacher identity by looking at some of the many aspects of my Self (my I's) as texts to be explored and studied. Research exploring sensitivity to one's "I's" and to those facets comprising the individual and the formation of teacher identity may contribute appreciably to teacher knowledge and to the ways in which personal growth/self-actualization can be enhanced (Cooper & Olson, 1996).

PERSPECTIVE(S) OR THEORETICAL FRAMEWORK
Transformative learning has been a framework and a beginning for me. Jack Mezirow (1991) conceptualizes adult learning as a confrontation with a disorienting dilemma. The adult learner may recognize a mismatch between knowledge, beliefs and values, and alternative perspectives encountered in a particular culture or environment. The process of learning is understood to involve transformation of perspective, which may be accomplished through reflection, and planning and enacting change, followed by reintegration with a new perspective. Such learning may be incremental – a slow and reasoned process – or epochal – difficult and frightening. In either case, new beliefs, feelings and actions are integrated into previous knowledge and value frameworks.

Mezirow framed this theory a number of years ago. It has been and is being questioned, tested, challenged, and revised. It stands as a possible explanation for the learning done by adults in formal and non-formal settings. It

provides me with a theoretical framework to understand my own learning and professional development as an adult, and that of my adult students. It is from within this framework that I have begun my work as a teacher-researcher.

Because I see personal experience as a valuable resource, the importance of reflection in transformative learning theory resonates with me and the way that I make sense of my own learning and evolution as a teacher. I believe that reflecting on our individual practices in terms of rethinking, refining, reframing, and developing actions is essential to the personal and professional growth of teachers and the generation of teacher knowledge.

As a teacher researcher I am interested in self-reflection and autobiographical self-study and the way that I learn. In fact, teacher knowledge and the various ways in which it is created has become a subject of great interest in the field of education, especially in the research community (Cole & Knowles, 1995, 2000; Hamilton, 1998; Mitchell & Weber, 1999; Weber & Mitchell, 1995; Whitehead, 2000). Connelly and Clandinin (1988) characterize teachers' knowledge as personal practical knowledge – knowledge built from personal and professional experience – as differentiated from academic knowledge. Likewise, Doyle (1990) asserts that teacher knowledge is "event structured," claiming that what teachers know is "…tied to specific events they have experienced in classrooms …[Teachers'] knowledge is, in other words, case knowledge" (pp. 355-6). Cortazzi (1993) also speaks about these links between teachers' personal and professional lives and the ways that teachers understand their past work and their past selves through their experiences; teachers' self-understanding and knowledge is "…a vehicle for personal emancipation and professional development" (p. 12). He maintains that self-narrative "leads to personal and professional transformation."

We can then conclude that much of the knowledge that teachers have acquired might best be expressed through reconstructions of past situations. This corresponds with John Dewey and his thoughts on teaching and reflection. Dewey encouraged teachers to act intentionally by reflecting systematically on their experiences (1938b), and defined thinking, and even logic itself, as the ability to reconstruct experience reflectively (1910, 1938a).

However, teacher personal and professional knowledge does not always lend itself well to traditional text-bound forms of representation. To be able to convey this knowledge, teachers need to find vehicles that are flexible and sensitive enough to capture the nuances of their experience without diminishing its vitality and validity. I feel we teachers have an obligation not only to analyze the nature of our personal transformative learning process and the new knowledge it yields, but also to portray it in such a way that it can be shared with others. Other forms of expression are therefore being explored to supplement the written word (Eisner, 1997; Greene, 1995; Harris, 1981).

MULTI-MODAL ARTS-BASED REPRESENTATIONS

In presenting my accounts of my teaching framed as a self-study, I relate stories of my practice that illustrate my attempts to develop and expand certain skills and to align myself more fully with my values in interaction with my students. My self-study also includes my reflections on the essence of teaching and creativity as a series of poems and image texts – "theoretical statements" (Weber, personal communication, February, 2001) now entitled the "Poets in a Doorway" series. In other words, I have used poetry and visual image texts in combination with narrative vignettes to more fully represent and theorize my experience.

Archibald, Chamberlain & Gerrits (2000) maintain that "…moving beyond a written-word-only approach [provides]…a rich interpretive framework to examine and reflect upon the professional Self…[which becomes] an even richer experience when more than just the written word is a part of self-study" (p. 15). In my efforts to become a "wide-awake" and creative teacher, I continually explore how I can best articulate the intuitive connections and the subtleties that I have discovered in my own learning and in the way that I am developing professionally. I use art as inquiry and the integration of various arts-based techniques and genres as means to share and explain my findings (Barone, 1995; Barone & Eisner, 1997; Diamond & Mullen, 1999; Eisner, 1995; Mullen, 2003). This helps me to explore the social construction of my Self-system – to investigate the past, present, and possible selves that comprise the who, the what I am. I believe this work delves into the very nature of learning and the ways in which we "become" and forge our own identities. This leads to strong implications concerning identity formation and teacher knowledge.

As a teacher, I try to articulate the intuitive connections and the subtleties that I have discovered in my own learning and my professional development; therefore, I use poetry and visual image texts in combination with narrative vignettes to more fully represent and theorize my experience. Combining various genres is a excellent way to authentically preserve, portray, and honor my own voice – as artist, storyteller, teacher, and person – while underlining and sharing the emotional color, intensity, and significance of my personal and professional learning experiences. This gives me a rich interpretive framework to examine and reflect upon the professional Self, and has expanded my realm of possibilities for expression, breaking down and through linguistic boundaries. This is a striving for multiple interpretations, multiple realities – of empowering myself to see what might be there to notice and to celebrate it, and to make a conscious effort to tell my memories as "artful stories" (Diamond & Mullen, 1999). I believe that using a range of genres to represent my learning helps others understand and connect to my experiences on several different levels, thereby opening up various avenues and opportunities for communication and dialogue.

Integrating an arts-based approach opens up other dimensions of knowledge and ways of "knowing,"

which probe the tension between what can and cannot be expressed, and enlarges the epistemological discourse (Cole & Knowles, 2000, 2001; Diamond, 1997; Diamond & Mullen, 1999; Eisner, 1993, 1997, 1998, 2002; Greene, 1995, 2000). The images and the products emerging from my creative process become metaphors and vehicles for expression of lived experience, resulting in an artistic lens through which I can share experience in the form of multiple perspectives and kinds of "knowing."

Maintaining that "[t]eacher education and inquiry need to be refigured so that actual and inquiring selves can be represented in authentic ways," C. T. Patrick Diamond (1999, p. 216) states that studying oneself is key to the personal and professional development of teachers. Likewise, Cortazzi (1993) asserts that autobiographical work is not only difficult, but quite complex, explaining that it can be thought of as reflection upon reflection: "…the notion of multiple voices: the self then, the self now recalling then, the self now interpreting the self then from the present self's perspective, the self now thinking of possible future selves, a possible self looking back now to the present self seeing it as if in the past…" (p.13).

Liz Stanley (1992) describes the interpretative interplay inherent in auto/biographical work as being akin to looking through a kaleidoscope: "…each time you look you see something rather different, composed certainly of the same elements, but in a new configuration" (p.158).

CONCLUSIONS/POINT OF VIEW

Autobiographical self-study is an effective tool to help teachers develop their own voices so that their perspectives can be heard and so that they can be valued and validated as all knowledgeable professionals should be. Employing the arts as a medium for self-reflection and as a means for finding our own voices (Wright, 2003) is one dimension of teacher knowledge that needs to be acknowledged and shared if we are ever to be able to effect the kind of changes many of us want in order to improve educational systems, curriculum reforms and classroom practice. We teachers can learn and benefit from analyzing other teachers' experiences, especially after we have critically reflected on our own. Bateson (1994) calls this "insight," that "depth of understanding that comes by setting experiences, yours and mine, familiar and exotic, new and old, side by side, learning by letting them speak to one another" (p. 14).

It is in this spirit that I have begun my work in this area. It is in this same spirit that I offer my own creative attempts in the form of the "Poet in a Doorway" series in an effort to share and communicate with others.

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Where Are They Now? Where Are We Now?

In this paper we, a research team comprising one professor of education and four graduate students document our reflections on questions we have about the challenges of documenting the impact of teacher education coursework and on our collective research. This paper is organized into three, separate sections. In the first section we present data that Patricia collected while observing Renee teach the same group of prospective English students over two semesters. These courses, C&I 301 (Introduction to Teaching in a Diverse Society) and C&I 302 (Teaching Diverse Middle Grades Students), are the first two courses in a four course sequence that integrate methods of teaching English with critical analysis of schooling and with reflection on one's own transition from student to teacher. For the two subsequent courses (C&I 303, Teaching Diverse High School Students; C&I 304, Assessing Secondary School Students) the students were taught by different instructors and, during C&I 304, were student teaching. The term, "diversity" is included in the course titles because the teacher education program emphasizes that multicultural education is not a separate course, but that celebrating and working productively with a diverse student population is embedded in everything we do as teachers of adolescents (and adults).

In this paper we respond to two recommendations Renee and Patricia have raised in previous works (Clift & Brady, 2003; Clift, 2004) in that we are exploring the ways in which longitudinal study can be incorporated into self-study; we are also using friendly critics (Patricia, Raul, Jason, and Soo Joung) as we analyze Renée's teaching and the potential impact of her courses (as well as that of the larger teacher education program) on thirteen teacher education graduates' developing practice. (These graduates have all been out of the teacher education program for two years now.) As our work proceeded we realized that as a team we were grappling with issues of power, authority, and voice in both the self-study and larger study. We have shaped this paper to allow others to glimpse our process and the questions it continues to raise for our work. Thus, the paper is divided into four sections:

- Fall 2000-Spring 2001: Renee's voice predominates

here as she reflects on Patricia's classroom observation notes and on what, for her, the classroom talk might imply about her teaching.
- July 2002: We brought an external researcher in to interview our teacher education graduates about what they remember in terms of the impact of the teacher education program. The graduates' voices predominate, but we imposed the categories on the interview summaries.
- January 2004: We read through Renee's earlier and longer drafts of the paper and discussed our thoughts in a tape-recorded group conversation, which we collectively summarized for this paper.
- February 2004: We deliberately chose not to analyze our paper collectively. Instead we let our individual thoughts serve as a multi-vocal conclusion—leaving readers to make their own inferences about our work.

FALL 2000 (RENEE REFLECTS)

I note that the first three class sessions were devoted almost entirely to activities designed to surface and legitimate honest and respectful discussions of race and racism in the United States based, in part, on documentary videos. I am pleased to recall that the graduate assistant (not a coauthor on this paper) and I were able to encourage a great deal of student interaction around issues of race, class, and social justice. After this, as the notes become more detailed, I notice that the students are in touch with the topics through a variety of pedagogical techniques – small group work, role plays, student-directed presentations, reflective writing, and field-based research – with very little lecture or recitation.

Class topics cover group presentations of an autobiography written by someone who did not come from a White European-American middle or upper class background; a lecture-discussion-role play on the negative impact of cultural deficit theory and thinking; discussions of field placements; discussions of the pedagogy of the book presentations; lesson planning; using rubrics for assessment; and group presentations on the communities in which their field placements were located. I am satisfied that we provided more than an introduction to issues

of race, class, teaching, and education, and that we enabled the students to grapple with their responsibilities for teaching in a diverse society.

I am less pleased to notice that I do not model beginning class with content instruction and establish a pattern of beginning class with discussion about "business" such as upcoming field experiences or assignments. I am not happy with the amount of time we devoted to discussions of assignments even though I caused some of this by deliberately not providing highly structured assignments. I was pleased that my enacted theory of teaching and learning strongly emphasized the importance of learning from experience and reflecting on that experience orally and in writing and alone and with others over time. But it seems to me that my relationship with my graduate assistant/co-teacher was not well formulated and was, perhaps, condescending. She seldom began class; I often told her what to do giving her insufficient time to prepare.

SPRING 2001 (RENEE REFLECTS)

The notes tell me that my co-teacher (in my mind, graduate assistant no longer) and I began the semester with conscious attention to sharing both the decision-making and teaching responsibilities more equally and to providing more structure for the assignments. There was far less negotiating of expectations. I note that reading and the teaching of reading from a cognitive and interpretive stance was covered early in the semester and linked to the students' own reading of two novels. Often, reading instruction was related to lesson planning and to classroom management. While there was more lecture than in most of the previous semester's classes, the students participated in role-playing activities and in group discussions of their own cognitive/interpretive strategies. Several classes were devoted almost entirely to lesson planning and classroom management, in which students practiced the early stages of writing lesson plans and unit plans.

I felt that we had become more practice oriented in our instruction and in our assignments. I say "our" because I think I was no longer condescending and that the co-instructional relationship was cohesive and egalitarian. I was a bit disturbed to learn that we did seem to assume that a lot of written work and, therefore, learning would occur outside of class. We may not have made the connections among field, in-class, and out-of-class work as clear as we might have.

JULY 2002 (THE TEACHER EDUCATION GRADUATES TALK)

The external researcher assured the participants, "this is your anonymous chance, so no names and I'm going to be the one to transcribe…." The graduates' comments were taped and transcribed (bulleted below) by the researcher, but grouped into the following categories by Renee and modified by the team.

Cohort and program structure:
- … being able to go through with the same group of people the whole time, and getting to work together and getting to know each other.
- … the classroom was a really comfortable place.
- I love that it's theoretical because it gives me a better base now, but I wish that there was some more practical element.

Applicable, helpful content:
- … and then we did projects for each one…that really helped me.
- … there was more of a focus on understanding diverse cultures and understanding the broader things, but there was never any of this guilt thrown at you … I think that, at the time, when I was an undergrad, I didn't appreciate it, and now, in retrospect I think it was a really good program.
- … you know, not growing up in a very diverse area, like, it was a great part of, you know, preparing me, made me feel a lot more comfortable about helping the students.

Insufficient content:
- And writing? My first semester, yeah, I didn't teach them squat. And I know that.
- Oh God, I don't know anything about grammar, still don't know anything about grammar, don't know how to teach it, afraid to touch it, very bad.
- …We didn't talk about ESL students…I didn't know how to get them to where they needed to be.

The classes that were Renee's responsibility:
- …I think I'd like to start with more practical stuff.
- …in 301 and 302 [they] asked us to write a unit or do a lesson plan but we'd never actually talked about how to do it, so it was just kind of thrown on us.
- I feel bad about some of those things that we said about C&I because I think some of that comes from not remembering the beginning…

JANUARY 2004 (THE TEAM DISCUSSES)

RENEE: I found that I was surprised and saddened to learn that much of the time I spent being practical, modeling lesson planning, talking through classroom management, etc. was forgotten. As an instructor I wonder if I had any impact on practice at all. As a researcher I am wondering how we can better capture that program-based knowledge gets stored and exerts influence somehow, but is not acknowledged. I was surprised and pleased to learn that the participants valued our program's emphasis on diversity and on theory.

(All coauthors consider where to go from here…)

PATRICIA: Are there different ways you might have covered or taught the same material?
RENEE: I don't have an answer for that yet. There are

points in the notes when… they were doing hands-on activities with lesson planning.

JASON: I was just reading about Carrie [pseudonym for one of the graduates we are following]…She was talking about how she got these wonderful ideas from the teacher education program but she didn't think she could make things up on her own. Maybe that's what they were hoping for – just sort of like a packet of things that they could use in their classes…

RENEE: Have I said anything or written anything that rings false?

SOO JOUNG: In the second semester you tried to provide more structure for the assignments. What are the data for this?

RENEE: It's in the data from the syllabus and class notes.

RAUL: How do you reach that conclusion that in a way your relationship with your co-teacher was condescending?

RENEE: There's one chunk [of data] that's in the notes and one chunk you all don't have and it's just in my memory; one of the students comments about it.

PATRICIA: I remember her being an integral part of the planning, but then you would enact it.

SOO JOUNG: I think it is almost impossible in any human relationship to ignore the power relations among people. How are you going to explain that?

RENEE: My co-teacher starts the class a lot. I was gone and she took the class. We told to the students which assignments we'd be [assigning and] grading. We told them we were going to try to share more.

PATRICIA: As you went through this whole process, were you thinking about, "Next time I teach 301/302 what I plan to do?"

RENEE: No I wasn't. I was thinking about how in the world do you document the impact of teacher education. I thought the class notes documented that we provided both the theoretical and a practical foundation. Clearly, [documentation] through retrospective accounts is problematic. [But], I could argue that if they don't remember I, what the heck do they have to do it for?

JASON: In 303, they talk about the different activities that went with the book. They remember what they did with the books. That's what they remember…[t]hose are the tangible things they did.

RENEE: We gave them three different formats for doing lesson plans. And they did a whole week of lessons in their unit plan.

PATRICIA: I remember they were not necessarily doing any of those three formats…It seems [their work] was completely disconnected from the Power Point you did.

JASON: How do you know what they would be doing if they didn't have this teacher education program? At least two have talked about how teachers they've met from other teacher education programs have a different outlook. To me that would be evidence…

RAUL: Jenni [pseudonym for one of the graduates we are following] makes it explicit that she can be so critical of her law school program because she has a teacher education background.

RENEE: Are there any things you want to say, having been my students yourselves? Anything on my style of teaching?

RAUL: I've found it surprising having gone through two different classes. One you had us be more active; the other had more background instruction. Research for me was hell because of writing. It taught me to have more focus. In the other class it was more group work. I benefited from both.

JASON: About being future oriented in a lot of ways that makes sense to me that the students would be future oriented. And in the research on teacher education class that was future oriented. Everything we did it was going to prepare us for our future careers.

RENEE (to Patricia, co-teacher for the same course, different students, in 2001-02): Was I a lot different in 2001-02?

PATRICIA: I was just thinking about my own personal self-study for the past five minutes. Having watched you do it once; doing it with you a second time; and then the third time by myself in which I took what you'd done, but I made some changes… given that I have such a vested interest…I am finding it hard to comment on you. I'm your advisee and your employee and I've taken two of your courses plus an independent study, plus we've coauthored…

RENEE: Is this kind of research possible? All of the self-studies we included in our chapter (Clift & Brady, 2003) that had other people helping with the research used graduate assistants...

PATRICIA: It's not only that I am thinking about issue of power, etc. between us, but also there are so many different data points between me and this course. 301 302 means so many different things to me.

RENEE: Is it possible to have a conversation about my teaching given that I am a professor and that we know each other in multiple ways.

RAUL: In other circumstances I probably wouldn't be able to go through this…When I was reading the draft you sent the first thing that struck me, you used the word, "colleagues." And you never referred to us as, "my graduate assistants." Under those conditions, and with the structure we've laid out for the research team; it is possible to have a self-study in which all four of us are asking questions and challenging some elements of your previous teaching.

PATRICIA: (to Raul) You're using the first person plural when you probably should use the first person singular.

RAUL: Yeah.

RENEE: Patricia, what would you say? I'm not going to put Soo Joung on the spot; she looks too uncomfortable.

PATRICIA: Well, also it has to do with…how we've always related to authority, etc. And I think that I have become increasingly comfortable telling you how I really feel, but…there is definitely a very strong edit button.

RENEE (to Jason): You're not my advisee [or] looking uncomfortable, but the fact that I can ask you to talk is a power relation and I acknowledged that. Is it possible for you as a graduate student to be a useful validator or challenger?

JASON: So far I haven't felt like I've had to hold back…But checking your perceptions of the class or asking…if we saw something different, I don't have a problem with that.

RENEE: What would you have a problem with?

JASON: Probably if it was like, "Was there something I did that you didn't think was a good idea or that you didn't like?"

SOO JOUNG: I didn't say I'm uncomfortable, you just got that.

RENEE: Let me tell you why I said it…

SOO JOUNG: I am jet lagged and for me it is time to sleep.

RENEE: I apologize, but I did have to say that was what I was inferring.

SOO JOUNG: You say that and now I think – what did I do?

FEBRUARY 2004
(THE TEAM REFLECTS ON ALL OF THE ABOVE)
Our editor requests us, "to talk as specifically as possible…about what you have learned through your self-study about yourself and your practice."

RENEE: This study is (still) surfacing tensions within myself—organizing action and setting, but not so much such that students' responses become prescriptive. Tensions around forcing speech and allowing silence; in encouraging risk taking yet being the evaluator. Tensions around pushing people too hard or not hard enough and times I have been pushed too hard or not hard enough. I am learning that it is really quite helpful to have this group pushing me to consider previously unthought thoughts in context and to justify decisions. I've learned that part of my own habitus (Bourdieu, 1990) involves being in charge while, at the same time, trying to share control in a context where I am clearly the teacher. This came out forcefully for me in my change between semesters and, even more so, in my control of our group discussion on my analysis. I will work to foreground this realization in both our discussions and in my classes. It is important to me that we collectively reflect on what we are learning – and that the power dynamics, while acknowledged, don't inhibit our learning and acting.

PATRICIA: I thought I had done too much talking during the taped conversation. Was my talk focused enough on Renee and her teaching—or was it too focused on myself and issues that I found interesting? Will I self-silence in our next conversation?

SOO JOUNG: I felt uncomfortable when Renee put me on the spot. As a life-time English as a Foreign Language learner, I do not like to provide my opinions on the spot because I can regret my unreflected comments later. I need time to reflect and to sort out my thoughts and then to put them in right English using the right register.

JASON: This reminds me of the Johari window…things we share with others…things that others know about us that we are not aware of…I don't think there is perfect data…It's all an interpretation.

RAUL: When does the transition from "grad students" to "colleagues" happen in a professor's mind? One of the best lessons I learned by writing this paper is that sometimes no one has a specific "right" answer; sometimes the best answer is something you come up with as a result of negotiation and conversation.

This paper has no real end. Even as we proofread it in May, we realize we could write another section — one which chronicles our participants' continuing development — and our own. But the genre of papers and presentations does call for a closing. We close with this — what began as a team effort to investigate the impact of teacher education on practice and as Renee's examination of the lasting(?) effects of her own teaching is morphing into our collective, data-based reflections on ourselves as researchers and our roles as teachers for our team. Renee may be the professor and principle investigator, but she is a learner. Patricia, Soo Joung, Raul, and Jason are among her many teachers. The thirteen participants are challenging and stretching all of us in ways we did not know we needed to stretch. The self-study of teacher education is, for us, also becoming the self-study of teacher education research.

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An "Algebraic Approach" Towards Collaboration: Lessons Learned

In the following vignettes, Dorothy is a tenured faculty member in a School of Education and Julia is a junior colleague at the same institution. To address her defined research agenda, Dorothy had done extensive work on defining specific characteristics of identified outstanding mathematics teachers. This project was known as the Algebra Project Model of Excellence (MOE). However, in the inevitable flood of increasing responsibilities that come with tenure, Dorothy's research had unfortunately stalled for a number of years. The following story tells how Dorothy and Julia first began a partnership to revisit this research. The partnership continues to this day. Here is their story.

Dorothy: After a long summer session of teaching two extra remedial math courses at the university, I scheduled lunch with my colleague Julia. We walked from campus to a local Thai restaurant to have a light lunch. At that time my main goal for the luncheon meeting was to encourage my colleague to continue teaching for my department as a part-time instructor. What I really wanted her to do was return to school and pursue a degree in mathematics education. So this lunch would be a perfect opportunity to make this suggestion.

What happened at our meeting was nowhere near what I anticipated. The conversation turned to a discussion of my research agenda and my desire to write a book about a teaching model that could inform algebra teaching specifically and mathematics education in general. Julia expressed an interest in helping me write the book. I felt that this was the start of a journey and exploration of great possibilities.

Lesson Learned: My expectation does not always define my reality. In other words, what I think should happen not only does not happen, but my expectations can transform into a greater possibility. My book project had been given another known (a co-author) in the writing equation.

INTRODUCTION: BEGINNING A RESEARCH COLLABORATION - STUDYING OUR SELVES

In the world of academics, research can often be a very loaded term. Sometimes research is viewed as merely a means to an end - that of securing tenure, respect from peers, and remuneration. When faced with a large and daunting project, such as combining and refining years of practice and reflection, we needed a deeper, more personal motivation for accomplishing the task before us with excellence and completeness.

Our long-term research task is straightforward. The authors are currently collaborating on a book, ostensibly about mathematics instruction. Many books have been published on this very topic. What makes this research project unique is not only the common passion which drives us both to be interested in mathematics education, but more importantly, what we believe to be its potential for universal applicability. We have used what we call an "algebraic" approach towards evaluating math instruction.

While working on the book, the authors discovered that the original goal of publishing a book about mathematics instruction became enhanced by integrating the authors' collaborative process into the manuscript itself. Thus, the process of writing the book provided an opportunity for self-study to investigate how teacher educators can improve their collaboration and practice. Schuck (2002) discussed the use of self-study to trace her development as a teacher educator in mathematics and she demonstrated how self-study can be strengthened by collaboration. It is the goal of this paper to illustrate how the authors, through self-study, have learned many lessons about the value of collaboration, and about their collaboration's impact on their teaching.

FIRST STEP: COMBINING "LIKE" PASSIONS FROM DIFFERING UPBRINGINGS

The authors have very different backgrounds. We are both women of color, albeit different colors. The relative cultural expectations of our respective ethnicities are, speaking generally, vastly different. We are separated in age by several years. We occupy different positions in the academic pecking order (one is a tenured faculty member, the other an adjunct.) Despite these differences, the co-authors share a deep conviction about the absolute necessity for mathematics preservice instruction,

especially in urban areas, to be strongly improved. As with all complex assignments, this is not an easy problem to solve. The authors have begun a long process of trying to tackle this difficult problem; simply stated, How can students' mathematics achievement be significantly impacted through teacher professional development and support?

The National Council of Teachers of Mathematics has, through creating Professional and School Mathematics Standards, fielded gigantic efforts to improve the perceptions of mathematics teaching as a professional endeavor, as well as to shift the paradigm for mathematics instruction away from rote algorithms towards processes of logical reasoning (NCTM 1991, NCTM 2000). The mathematical education community has been vastly enriched by these important documents. These NCTM documents also encourage teachers to have general positive expectations of their students, giving general support to the notions of "equity," that is, all students can learn to reason mathematically, regardless of background. However, the authors feel that such noble generalities, while inarguably crucial as general pedagogical guidelines, fall disappointingly short in the case of actually improving day-to-day mathematics instruction. The authors perceive a void in the current literature which simply does not provide enough practical advice for the preservice or beginning educator who wishes to immediately improve his or her teaching.

One of the biggest stumbling blocks towards improving mathematical achievement of students is the lack of profound understanding of basic mathematics of the teachers themselves. Ma (1999) asserted that the United States teachers in the Third International Mathematics and Science Study (TIMSS) did not demonstrate profound understanding of basic mathematics when compared to teachers in other countries. Hiebert and Carpenter (1992) defined the goal of research and implementation efforts in mathematics education as a way of promoting learning with understanding. The simple truth is that any elementary teacher can experience any large number of the most well-intentioned professional development initiatives. However, if the teacher does not possess a deep fundamental understanding of mathematics, student mathematics achievement will suffer.

SECOND STEP: CONFRONTING "VARIABLES"
Students' varying mathematical backgrounds, different native tongues, mathematical "abilities," genders, socioeconomic classes, learning styles, mathematical experiences, and races of students traditionally have been viewed as factors which affect the difficult yet rich process of improving a student's, let alone a mathematics teacher's, mathematical experience. All these factors can be thought of as "variables." In this case of improving mathematics instruction, variables are many and ever changing. Each student provides a unique challenge to the instructor in terms of how to most effectively increase the student's knowledge of math. Consider the two stories below, about two students in each authors' classroom.

Dorothy
At the end of my teaching and learning elementary math class, I was in a rush to gather all my materials and head home. However, one of my students asked if she could speak to me at that moment. I sensed that something was upsetting her. Even though I really wanted to leave, I stopped and gave her my undivided attention. This particular student, Brandy, wanted to prepare me for reading her mathematics autobiography, which she had submitted that night. Brandy confessed to me that she was terrified of math. As she described her past experiences in learning math, this revelation so troubled her that she had tears in her eyes.

Brandy is one of a large number of elementary education students who struggle to overcome the negative impact of ineffective mathematics teaching and learning in their pasts. In my many years as a mathematics teacher educator, I have heard stories just like Brandy's time and again at both the undergraduate and graduate levels. Whenever I teach this class, I wonder: Given a limited period of time, how can I best help the Brandys of the world overcome a lifetime of negative attitudes towards math and move them toward greater math competency? My answer to this question came early the next Saturday. At 4 AM, I was reading a weight loss book. In this book, the author talks about seven steps to ultimate weight loss solutions, which includes identifying weight loss behavior indicators. This book gave me an insight on how to solve the problem of losing weight in my own life, which is part of my own overall personal wellness plan. As I pondered this book, it came to me that even a simple act as reading a weight loss book could spark an idea on how to help Brandy.

Lesson Learned: Just as the author of the weight loss book proposes to his/her readers a self-improvement plan to lose weight, I am in a similar position as a teacher educator, to help my students develop a plan to increase their competencies in learning and teaching mathematics. Hence, I identified a need to create a mathematics self-improvement plan that is correlated with the Model of Excellence (MOE).

Julia
I teach the same elementary mathematics education class as my collaborator. I also assign a journal activity. One sunny and snowy day in February, I sat in my church's atrium, to begin the long process of reading 25 journals. One particular student's journal really got me excited. The reason this journal grabbed my attention was because this was the first time I had witnessed a concrete positive result from my collaborator's research model, the MOE. My student, Therese, was using the self-assessment tools of my collaborator and applying them to her learning every week.. Therese wrote about a negative group experience during the first class, when her group members rejected her ideas.

As Therese wrote in her journal from week to week, I observed that going through the process of self-assessment made her more confident. She noted her score in

one of the competency clusters was increasing. Therese had a revelation that going through the MOE self-assessment exercise actually helped to improve her confidence level in working in groups.

When I (Julia) initially signed on to teach this class, my personal life was in a state of upheaval, due to the sad passing of my father-in-law. Distraught but under contract, I was faced with two choices in teaching this class: either using the same syllabus that I had taught many times before, or reworking and adapting my colleague's syllabus in order to track the impact of the MOE. I chose the latter option. Though it has been admittedly personally difficult to work with a more unfamiliar syllabus, for the sake of one student like Therese, the additional effort has paid off. Simply put, Therese made a journey from weakness to strength as a result of using the MOE. If the model is available to me, then why not test it?

Lesson Learned: For the best interests of our collaboration, my "convenience and comfort" factor sometimes must be put aside.

BACKGROUND: WHAT EXACTLY IS THE MODEL OF EXCELLENCE?

In 1997, Dorothy played a key role in developing a structure to concretely address the improvement of mathematics instruction. This structure became known as the Algebra Project Model of Excellence (MOE). The MOE was the result of capturing the work of outstanding teachers. The model was developed by the Algebra Project (AP) Trainer of Trainers and the AP network members to describe what AP teachers and trainers collectively do to positively impact the teaching and learning of mathematics in their settings (Rashad, 1999). The methodology of designing the MOE was based upon the industrial/organizational psychology work of David McClelland and McBer/Hay Consulting (Spencer & Spencer, 1993.) The Model of Excellence is essentially a rubric of behavior indicators that contains four extremely complex clusters of teacher competencies.

THIRD STEP: REDEFINING THE PROBLEM—BY EXTENDING THE MOE

Six years after the original Model of Excellence work was completed, the authors began reexamining the Model. During one of our first meetings, the authors had extensive conversations about the characteristics of individuals that fit various competencies and levels of the MOE. It was at this time that we agreed to describe the outstanding mathematics teachers that we have encountered using a four quadrant grid. This was a major departure from the considerably complex structure of the original MOE work. Here are the authors' respective accounts of that key first meeting, which occurred on Columbus Day, 2003.

Julia

I spent several hours at Dorothy's house. I was putting up many pages of flip chart paper scrawled with brainstorms and ideas for the book. To me, this was a fascinating exercise. I knew in my heart that Dorothy's book was real; in fact, I was convinced it was already finished in her head even before the first word was written. Because I am not very tall, sometimes I would have to stand on a chair or two to write the words properly. I asked Dorothy many different questions, to elicit responses, just as I do in my own classrooms. Looking back on that day, I realize I was playing the role of a "manuscript midwife." Giving birth by ones-self is certainly possible, but not ideal. Because I was approaching and hearing about Dorothy's research with fresh eyes, I was able to have a solid faith that this manuscript was indeed genuine.

Lesson Learned: In successful collaboration, it is often helpful to choose someone who is not a clone; who has a complementary, but not necessarily identical, point of view.

Dorothy

As a precursor to our meeting, I mailed Julia copies of my articles about the book content, related articles, the Algebra Project Model of Excellence, and other related correspondences. We spent hours discussing ideas and listening to each other present thoughts about our task and the concept of the book. Initially, I was determined to try to keep the Model of Excellence intact and not to make any major changes.

However, I slowly transitioned my thinking with much discussion that we could possible come up with a simpler structure for the Model. Based on our knowledge as secondary mathematics teachers, we decide to represent this information on a Cartesian grid with four quadrants. The grid made perfect sense to use because we could (for the purpose of discussion) describe characteristics as positive and negative teacher attributes, where one axis described mathematical competency, and the other axis described an interpersonal skill competency.

Lessons Learned: When creating a model, the simpler, the better.

FOURTH STEP: LOOKING BACK—WHAT HAVE WE LEARNED?

The authors are pleased to report that our book project is much further along than it was six months ago, due to our weekly meeting times, our mutual timelines, and projects we assign each other. Our mathematical training equipped us to transform the MOE from a quite complicated into a much more elegant model. This is the reason we have somewhat lightheartedly labeled our collaboration as using an "algebraic approach," for one principle of algebra is that a previously unknown quantity can be solved by properly defining variables.

The appeal of our Cartesian model is such that we assert (boldly, we admit) that it could be applied towards improving mathematics instruction at absolutely any level in any country of the world. We believe that this model could potentially train anyone to improve their own practice of mathematics instruction, if they desire to do so. It is not constrained by language, so-called "intelli-

gence levels," sex, class, ethnicity, or race. All the complexities of the aforementioned categories which have traditionally complicated the process of improving mathematical education have been incorporated into this model by its very structure and definition.

NEXT STEPS

The obvious question that stands before us is: How do we provide evidence that our Cartesian model works? Our future research implications include following and tracking an intact cohort of preservice teachers to examine the impact of using the Model of Excellence during their first year of teaching.

CONCLUSION: THE INFINITE IMPLICATIONS OF COLLABORATION

To conclude, the authors found that ironically, the collaborative process actually "violates" a fundamental principle of algebra: the whole is necessarily equal to the sum of its parts. In the case of collaboration on this book, the authors discovered that one plus one could actually equal infinity. We are aware that academia is often an arena that lends itself to solitary modes of working, and therefore may attract individuals who tend in the direction of working alone. Nevertheless, it is our hope that after reading this story of the birth of a partnership, that others in the field can re-imagine their research interests in the framework of a collaboration with a like-minded colleague. In the case of the authors, we have definitely learned that through our combined efforts to advance our common discipline, our collective strengths and shortcomings complemented each other in such a way as to make our work more complete than either of us could do alone. Our partnership has proven, and hopefully will continue to prove, the truth of the words of the ancient writer of Proverbs: As iron sharpens iron, so a friend sharpens a friend.

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Team Builder: Reflections on a Process

INTRODUCTION

In our increasingly complex global economy, business and educational leaders recognize the importance and value of teamwork (Chang, 1994). Research on team approaches to decision making indicates the use of teams within organizations existing in dynamic and changing settings may prove more effective than conventional chain of command or hierarchical structures when issues need to be addressed quickly and competently. Specialization, competition, and rapid growth of the information age call for organizational members to interact with fellow workers in ways that may only emerge as workers come together in teams for a common purpose. Such interdependent team member work supports attainment of goals typically unattainable by individual workers (Thompson, 2000). Emerging from the socio-technical systems approach of Trist and Bamforth of the Tavistock Institute, the research of Lewin on small groups, and the work of Bion on leaderless group techniques (Sirianni, 1995) a concept arose of teams as a "small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves accountable" (Katzenbach and Smith, 1991, p. 112). To better prepare future educational leaders for teamwork, faculty members in a mid-western, statewide university doctoral program in educational leadership maintain program goals of developing student understanding of teams and student ability to work as members of high performing teams.

PURPOSE OF THIS STUDY

In winter 2001, faculty in this statewide Doctor of Education (Ed.D.) program developed, in collaboration with three graduate students enrolled in an instructional design course, a constructivist learning environment (CLE) to support the team development program goal. Team Builder thus emerged as an online CLE in which students, engaged in case-based problem solving about teams, were required to construct their own understanding of teams and teamwork. An initial study examined students' perceptions of the Team Builder experience impact on their ability to function effectively as team members and to move their respective teams toward high performance levels. Certain findings of that initial inquiry surprised us and led us to conduct a second study examining our own previously held beliefs about intended student outcomes of the Team Builder experience.

The purpose of this self-study was to investigate our own assumptions and beliefs about the Team Builder experience to identify more fruitful ways to guide our Ed.D. students in developing high performance capabilities. Two questions guided our study: (a) What assumptions and beliefs regarding the probable impact of the Team Builder experience did we carry into this introduction of team building processes to our Ed.D. students and (b) How might we adapt our team building processes to better facilitate students' development of high performance team (HPT) capabilities?

BACKGROUND

In the mid 1990s, stakeholders representing diverse pre-kindergarten-12, postsecondary, and business interests in a mid-western state collaborated to design a flagship Ed.D. degree program in educational leadership offered statewide through five participating universities. Because one goal of this doctoral program was to better prepare future educational leaders for teamwork, maintaining a program emphasis on developing student understanding of teams and student ability to work as members of high performing teams became one hallmark of this degree program.

Utilizing a cohort model of delivery, this Ed.D. program began its first iteration with Cohort 1 in summer 1997, followed by a second cohort beginning in 1999 and a third cohort in 2001. The program design stressed team building and collaboration during each of the six requisite semesters of coursework and required students to participate heavily in team projects throughout their program experience. While students in cohorts 1 and 2 rated program content and delivery highly in their ongoing evaluative feedback, they indicated a need for earlier introduction to team building concepts and theories.

To address this need for early inclusion of teams

content in Cohort 3, program faculty collaborated with three instructional design graduate students to develop an introductory experience in team building for delivery to students prior to their first on-campus summer session. These collaborators discovered that models pertinent to work group effectiveness, team building, and high performance teams (Bocialetti, 1998; Bolman & Deal, 1997; Campion, Medsker, & Higgs, 1993; Chang, 1994; CSWT Reports, 2001; Drex, Sibbet, & Forrester, 1998; Guzzo, 1986; Hackman & Walton, 1986; Kain, 1993; Maeroff, 1993; Weisband, 1998;) appeared to inform organizations seeking to build high performance teams. However, few studies or models addressed case-based reasoning pertinent to team building, and a dearth of instructional activities appeared at hand to support student learning about teams and team building. To foster problem resolution and conceptual development related to students' initial acquisition of knowledge regarding teams and team building, the instructional faculty and design students followed Jonassen's design model (1999) to create a new experience, an online, constructivist learning environment (CLE). This experience, dubbed Team Builder, was designed to introduce and support the program goal of team development. Team Builder primarily featured case-based reasoning (Kolodner & Guzdial, 2000); it also utilized situated cognition (Wilson & Myers, 2000), provided scaffolding (Jonassen, 1999), and immersed students in a community of practice. By engaging students in case-based problem solving about teams and providing supporting structures, Team Builder facilitated individual students' construction of their own understanding of teams and teamwork with the expectation that they would share this knowledge with members of their newly formed summer session teams.

METHODS

Consistent with the notion that self-study is the "…natural direction for all of us who seek ways to improve…" (Feldman, 2003, p. 27) teaching practices, we used self-study methods to investigate the following questions: (a) What assumptions and beliefs regarding the probable impact of the Team Builder experience did we carry into this introduction of team building processes to our Ed.D. students and (b) How might we adapt our team building processes to better facilitate the development of high performance team capabilities in future cohorts? Our decision to use self-study methods is closely aligned with the observation that "implicit theories and hidden beliefs" have considerable influence on instructional practice and that "examining …teaching beliefs is essential to both curricular and instructional improvement (Louie, Drevdahl, Purdy & Stackman, 2003, p. 153).

Four faculty members in the education leadership program collaborated on this research project. Two professors are directly connected to the Ed.D. program as instructional team members. One was the faculty liaison with the Team Builder design team and served as lead instructor for the Cohort 3 first summer semester. The other was a member of the Cohort 3 summer instructional

team. The remaining two professors are deeply knowledgeable of program curricula and structure and connected to the degree program as advisors of Ed.D. students. These two served as collaborative critical friends in the research process, providing a neutral and objective perspective, asking critical questions, and offering alternative points of view throughout the research process.

Our data sources included: 1) written records of one instructor's personal reflections on the implementation of Team Builder as an instructional tool and its effectiveness in facilitating students' development of cognitive schema of high performance teams, 2) notations of a) instructors' observations of students' attempts to apply HPT constructs to their own team building efforts and b) instructors' discussions about teams having significant problems demonstrating HPT characteristics. As instructors, we had observed a problem with our instructional practice, and in an earlier study, students appeared to "name" that problem. Thus, for the purpose of this study we also reexamined two Cohort 3 student data sources, self/peer (team member) evaluations and interviews conducted with 25 students via email. We used pseudonyms to identify students.

According to Emerson, Fretz & Shaw (1995), qualitative analytic coding usually proceeds in two different phases. We developed descriptive themes through the process of open and axial coding (Strauss & Corbin, 1990). In accordance with Lincoln and Guba's (1985) advice for increasing the trustworthiness of the findings, multiple data sources were employed and a detailed research record was maintained in the course of this study.

FINDINGS

During our earlier study we observed a satisfactory measure of programmatic success in our students' application of HPT concepts to their team efforts and academic work products. However, we also observed some students struggling in both these arenas. Their struggles troubled us and led us to question our program design and instructional practices. By examining multiple sources of data, we found that we approached our work with a set of four assumptions that appear to be flawed. Our findings are organized around these assumptions, which we label as "myths."

Myth of experience transfer

While individual students admitted to our Ed.D. program occupy various professional roles, they are all leaders within their respective organizations and have guided teams of their own organizational members. We believed, therefore, that students would link HPT concepts introduced through Team Builder to their experiential knowledge and successfully apply this enhanced knowledge of team processes to develop HPT characteristics within their cohort teams. For a number of reasons, this belief proved to be an incorrect assumption.

First, although students had tremendous collective experience in teaming, few had worked with or within

high performance teams. They had little conceptual or tacit understanding of HPT processes. As expressed by Tom, "The majority of team processes that I have been a part of outside the Ed.D. program exhibited few of the characteristics of high performance teams, were extremely frustrating and often fruitless. Upon entering the coerced team situations of the doctoral program, I clearly expected more of the same. My reaction was to seize control of the team, attempt to conduct the bulk of the workload myself, and to only trust the efforts of teammates once they had proven their worthiness by my standards. Following this control-centered paradigm the first summer left me mentally drained, physically taxed, and emotionally disappointed and bewildered." Associated with the lack of HPT experience is the difficulty for some to alter known patterns of behavior. As Kim observed, "we had one very persuasive individual and one follower that were very committed to their positions…."

Next, some students appeared to be unable or unwilling to work collaboratively with others. Students noted dysfunction within their teams resulting from "one individual's own personal issues they (sic) had not dealt with," "friction and tension among team members," team members being "too individualistic" or saying "some things in ways that were inappropriate and insensitive." Such behaviors led to diminution of a team members' efforts to develop HPT characteristics. Tess emphatically described her experience with a difficult team member as "the worst imaginable team experience I have ever had in my entire professional career…one member of our six member team caused disruption, contention, dysfunction, discord, and controversy on a level I would never have been able to perceive until I actually experienced it."

Finally, some students recognized they were unable to confront team members who practiced inappropriate or counterproductive behaviors. Sonya observed, "We did not do a good job of dealing openly with those. I almost feel that this was a conscious decision on the part of some members, because it would have added additional stress to the summer."

In some teams with problematic members, individuals developed compensatory behaviors such as working alone or forming subgroups.

Myth of intuitive understanding
We assumed that all students would intuitively understand the need to focus on developing HPT behaviors within their teams either prior to or while working on their group assignments. This, too, proved to be a false assumption. Students demonstrated a lack of intuitive understanding in multiple ways.

Some students indicated the belief that their student colleagues knew the HPT principles but were either unwilling or unable to apply them in practice. For example, Ron stated, "I still believe that some members learned the traits, but didn't apply them to the summer's work…. during the first summer, although most believed in the value of those behaviors, that's not how we were

operating; we did what we had to do to get the job done."

The issue of shared leadership was often cited as problematic. Anita observed a team member's inability to share leadership with a sense of irony; "In my opinion one lady forgot the lesson on shared leadership." Rick described the influence of a team member who could not share leadership and the outcomes for the team thus, "One of the members designated himself as the leader of the group and tried to be a dictator with the group. I felt he did not value the opinions of the rest of the group. We did not argue with this guy, but I felt we had to walk on eggshells in order to keep peace."

The equal assumption of responsibility among team members for teamwork was a final area in which some students demonstrated a lack of intuitive understanding of HPT principles. According to Brent "…some of the members wanted to give full effort and some didn't give any effort at all. In these instances we tried to communicate to come up with goals. In each case we thought we had come to consensus of what the goals were but in each case each person still had a different perspective of what the goals were. This caused friction and animosity toward members of the group."

Myth of plan buy-in
The information and descriptive materials all students received discussed the emphasis placed on collaboration and teamwork in this Ed.D. program. We believed all students, having been informed of this emphasis, would want to generate expertise in teamwork and develop HPT characteristics within their cohort teams. Again, we found this to be a false belief. We viewed the dysfunction apparent in some teams as an indication that not all students "bought into" our program plan.

Janet indicated that members of her team shared "some common understandings" of HPT principles "but we did not always follow them." By not developing HPT characteristics, this team found its work "extremely trying and, at times, counterproductive." Nonetheless, for the duration of the summer semester, these team members continued to pursue processes counter to those of high performance teams.

While these team members appeared to have a tacit agreement among themselves to implement their own work styles, members of other teams, desirous of developing HPT characteristics, found themselves hampered by a recalcitrant team member. Robyn described one team member as "fail(ing) to live up to our expectations of completing work. This person consistently failed to complete assignments, accept assignments, accept responsibility, and be a part of the work." Such individuals were often viewed as "content to tag along and accept the grade we earn," thus provoking "some real resentment" among their team colleagues.

Some students compromised their team's efforts by their inability to share leadership, failure to contribute responsibly to the team's work, or behaving in inappropriate ways. Other students compromised their team's ability to become a high performing team by doing too

much. According to John, "I have been on two teams that I would describe as less than high performing. In the first case, we had people who refused to jigsaw the reading because they claimed that they would not know the material if they didn't read it for themselves."

Myth of technical expertise

Computers and their peripheral tools are ubiquitous in most twenty-first century work environments, particularly those that are education related. Given this reality, we assumed that all our students would be computer and telecommunications literate. This assumption was not only flawed but was also troubling for us because students were initially introduced to HPT concepts through an electronic medium. Most students did have adequate expertise to use Team Builder, but some students who lacked adequate technology skills or were insecure in telecommunications usage were frustrated.

Tom was one such student; uncertain about his skills, he informed us that he "…was more nervous about the technology than being involved in the team assignment." Another student, Robyn, indicated "The use of the online learning environment felt contrived…. and that the same thing could have been accomplished without the use of technology. I also was frustrated by some technology glitches." A number of students suggested that one month, the length of time they were engaged in Team Builder, was not sufficient time to develop HPT characteristics.

DISCUSSION

According to Schein (2000, p. xxi) "creating a climate of teamwork and openness is a common goal nowadays…but cultural assumptions about individualism, about managerial prerogatives, and about respect for authority based on past success may make teamwork and openness virtually impossible." We observed some students acting upon the cultural assumptions Schein (2000) identified and with the same outcome he suggested. As Kim pointed out, "…some team members may be too individualistic and can jeopardize the team's collaborative efforts by attempting to control and lead without reflection upon the needs and goals of the team." We recognized the difficulties some teams experienced. Only through examination of the assumptions embedded within our program design and carried into our instructional practices did we surface our insufficient use of coaching (Jonassen, 1999), one aspect of the constructivist learning environment. The addition of coaching to our efforts may further support student development of HPT characteristics. Guided practice appears to offer one avenue for such an addition.

We now view guided practice in HPT behaviors as essential to the development of HPT acquisition. Students indicated that while the process of participating in Team Builder did play an introductory role in their ability to function as members of high performing teams and to move their teams toward HPT behaviors, their participation in the CLE experience alone may not have

been sufficient to bring about their ability to function fully as members of HPTs. Several students also indicated that a revisiting each semester of the concepts presented in Team Builder would have been beneficial to their team building experiences. The provision of guided practice during the first summer session immediately following the Team Builder introduction to HPT principles and during subsequent semesters would appear requisite to student acquisition of HPT behaviors. If students are to develop a conceptual framework of HPT characteristics and practices, apply that knowledge to active team membership, and, finally, function as members of high performance teams, they require not only instruction in HPT principles but also guided practice in HPT processes.

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What is at Risk Here? Recasting Feminist Authority through the Lens of the Past

Self-study is a process that enables educators to examine the ways in which their beliefs about self, teacher self, and teaching and learning intersect to inform their pedagogical practice. Self-study entails a reciprocal journey from past to present to future where our reflections influence the ways in which we conceptualize teaching and learning. Although some self-studies are conducted by individuals, in line with others we have embraced a collaborative model (Bass, Anderson-Patton & Allender, 2002). The initial intention of our study was to discuss the ways in which authority is defined in our democratic classrooms. Through the process of sharing our narratives about our teaching, we found we began to focus more and more on the collaborative process of our analysis. We wondered if the issues of authority we were investigating in our teaching could usefully be looked at through the lens of our collaboration. Could we learn something from our collaboration that could help us understand issues in our teaching?

Our study was initially set up to investigate issues of authority in the classroom, using two courses, one taught by Monica and one by Lesley. After describing our self-study and the methodology used to collect data, we address the meta-analysis of the ways in which we collaboratively study our selves and a discussion of the complexities of authority that emerged from our analysis. In the analysis section we show how the problems we encountered in exploring our initial research question of democratic teaching led us, partly out of the impasse we had reached, to look at the nature of our own collaboration. We found insights here that led us to look again at our data, and reach some conclusions about the original question we set out to address, but also draw some conclusions about the nature of collaboration in self-study practices. In the final section we look at the wider implications of our work for other educators in terms of both their own self-study process and ways in which authority is constructed in their classrooms.

Our self-study began long before the present study. This study has its roots in a research project conducted in 2001 that involved a group of educators who met regularly to write and share their autobiographies (Coia & Taylor, 2002). At the initial stage of this writing group, we, as the teacher educators and the ones who instigated the project, struggled with both the authority we brought to the group as well as our discomfort with sharing our sincere and sometimes quite vulnerable reflections on teaching. Although we did voice this tension with the other members, who seemed less than nonplussed by our concerns, it was impossible to share our private angst and anxieties. This did happen, however, in an unpremeditated way after each session as we stood in the darkened parking lot by one of our cars anxious to get home after a long day. We would share our reflections, add to the stories we had told, and cement connections between us. These impromptu debriefing sessions always involved sharing additional teaching stories most often from our early years of teaching middle and high school. While our self-censorship lasted no more than two sessions, the parking lot sessions continued. They served as the foundation for the power of our own collaborative self-study.

With these experiences in mind, we began this academic year in very different spaces. We had both moved away from the college where we had taught together. Monica was teaching a doctoral course titled "Race and Ethnicity in US Schools" at a large state university in the Northeast and Lesley was teaching a variety of education courses at a women's private liberal arts college in the South. Over the summer we began discussing issues around shared authority in the classroom and were anxious to try out our ideas in the fall. In particular, Monica was intrigued by the idea that students could benefit if the explicit authority of the teacher was removed. As we began the semester, Monica decided to reflect on her teaching practice in her doctoral class. She restructured the course in an attempt to share authority with her students. She began with some selected readings and assignments but then invited her students to create the syllabus, select discussion topics, readings, assignments, methods of assessment, and design the format of class sessions. Both the students and Monica negotiated every aspect of the course. The idea for the authority sharing process stemmed from a former experience of teaching this course. Previously she began with a syllabus and list

of readings but found when she met the students that her intentions for the course did not match their needs. With some flexibility she was able to reorganize the course to satisfy both the needs of her students as well as her own goals for the course. It was at this time that she began to think that teaching a doctoral course where all aspects of the class were negotiated made sense.

Monica began the course with enthusiasm and readiness and was surprised to find a great deal of resistance from the students. Although several of the students had extensive experience with Philosophy for Children, an innovative child-centered program, and were accustomed to class sessions designed by the students, several other students were more comfortable with a classroom that was structured entirely by the professor. Much time was spent setting up ground rules and discussing process, which frustrated some students who wanted to just get to the content of the course. The class discussions were labored and challenging as students began to assume the new roles of co-facilitators. The group dynamics were difficult as the class tried to discover ways to make sure that everyone had an opportunity to be heard.

Lesley's situation was very different. She already knew two of the three students in her social studies methods class and wanted to see if she could approach authority from a slightly different perspective. Before the course started she asked herself: What kind of authority do I bring to this class? The answer seemed clear: It did not lie in expert knowledge of the five social studies areas. She knew that her students had this expertise. All three students had chosen to be teachers although their professors had strongly encouraged them to apply to graduate school to read for their Ph.D.s rather than become high school teachers. From the beginning Lesley saw her role as working in collaboration with the students. To facilitate this, Lesley saw the first task as seeing what the students were concerned about and what she could do to address these concerns. Like all students they were worried about whether they could learn enough about teaching to be able to "actually do it, and do it well." Given the particular configuration of this class, the second concern was understandable: they hoped that by the end of the course they would know whether they had made the right choice (teaching rather than graduate school).

It was not a problematic class. Written journal entries show there were initial concerns over group dynamics: the three students had very strong non-complementary views on theoretical issues such as the nature of history which resulted in anger, silence and subtle barbs at each other. The group dynamics issue was, however, successfully solved not through confrontation or by group dynamics exercises but by the students' willingness to share their vulnerabilities and concerns over wide-ranging topics. We all listened and learned from each other in ways that brought us personally and professionally closer. Although we were aware of the initial problem of getting along, there was a sense of willingness to learn and of putting one's own self in the background as we collectively tried to work out who each of us was, and would be as a teacher.

METHODOLOGY

The data we collected and analyzed include: our notes written after each class, reflective conversations via e-mail (using such devices as tracking functions), and notes taken when we talked on the telephone. We also collected student responses to some class sessions and took field notes on the discussions of particular class sessions and conversations with individual students. The variety of data allowed us to look for emerging patterns and themes through triangulation.

Drawing on two models of autoethnography, Reed-Danahay's (1997) work in anthropology and work in post-colonial literary theory, specifically the work of Lionnet (1995) and Pratt (1992), we used autoethnographic collaboration in our self-study. Similar to Reed-Danahay, we see autoethnographic collaboration as a form of self-narrative that places the self within a social context. Our work relies heavily on producing and analyzing autobiographical episodes in a collaborative setting. As Reed-Danahay implies, in such a context, the autobiographical work becomes both a method and a text. Drawing from literary theory the insight that our autobiographies occur at the intersection between the process of writing and the formation of subjectivity, we have gone beyond a general understanding of autoethnography as recognition of the assimilation of the cultural motifs into the formation of subjectivity, to invite the form of autobiography itself into the conversation. This method allows us to recognize the complexity of identity issues even more so than traditional understandings of autoethnography which has always had the advantage of seeing identity as multiple and even collective. What we are doing, by bringing to the fore the identity relation implicit in autobiography, is looking closely at the autobiographical form from the perspective of the subject positions it constructs and by which it is constructed.

ANALYSIS

The methodology we employed in our self-study turned out to be significant. The method of collecting and analyzing data forced us to look again at the ways in which we work together: the nature of our collaboration. As we looked at the data it was difficult to see what we had learned. Lesley's data seemed to reveal very little. The class had gone well in terms of the issues she was looking at but it was difficult to know why. Monica was still concerned about her class and whether it had been a success. The problems she had encountered loomed large with two individuals in the class dominating our thinking. We were at an impasse. As we reviewed the data, however, one thing jumped out at us: our own successful collaboration. Although we did not seem able to provide an analysis of our data that produced meaningful results, we had learned from each other during this process. We started by looked at issues of authority between us. Our methodology provided the lens through which we could reframe

our work since it involved the close scrutiny of us: Us as complex beings. What at first sight seemed a curious dovetailing between our method – the use of autoethnographic, collaborative autobiography - and the problem we were addressing in our teaching, turned out instead to be a result of this method. It is not a method which privileges critique; it is one that privileges the complexities of our identities and problematizes the notion of truth. It places to the fore the richness of our stories and takes these as primary. Instead of seeing the role of collaboration as critique, of the "critical friend" (Bass, Anderson-Patton, & Allender, 2002, p. 60), we saw it as a more complex issue of building an identity. We looked to ourselves. We looked at our separate and common histories, and our continuing conversations, and came up with a new analysis of our data.

In many ways we can be characterized by Gallop's (1994) rather derogatory term, "good girl" feminists (*passim*): we eschew conflict, are relatively selfless in the time and energy we give to our students and have been known to neglect our own personal and professional interests to serve our students. Gallop argued that this is the reason feminists have problems with authority. We looked at our collaboration and found similar characteristics. But we found the ways in which we care for each other, listen to one other, provide a space for vulnerability and risk-taking a strength, not a criticism. It is through opening ourselves to each other, allowing each other to write into each other's lives, that we learn from and about each other. It seems that for collaboration, as with good teaching, there has to be risk and trust. It is in essence a caring collaboration. We would be the first to acknowledge the complexity of the notion of trust, and agree with many feminists that the traditional notion of caring is problematic, but we need to acknowledge, as Applebaum (2000) has argued, one reason we worry so much about this is that caring is inherently good. In a caring relationship, based on shared authority, respect and trust grow not primarily through critique but through increased understanding based on serious examination of self and other. Our collaboration is possible because it is based on the relational authority that is constructed through our caring relationship. We share authority and therefore we are both responsible to exchange knowledge, inspire, and influence.

Thus what guided our analysis now was the idea that when addressing issues of authority in the classroom it comes down to who we are teaching: who our students are in all their complexity. This must be interwoven with who we are as the teachers. In many ways we are raising old metaphysical problems, recasting them in a new light. We live in the present but the past intrudes: we are thick with our pasts. It is who we are. But as teachers we have an eye on the future: How is what we are going through now (teaching) going to affect our students' future practice? Once we fully acknowledge the thickness of persons, we give attention to the complexities of identity while seeing the possibilities for connection. It is something that needs to be made explicit in our classrooms if teaching and learning are to occur.

Given this, what is our analysis of what happened in our classes? Instead of seeing the class as one of opposition, Monica used the lens provided by the analysis of our collaborative relationship to re-look at the data and found that, through the idea of relational authority, it was clear there was trust and caring in her class. There was a community. On several occasions throughout the course, students took risks and revealed personal beliefs and experiences about issues of race and ethnicity. They took a chance to share what they were really feeling, although two members of the class shot them down and belittled them. These two members refused to share details of their own life experiences: they never read their pieces aloud or made themselves vulnerable. Nonetheless the rest of the students and Monica still developed a trusting and caring relationship that was conducive to learning. This trust was enhanced because together the students and Monica faced the dilemma of dealing with these two students. In horrible adversity, the class grew closer and not further apart. Monica's class ultimately was a success because relationships were forged between her and the students.

Monica identifies herself as a caring and nurturing teacher who has knowledge and experiences to share, but not one who nurtures unconditionally. This is a model of nurturing that does not work in any part of Monica's life, whether working with Lesley, her students or bringing up her sons. In all cases there are moments of caring and being cared for. For Monica this project has meant a realization that caring and authority not only are complementary but also need to be seen, as Applebaum (2000) argues, in relation with each other. The past semester is now not seen as a failure but as providing further issues for research.

Our identities are to some extent unstable: they react to context. As feminist teachers we reveal a part of ourselves so that our students are able to care about us as we care about them. We have knowledge to share and we want to guide, but we are also learners and we allow ourselves to be vulnerable, to share personal experiences and stories so that we can connect and inspire and also so that we can be inspired and grow. Teachers who do not share themselves with their students are isolated from the potential growth that can occur in relation to their students.

IMPLICATIONS

It is only through the collaborative self-study experience that we were able to identify what was happening in our classes. Our teaching/self-study involves relationships of trust that are constructed with one another and with our students. These are reciprocal bilateral relationships where everyone involved inspires and influences the other. This relationship is one of connection- there is no dichotomy of roles- we are not making judgments. We are trying to learn through caring. Authority in the classroom, while involving many things, centrally involves our authority as persons. We enter the classroom as whole

beings- with our authority as teachers and as selves. Monica's authority as a person persevered even when the teacher as authority was being questioned. This interesting interplay of various types of authority associated with different aspects of ourselves, needs to be further explored, but recognizing this interplay was central to our analysis. Our students too enter the classroom as whole beings with more than just student authority.

We share of ourselves; granted we decide how much and when to share, but we share nonetheless and our pasts, presents, and futures are always along with us. It is this sharing, this honesty, this risk-taking that is contagious in a classroom and why students begin to trust us. It is the co-mingling of stories, the bringing to the fore of our identities and how we construct and reconstruct them, that makes us, teachers and students, reflect and learn.

This leaves us with many questions: How can an educator who is trying to negotiate authority establish trust at the same time? Do we need authority to establish trust? Is it possible to understand authority as the power to inspire belief- an authority that intimates reciprocal experiences and relationships- an authority that "is derived from the bonds of respect, concern, and trust that teachers and students develop among themselves" (Applebaum, 2000, p. 315)?

We end hopeful: Democratic classrooms can work- if everyone is ready to share of themselves, to take risks, bring more of themselves to the table and trust the process and each other. This suggests we need to look more closely at the notion of authority, particularly the authority we have as persons in the particular context of traditional courses. It means thinking about authority in the context of identities being formed and reformed.

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Beginning Forays Into Self-Study: A Collaborative Look at Critical Reflection

CONTEXT

We are first and foremost teacher educators. We have spent our professional lives advocating for and supporting teachers at all grade levels, pre-service and in-service. But we are also practitioner researchers interested in the scholarship of teaching and learning as we simultaneously encourage classroom teachers to engage in their own teacher research. This collaborative self-study took place in two Midwestern USA universities in two graduate education courses designed for preservice teachers. One university provides an inquiry focus as an important guiding principle for teacher preparation, the other articulates a strong social justice agenda. One class was a graduate level reading methods course and the other was a graduate level curriculum course. While these courses reflect separate disciplines, both place an emphasis on the construction of learner centered, democratic classrooms. Both courses sought to facilitate our and our teacher candidates' abilities to use critical reflection as a means for personal and professional growth.

In the academy, research universities embody objectified, empirical research as the most valued mode of knowledge construction. As teacher educators, we see things differently. Blurring the lines between teaching and research so that both come together as serious, albeit messy, investigation is an ongoing pursuit, forever changing ourselves, forever changing a conservative system that seeks to separate the two.

THEORETICAL PERSPECTIVES

Scholarship of teaching and learning has been one dominant form of qualitative research that has consumed our inquiry efforts in the past few years. Self-study, then, became a natural extension of our desire to use practitioner research to improve our practice. We entered into this self-study committed not only to valuing ourselves as primary sources of knowledge but recognizing that collective action in any context increases the possibility of deep understanding (Vygotsky, 1998; Wells, 1999).

Self-study provides the opportunity to look inward, to come to terms with who we are as professional educators and how social, cultural, intellectual, and political contexts have shaped who we are both in and out of the profession. This deep inward focus, like all other learning, can benefit enormously from a community committed to similar goals. Wenger (1997) defines the notion of community of practice as a way of rethinking learning that has implications for both individuals and the communities themselves:

- "For individuals, it means that learning is an issue of engaging in and contributing to the practices of their communities."
- "For communities, it means that learning is an issue of refining their practice and ensuring new generations of members." (p. 7)

Dewey (1916) argues that the function of knowledge and reflection is to ensure the continuity of action. While reflection in teacher education is assumed to be necessary to the construction of new knowledge, not all reflection is critical (Brookfield 1995; Ecclestone, 1996). Mezirow's (1991) theory of transformative learning provides the element of critical reflection that requires not just a step back from experience to ascertain its meaning, it involves a conscious consideration of existing assumptions, values perspectives which include social, political, cultural, and intellectual contexts. It is the process of critical reflection that pushes us to challenge and confront our own thinking, our current selves. Larrivee (2003) reminds us that experience is culturally and personally 'sculpted' and, in that way, all experience can be considered contextually bound. As educators engage in self-study especially through critical reflection, it becomes paramount to systematically check personal and professional experiences through the lenses of student and colleague perspectives.

Teacher educators' demonstrations of teaching and learning as scholarship are critical to student perceptions of teaching as an inquiry-based profession (Crafton & Smolin 2002). Likewise, teacher educators/researchers must demonstrate and communicate a strong commitment to critical reflection as a key factor that determines whether they become better at their practice or whether they rely on business as usual. Unless teacher educators engage in critical reflection and ongoing discovery, they

stay trapped in unexamined judgments, interpretations, assumptions and expectations and, sadly, their students may remain there as well.

We entered our collaborative self-study with communities of practice, social learning, and critical thinking as our guiding lenses.

PURPOSE

Following Cole & Knowles' (1996) definition of self-study as qualitative research turned inward, our inquiry was centered on our personal and professional selves and the connection between these identities and our teacher education classes. There were two purposes for this study. One was to refine our understandings of teacher knowledge as a primary source for improving our practices and teacher education in general. Our second purpose was to develop an initial foundation for collective self-study as a key inquiry method to achieve professional transformation.

RESEARCH QUESTIONS AND METHODS

The questions guiding our research were: How can critical reflection be used as a means to enhance our own personal and professional development; and, how can we examine our ability to support our and our students' development of critical reflection as a means of shaping personal and professional identities.

The modes of inquiry for this self-study included critical self-reflection as well as dialogue about these reflections. We each maintained journals containing reflections about our personal and professional histories, our students, our class sessions, and the connections among these. Following each class session, we met to discuss our journals. These dialogue sessions were audiotaped, transcribed and collaboratively analyzed for emergent themes and patterns.

WHAT WE LEARNED

As we looked and talked our way across data sources, three themes emerged repeatedly: 1) Understanding self-study, 2) Issues of power and voice, and 3) the degree to which we were engaging in critical reflection.

1. Understanding self-study through collaboration

Understanding the self-study process was confusing for us ... particularly as we attempted to make sense of our data. Linda began by articulating possible outcomes of this self-study:

"If we're analyzing what is here, this is certainly a jumping off point you know, to move us toward taking a more critical look at curriculum and how I'm really handling it, and what are the power issues and how can I distribute it in better ways? ...That maybe these beginning forays into self-study, really, for us at this point are raising some important questions that we could then focus on and then study ourselves more deeply" (January 9, 2004).

In a methodological discussion, we discussed our analysis of the data. We were using our familiarity of qualitative data analysis to drive our process. As we each looked at our journals, we identified themes that emerged from them. We used these themes to further categorize not only our journal entries, but our audiotaped meeting transcripts as well. Yet, this process did not seem to be working for us. We both found the categories to be constraining, as Linda explained her experience:

"Truthfully, when I went through my journals and I could certainly do this thematic analysis and make a case for these things, but I feel like in some ways it's a weak - it's only the beginning...it kind of brought up more questions than answers" (January 9, 2004).

We began to discuss other ideas:

LS: *"I think we can look at this in a couple of ways because we're really talking about self-study. Maybe it's not an issue of looking at each of these data sources separately, that rather than thinking of this (data analysis) as an end product, thinking of it as a way of pushing us towards (a way) to better define what critical reflection is. These categories are tools that we're using to inform our collaboration. That collaboration is devoted to a better understanding of critical reflection."*

LC: *"I think, almost more than anything, now I'm beginning to see that when you talk about this as a tool to inform our collaboration, that's a great way to think about - I think what's happened here is that the journals themselves, whether they're critical or not critical or whatever is irrelevant. What is important is that we come together and try to struggle through what's there and in that process we begin to understand ourselves in the classroom in a deeper way"* (January 9, 2004).

This dialogue shows how collaboration, or, more specifically, our community of practice, informed our understandings of self-study and how to productively engage in it. Wenger (1998) asserts that a community of practice "exists because people are mutually engaged in actions whose meanings they negotiate with one another" (p. 73). The above dialogue captures some important aspects of this concept. For example, mutual engagement does not imply mutual agreement. In fact, dilemmas and tensions frequently occur as members of a community of practice negotiate in order to shape their joint enterprise. Our conversation exemplifies the tensions and dilemmas we experienced as we negotiated with one another, with the readings we were doing, and with our reflections in order to create a shared meaning of self-study. As characteristic of a community of practice, we were defining our self-study " in the very process of pursuing it" (Wenger, 1998, p. 77).

2. Power issues

Both of us discovered a somewhat hidden history of social justice inquiries. In our courses, we experienced

challenging situations that related particularly to power and we both recognized that these were not new to our pedagogical concerns. What we also recognized was that a collaborative self-study provided a potential path for exploring more deeply an issue that seemed ever-present but never resolved.

In her journal, LC discussed the problem of a balance of voice in her teaching:

I expressed my concern (to LS in a phone conversation) about the sociocultural context of the course. I was worried that there wasn't enough dialogue that I had reverted as I sometimes do to believing that my voice is the most important in the classroom. I have started many classes with a "How's it going?" kind of ritual which often results in weak "Okays." What is happening here? Have I developed (we) a classroom culture in which one person's voice is the most significant and so others are silenced? Has dialogue and honest inquiry taken a back seat to 'expert' knowledge?

This seemed to be the old transmission versus constructivist struggle that characterizes most educators' journey toward more learner/learning centered classroom with a fully realized democratic classroom as the goal. As we discussed this entry, another insight emerged: Linda recognized the need for leadership in a number of different forms in the classroom: mini-lectures, designation of group participation, scaffolding content and process, etc. However, the concern she had was not that she should not have a strong voice in the classroom, it was that her voice tended to take over from time to time with the possibility of leaving students in a weak situation with little opportunity to respond. There seemed to be an invisible agenda that names those who can speak and those who must listen.

In her work on critical pedagogy, Wink (1997) writes of the delicate balance between courage and patience as we move critically together toward a more democratic society in which all feel empowered. She notes the widespread contexts in which silencing is part of the social fabric: men regularly silence women, adults silence children, teachers silence students, students silence peers. The people who are doing the silencing rarely notice it. In Linda's teaching, however, she did notice it. She could see the silencing that she sometimes imposed; she knew that when she spoke in extended monologues intended to enlighten her students that it was often problematic in terms of "active" learning and personal meaning construction. However, she often seemed powerless to stop it and often worried about it after a class was over, concerned that her students had not had ample time and opportunity to learn from their own talk.

LS remembers her third class session, in September, when she was rearticulating course goals and how the experiences that the students would engage in would help facilitate those goals. She was taken aback when one of her students said: "I feel like we are spending the entire class time talking about where we are going but we never

do anything". He also said that it was ironic that for a class devoted to creating learning environments, he didn't care at all about this learning environment.

LS's equilibrium was thrown off balance during the class and in the days that followed. As she began to debrief the experience in her journals and in a September dialogue with Linda, she originally dealt with the situation by deconstructing it through a gender lens:

"My student's need to "know how to get an 'A' was coming from a 'received' view of learning, more characteristic of transmission models or possibly 'male' ways of knowing" (September 17, 2003).

This issue did not go away but it did change character. During a February self-study meeting, LS realized this was an explicit example of power and how it plays out in a classroom setting. Rather than being isolated and neutral spaces, Brookfield (1995) acknowledges that classrooms "are contested spaces-whirlpools containing the contradictory crosscurrents of struggles for material superiority and ideological legitimacy that exist in the world outside.... When we become aware of the pervasiveness of power, we start to notice the oppressive dimensions to practices that we had thought were neutral or even benevolent" (p.8). While Louanne understood this, thinking about her classroom practices as oppressive was not comfortable, and she realized that it was safer for her to analyze the situation through a gender-based learning style lens. Yet, in rethinking this scenario, she found herself confronting her discomfort of power, realizing that it was her deepest teaching fear. She began to realize that just acknowledging the existence of power in classroom settings diffused her fear of it, enabling her to use the scenario as a source of change.

Brookfield helped us move our conversation from identification to action. LS posed:

"We want to have the voices more balanced but they're not, so why is that? We thought we could look at the historical-sociocultural theories - but we realized that we could also look at what our routines were in class. One of my routines was that I would come in and we would first work through in seminar format, our readings and I would pose a chain of questions that linked to the important things that related to those enduring understandings that I had set up at the beginning of the class. The students had - they understood their role in that: the teacher comes and throws out the first question and then it's their job to kind of pick everything apart. I think you can look at it a number of ways, but I think it is an exemplifier of how power and position and authority play out. It doesn't matter that their discussion was rich. The fact is, is that I came in and I threw out the first question and they expected me to do that. It becomes my agenda that sanctions what pieces of knowledge are privileged. So maybe another way to think about it if I were to change things, is for each week to set up a class routine in which everybody poses one question or topic that connects the

readings and their journals to the course understandings. And somebody has to speak first and not me" (January 9, 2004).

In this way, critical reflection became a tool for moving our thoughts into action as we used one another as sources of change.

3. Exploring critical reflection

Perhaps critical reflection was the most surprising area of learning for us in this self-study. Through repeated readings of our journals and our early audio transcripts, we discovered that we were not able to engage in critical reflection at a level that would satisfy most definitions of this kind of thinking (e.g., Brookfield, 1995; Cranton, 1996; Ecclestone, 1996; Mezirow, 1991).

Our early conversations around our journals focused on the meaning of critical reflection:

LS: *"What does critical mean... The way that I've been framing it to my students is that critical reflection is an aspect of teachers' planning and teachers' work and how teachers know. So instead of teachers learning about curriculum and methods ... from a technical or rational point of view or from an outside point of view, but, it's more of an internal thing. If teachers are able to capture their observations systematically, capture their thoughts systematically that will serve as the starting point. And then from that they're able to call in the resources that they need. Their thinking becomes more of the methodology and the curriculum development"* (September 17, 2003).

In later conversations we began to take on some of the nuances of the meaning of critical reflection. By reading and discussing Brookfield's (1995) book entitled *Becoming a Critically Reflective Teacher* as a part of our self-study, we developed a new appreciation for his use of the term "becoming":

LS: *"Brookfield says, "To put it briefly, reflection becomes critical when it has two distinctive purposes. The first is to understand how considerations of power under gird, frame and distort educational processes and interaction. The second is to question assumptions and practices that seem to make our teaching life easier, but actually work against our own best long term interests (p. 8)." He talks about critical reflection as the elimination of power, and talks about these different classroom structures and critical reflection as a recognition of hegemonic assumptions. Those are his notions of critical reflection"*.

LC: *"Well I guess in my own head one of the intellectual struggles that I'm going through is how does all this connect to socio-cultural theories? I think about Freire's work for example and his notions of critical pedagogy as focused on — definitely issues of power and issues of freedom and liberatory education — it really worked within a socio-cultural framework. What I'm thinking now is socio-cultural frameworks are really those frameworks that allow us to focus on issues of power because they assume that social and cultural experiences over time have moved us to a place where some people are disenfranchised and don't have power and other people do. So dealing with those issues and understanding them, of course, is part of what we do with socio-cultural theories of learning and teaching. Within that power is the issue"* (January 9, 2004).

As we entered into a self-study on critical reflection, we learned together the limits of our knowledge and the potential of our collaboration to move us beyond these conceptual constraints.

SO WHAT?

Through this research process, we learned that collaborative self-study can transform us as professionals; it was a substantive method that enhanced our own personal and professional development. We learned that critical reflection into our practices can be transforming when it is contextualized within a collaboration characterized by ongoing dialogue, inquiry, and the possibility of a larger audience. Through this experience we would suggest that teaching and research must become a social and public event. When educators pursue their practice alone, they deprive themselves of a community necessary to their own growth as well as the development of their students. LC reflects on the overall value of self-study:

"Once again, I noticed my greater than usual diligence about implementing my beliefs about good teaching. In my planning for Tuesday night's class I have a heightened awareness of how I am going to demonstrate miscue analysis and then give adequate time to experiment and apply authentically followed by questions. While I am always aware of these tenets there is no doubt that having an audience for my work (LS, conferences, publications) increases my attention to a fuller more thoughtful application of my knowledge for my students and their learning" (November 2, 2003).

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Beyond Hollywood Plotlines: A Self-Study of a Teacher Educator's "Becoming Real" in the Throes of Urban School Reform

> RABBIT: What is REAL? Does it mean having things that buzz inside you and a stick-out handle?
> SKIN HORSE: Real isn't how you are made…It's a thing that happens to you…
> RABBIT: Does it hurt?
> SKIN HORSE: Sometimes…When you are Real you don't mind being hurt.
> RABBIT: Does it happen all at once, like being wound up…or bit by bit?
> SKIN HORSE: It doesn't happen all at once. You become. It takes a long time.
> (adapted from Williams, p. 5)

This self-study set in an urban center entirely new to me chronicles my "becoming real" like the nursery toys in *The Velveteen Rabbit*. It is vastly different from self-studies written by others (Allender, 2001; Cole & Knowles, 1998), including me (Craig, 1998a). It does not directly involve the university (though much is implied about the higher education context) nor does it pertain to teacher education practices lodged in classroom contexts. Neither does it present theoretical or methodological arguments for the self-study of teacher educators' practices. Instead, it is nested in the backdrop of organized school reform and focuses on my work as a teacher educator simultaneously chosen to work collaboratively with in-service teachers on five school campuses involved in a major reform initiative *and* invited by the lead evaluator of the same organized school reform effort to assess the progress of educators at a sixth school site. Still, this essay bears the marks of a self-study in that it represents "an extension of reflection on practice that…[develops into] wider communication and consideration of ideas (i.e., the generation and communication of new knowledge and understandings)" (Loughran & Northfield, 1998).

In contrast to other work arising from the five year project (Craig, 2003), this narrative inquiry—which uses written journal entries, document analysis and tape-recorded conversations as sources of storied evidence — focuses solely on my entry into the reform initiative and my positioning as a teacher educator on a largely unknown educational landscape in a country other than my own. It centers on how I grappled to make sense of reform events as they unfurled and struggled to maintain and strengthen my personal and pedagogical relationships with the in-service teachers with whom I directly worked.

The story I tell is antithetical to ones typically told by scholars in the academy. In sharp contrast to those smoothly crafted Hollywood plotlines, I was not the "hired gun" (Diamond, 2000) from the university who descended upon the schools, became the hero, and solved their most pernicious problems. Nevertheless, the "expert" role was one that the local reform movement and others at the university and even in the schools expected of me.

While the location of this self-study is a highly populated, politically conservative city in the mid-southern United States, my first association with the endeavor ironically came in the form of telephone messages I received while attending an American Educational Research Association Meeting held in an openly liberal city on the west coast of the United States. Because I had moved for employment reasons from western Canada to the mid-southern United States (1997), my research activities reflected my recent shift in context. Thus, my 1998 AERA paper captured my work with a beginning teacher as she worked in two schools in western Canada (Craig, 1998b) while the recorded telephone calls I concurrently received foreshadowed the initiative in the mid-southern state I would be engaged in for the next five years. I turn now to a journal passage that captures the sense I was making of my dramatically shifting landscape and how I was coming to grips with my changing personal and professional identity at that time:

> I telephoned for…messages at [my new place of] work [in the U.S.]. I do not know what prompted me to do so… "Who would telephone me?" I lamented… But there was a major surprise… My voice mailbox was full with messages and repeat messages from principals and teachers requesting that I return their calls as soon as possible.

I continued:

> Given the urgency of the messages, I surmised that something was not right in [the city where I now lived]. Yet, I could not respond immediately. If I did, I would be unable to present my AERA paper based on research I had conducted in Canada. It would become as muddled as I was about whom I [was] and how I [was] situated on the educational landscape…

Needless to say, the state of my being known in my new locale changed dramatically with the receipt of those messages. Not long afterwards, I found myself serving in the loosely defined role as planning and evaluation con-

sultant to five of eleven lead campuses involved in a $60 million reform effort. I participated in collaborative work as part of school reform teams, teacher research groups, and portfolio making endeavors in an effort to document the changes taking place in the school sites and in the teachers' practices. Clearly, my participation offered me the community I greatly longed for and sadly lacked. At the same time, being thrust into this new role without a great deal of forethought fueled dilemmas I am able to pinpoint through self-study that I otherwise would not have been able to make public. In this essay, I focus on four central challenges that emerged as a consequence of my decision to participate in the school reform undertaking and how they challenged me, eventually prompting my "becoming real" in my new urban setting.

FOUR DILEMMAS IN THE MAKING
The first major dilemma bubbled to the surface as early as the initial telephone inquiries I described. Although the teachers and principals were free to select whomever they wished to work with them in their school reform efforts, the underlying assumption was that they would choose someone from a university. Stated differently, the hierarchical structure with public education positioned at the bottom of the intellectual pyramid and higher education situated at the top was not disturbed in any way by the K-12 educators' choice of me. The following conversation I had with the teachers with whom I interacted in one of the teacher research groups made this point abundantly clear:

CHERYL: When we first started, the group at one of the schools sometimes met before I came and decided "this is what we are going to share with her today."

SHANNON [Gifted and Talented Science Teacher, T. P. Yaeger Middle School]: Oh my word.

MARI [History Teacher, Eagle High School]: That is so funny because that was my initial reaction to you – with us too is like, she is "the man" and we need to be perfect for her [because she comes from the university].

SHANNON: That is because you did not have her living in your school… like Yaeger did ... We never had that issue.

ANNETTE: [Community Liaison, Cochrane Academy]: As for Cochrane ... we came to know Cheryl before the Reforming Schools Retreat. And we already knew that we didn't have to do that.

CHERYL: So this is what makes relationships interesting for all of us.

MARI: Well, you know, I have written about this before – we're teachers, we're pleasers – You know, somebody who is above us, we want to show that we are wonderful ... and what is wonderful makes us interesting ... but it is not the full picture...

CHERYL: Point of clarification, Mari. I don't consider myself above you. I think we have knowledge of different kinds.

SANDI [English Teacher, Eagle High School]: But being at the university does that to you.

CHERYL: I guess it does.
ANNETTE: Yes, it does…
SHANNON: That is how you were chosen to work with us…

When Mari referred to me as "someone above us," Sandi observed that "being at the university does that to you" and Shannon countered "that is why you were chosen to work with us," I recognized that my position at the university not only did things to me—as they gently explained—but also "did things to them." Although I learned that Annette and Shannon had witnessed me chipping away at the theory-practice divide in my face-to-face reform work with teachers on their campuses, I also awakened to the fact that I was totally incapable of changing the pervasive sacred story (Crites, 1971) of theory-driven practice and the extent to which the educational conduit (Clandinin & Connelly, 1995; Craig, 2002; Lakoff & Johnson, 1980) shapes how educators representing different institutions interact. Thus, I had to reconcile myself to the fact that I, as an individual, could be real in my face-to-face interactions with the teachers but the entrenched institutional forces encasing our activities would continue to place palpable restraints on both the teachers and me, particularly as our work became more public. Strange as it may seem, this heightened awareness of the powerful background forces at work in the reform project strengthened rather than stifled my desire to collaborate with the teachers. It became vividly apparent to me—and I believe to them—that we were much stronger working together than alone.

The second reform dilemma I encountered was that although I was enormously respectful of the particular reform agenda, I would not, indeed could not identify myself as a reformer attached to the change effort. Instead, my position with respect to the initiative emerged as the reform movement shaped the school-based educators' and my practices and as the school-based educators and I shaped the reform movement. My personally and socially constructed position changed as we changed. It became as we became. At the same time, though, my stance presented an uncomfortable situation. Allegiance to the reform movement was automatically assumed due in large part to the substantial sums of money that annually exchanged hands between the reform movement (through the individual school sites) and the university (which allowed my participation). Yet, despite the ongoing awkwardness, I maintained my position and did not use the reform entity's name. Rather, I referred to it abstractly in the bodies of my essays and anonymously in my funding acknowledgements in strict accordance with the Human Subjects agreements that had been struck. Undoubtedly, my resistance to being defined in this way led the reform movement to add a clause to all of its contracts that states that the organization must be specifically named in all publications. In this instance, I explicitly learned of unwritten "costs" associated with the university receiving private foundation funding which supported my field-based inquiries. I

also came to know how teacher educators' academic freedom, particularly with respect to the influence of school reform on their teacher-collaborators, could be bounded in ways that are not always apparent. Without self-study, this knowledge would have remained tacit. With self-study, however, this understanding became refined and publicly revealed. Furthermore, it has become a valuable resource to which I, and others, turn when decisions concerning participation in field-based reform projects are considered.

The third dilemma occurred when the teachers and principals selected me to work with them and, through non-selection, did not choose to work with other local university-based educators who may have viewed themselves as more influential, knowledgeable, and entitled, particularly since I was new to the vicinity and a neophyte with respect to the American school reform scene. This development intensified feelings of unease on the part of some individuals in my home institution at the same time as it increased competition with neighboring universities, particularly since money and notoriety, coins of currency in the Hollywood version of the academy, were involved. On one hand, a colleague openly told me that I "should not waste my time working with teachers because I was tenured." On the other hand, another colleague suggested that I not collaborate with representatives from other universities but I that should "stick it to them, after the fact, behind their backs." Not long afterward, I discovered—much to my chagrin—that the latter behavior could just as easily be enacted on one's own campus, with one's own colleagues. Again, without self-study, I personally would have been hurt by how this dilemma played out, but probably would not have had the courage to name candidly the multi-layered problem and how it affected others and me.

Dilemma four surfaced when the project's principal investigator invited me to be the formal evaluator of a sixth school site early on in the work. His invitation further complicated my third dilemma and presented a new challenge as well. In my added role, I came face-to-face with what those inhabiting the "high ground of theory" (Schön, 1983, p.42)—whose vehicles rarely leave university parking lots—had to say about those mucking around in the "swampy lowland" of school reform. The trouble was, by this time, I had crossed the invisible barrier and no longer saw myself as being of the schools or of the university. In many ways, I, as a teacher educator, had become a hybrid character deeply connected to the myriad of teachers, principals, university professors, and reform representatives with whom I personally interacted but detached—to the extent that I could be—from the status quo agendas of the institutions they represented. This development brought me back to my original question of who I [was] in the reform work and how my experiences in community with the teachers shaped and were shaped by the events that transpired. It also led me to pen the following lines in my journal:

…I play a believers' game (Elbow, 1986) with respect to the work of the school people. Playing the

doubters' game, for me, is too depressing. Why engage in work if one feels that it is not possible, not worthy of making the mark, too burdened by oppressive systems, and so on? I think some scholars get bogged down in the belief that nothing works and feel the need to direct poisoned arrows at those who try…I do not want to be one of those evaluators and I do not want the school people I work with to have their work judged by someone with that narrow eye/viewpoint/lens. I think this is where this formal evaluation work will be difficult for me: working with people who are doubters, who relish in the authority of doubting.

Not only did my introspective inquiry cause me to unravel what I found problematic in the doubting stance, it propelled me to engage in a conversation with the principal of the school to which I was assigned as a formal evaluator:

I made up my mind today that I need to speak with [the principal] for a bit. I think she and the teachers need to know that I will play a believing game about their work… I have the need to tell them that. What if those hardworking, student-devoted teachers found out there is a perpetual doubter in their midst? How would that shape their already difficult situations? (add stress?) And how would that influence what they willingly would tell me about their work?

After noting that *"[the principal] seemed relieved when I articulated my viewpoint—even seemed to understand the place where I was coming from,"* I went on to reflectively turn (Schön, 1991) on how this dilemma manifested itself in multiple ways in my teacher educator practices. I drew three conclusions: (1) the act of formal evaluation affected my personal and professional relationships; (2) it created tensions with which I personally wrestled; and (3) it caused me to mull and muse over my moral and ethical responsibilities toward schools and teachers and to ponder the similarities and differences between my formative (planning and evaluation) and summative (formal evaluation) roles in the reform work.

PARTING WORDS

In this self-study, I have shed light on my self as a teacher educator maneuvering on an educational landscape to which a particular organized school reform effort was introduced. While there are numerous themes embedded in the text I have offered, I have chosen to center on four issues in my negotiation of entry that compelled me to become real in what were new-to-me relationships and situations. Not unlike others engaged in self-study inquiries, I discovered my teacher educator self to be vulnerable, yet resistant; tentative, yet knowing; hurt, but not destroyed; in the making, but never made. And, like the stuffed toys in *The Velveteen Rabbit*, I have come to appreciate how the passage of time and the process of maturation nuance relationships and experiences in infinitely rich ways.

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Learning to Teach Problem Solving by Teaching a Problem

Problem-based learning as a strategy for teaching and learning in higher education is increasingly becoming a sought after teaching method. Yet, the research in this teaching method has focused on the construction of problems more than on the pedagogy and practices of problem-based learning (Savin-Basen, 2000). It is one of the most difficult kinds of teaching to plan for and implement. It is especially difficult because teachers must not only develop a good problem, but also design the processes of solution in ways that support student learning without reducing the complexity and ambiguity which give the problem life. Good problems engage students and grow more rather than less interesting as they proceed. Good problems are fuzzy with multiple routes to solution and potentially numerous solutions. Good problems require students to engage deeply with the content they are studying in order to apply it in solving the problem. Good problems have authentic contexts to explore and audiences with which to communicate (Stepein, Gallagher & Workman, 1993)

In general, research on problem-based learning has usually focused on what students learned, yet the pedagogy of teachers is central (Savin-Baden, 2003). In this study we have explored the learning of three university teachers who explored their own learning about problem-based learning as they taught a problem.

METHODOLOGY

The data sources for this study include reflections from instructors and students, adjustments in schedules and guidelines for the course, future designs for the course, and learning papers from students and instructors. The data analysis began with student reflections and learning papers. From this analysis, researchers were able to determine that the design of the course and the adjustments to it resulted in desired student learning. The following student quotes, one from a male and the other from a female in the course, indicate the ways in which the initial design of the course and the adjustments by the teachers resulted in the student learning desired.

Quote 1

I am a sarcastic, blunt, opinionated, and realistic person. I came into this class with low expectations as to learning, or enjoying the course. I carried that attitude for a large part of the semester that is until I saw the fruits of my labor.

…About the fifth week in class I remember meeting with my group to discuss our actions concerning the project due at the end of the semester.

Consequently, this was around the time that I began to render my service for the TOPS program; and at the same time the first midterms were being administered in my other Freshman Academy classes. I started understanding the purpose of this class at this time. This is the point in the semester that I developed as a learner.

…With the intertwining of the community service, Freshman Academy, and University 101, my development as a student of this university progressed and climaxed [at] a much higher level than previous.
(male student)

Quote 2

I believe that as a freshman the most difficult task is to develop maturity. I learned that if I was going to do well this semester, I needed to grow up and get serious. First off, I had to develop proper study skills. …Once I developed effective study habits, I needed to allot time to do it. This was hard because I wanted to play all the time with my roommates. This is another aspect of my maturity, to put my schoolwork first…

Another challenge I had was having the maturity to make commitments and follow through with them. After various people in my study groups would not make this commitment, I learned how rude and inconsiderate it was and I am trying harder not to do this. I think this quality of making and keeping commitments is so important all through a person's life and I would like to get better at it…

So in order to become a better learner, I first had to develop a maturity about my studies….

Finally, my University 101 class has helped me gain

an awareness of my community and how much BYU affects the education in Provo. I learned that I am needed in Provo I learned that I can make an impact in the educational progress of my community… (female student)

Next, we moved to our own reflections on this course. We examined notes from meetings, e-mails to each other and our students, adjustments made to the schedule and assignments, and new initiatives for the next problem-based learning experience. From this data we identified the themes and processes of learning about pedagogy that emerged during the course.

FINDINGS

From using a problem-based course as a strategy for supporting freshman students in integrating what they learned in their course work linked with service learning tailored to the content being studied, we learned what we knew about the pedagogy of problem-based learning. We discovered this learning in our action in weekly meetings, adjustments we made in the use of class time and assignments, and in the documents we wrote to students. We begin by speaking about how our pedagogic action and discussion revealed our knowing; we then discuss three pedagogic design issues for implementing such a course: structure, time, and performance.

The power of pedagogic action and discussion

What we know about teaching is often tacit. This is not new information. As a community, self-study scholars have, for the past ten years or more, been watching their action with students and instruction as a way to uncover what they know about teaching. Berry and Loughran's (2002) discussion of working first together and then with other partners in a team teaching course is an excellent example of such work. Tidwell and Fitzgerald's (2004) discussion of the evolution of Tidwell as a self-study researcher provides another example; Tidwell's approach to self-study was further articulated by the discussion in Tidwell's (2002) Castle Conference presentation where she had the audience draw nodal moments in their teaching and then use their drawings as a springboard for exploring what the drawing revealed about their knowledge.

Knowledge in action

What we came to understand more fundamentally in this experience was the way in which we often know things about teaching, which we do not in the moment acknowledge because we are acting on what we know. This became apparent to us in three ways. First, each Monday during this course we would meet, debrief on our experience during class the week before and discuss what we each thought we should do the following week. The knowledge became obvious when, at about the fifth week of the semester, Pat began the session by presenting an outline for what we ought to do for the rest of the semester. Her plan altered what we had initially designed in

significant ways. At that moment, Stefinee asked Gary what he thought they ought to do. His changes articulated classroom timeline and structure alterations that would result in some of the broad strokes Pat had laid out. The reason Stefinee raised the issue was because in her hand she had an outline fundamentally the same as Pat's. The details were not the same, but each of them had recognized not only that a change in direction needed to be taken, but they had all identified the same kind of change in direction—a move away from ambiguity that required public performance on the part of the students. We had this same experience three times in the course: first, we moved from data gathering to problem-posing and back to data gathering; next when we finalized data gathering and moved into new groups; and finally when we moved to more formal problem representation. Although these moves were part of the original timeline for the course, we found ourselves simultaneously identifying a need for change in timeline and details of what we would do next.

We thought about how we had come to recognize that these turns needed to be made. We realized that our knowledge came from past experience with problem solving. Stefinee, who was teaching another problem-based course, noted that she had remembered that this was about the time in the semester when the teacher needed to intervene if the quality of problem representations were to move from the surface to a deeper and more complex level. At the final stage of problem representation, Stefinee identified a need to intervene again so that students would move from complex diagrams to simplified representations that still subtly accounted for the complexity represented in the more messy and less clear complex diagrams they were building. As she spoke, Stefinee found herself listening to what she was saying and recognizing it as something she knew and had acted on in previous experience, but realized she had not articulated this knowledge before. We realized we knew what needed to be done because of the signals that were being sent by students. At the particular meeting referred to earlier, Pat prefaced her remarks by commenting on e-mail messages that she had gotten from students and comments from the peer mentors who had concerns about particular students in their learning communities. We recognized that student confrontation, anger, or apathy, when these coalesced in certain ways, were clear signals that change needed to occur. What was of interest was that while these messages were coming from only a few students, the pattern of communication and the inclusion of anger, apathy and confrontation occurring at the same time and across students (rather than from a single student) was a prompt to change course. Further this range of messages was apparent in the communication each of us were having with our peer mentors and students. Pat had based her identification of the need for change on the unease she suddenly felt concerning student cooperation. We also realized that we recognized that changes needed to be made because of our own feelings about our own learning in this process. These clues were best revealed not in the e-mail messages that came from students, but

in the email messages that we sent to students. For example, this is a message sent to students after one such adjustment. This e-mail message originated with Gary, although both Pat and Stefinee used it as the basis of a similar one they sent their students.

Reflections Oct. 22, 2003

I look forward to seeing you. I know you have been working hard to complete your data sheets and will be ready to move to the problem-solving phase of the project.

I know that many of you are probably tired and stressed by the work you have done during the past week. But I think this is exciting work. I too have spent about 10 hours on the internet checking out sites and looking over your work.

This is a chance to work with some pretty wonderful people (the other students in this course) to think about how could you cause a change in the educational system of your own community. Although many solutions will be unique to Provo, others will be transportable. I can't wait to see the work you do and enjoy the potentially provocative and stimulating discussions we will be having.

See you in class.

In this message, we see a pattern of response as well. This pattern of how to appropriately respond to students to move them forward in problem solving at times when critical turns need to be made is revealed in this e-mail. We articulate to students that we value them and we see what they have been doing (or identify what we expect them to have been doing, despite some evidence that some of them had not been working). We articulate our recognition of what is happening in their lives and reveal how we have been working in response. We then push them to think beyond their immediate hard work and emotional response to a future state where their hard work will bring benefits. In other words, we signal to them that we value their work and emotion, remind them of what needs to be completed, articulate our own work on their behalf, and provide a vision of the real purpose behind the classroom assignment.

Gary's messages to students in the class often signaled to students how he wanted them to think about what they were doing, offered congratulations on work well done, and demonstrated care and concern about them as people. But of interest to us is the ways in which his e-mails, and as a result, our emails revealed what we knew about how to respond to students at tricky points in problem-based learning. From looking at what our action, interaction, and communication revealed to us about the pedagogy of problem-based learning we have identified three facets of problem-based learning that remain fluid and require ongoing attention from the teacher. In the sections that follow we identify those facets and articulate what we learned.

Structure

One of the issues of problem-based learning is always structure. This includes: a) the structure of the problem (the constraints on the problem including the parameters for solution, the information provided, and the assignment path through); b) the structure of supporting documents (the creation of documents that ask students to respond in ways that will enable them to handle the information and performance load of the problem and will improve their ability to critique their performance and the performance of fellow students in ways that will improve the quality of their final performance); and c) the structure of the classroom (stability or alteration in group composition, the opportunities to discuss and interact with each other, with outside others, or with course instructors, and the arrangement of materials as well as the physical work space design).

We came to understand that problem-based learning involved careful choreography of the ebb and flow of ambiguity. Structure stands for the interventions and care with which they are enacted so that appropriate amounts of ambiguity and structure are introduced or reduced into the learning experience. Such alterations of structure will probably always depend on the students, their engagement, the comfort of the instructor with ambiguity and the level of commitment that the problem itself calls forth from those presented with it. In teaching problem-based learning, the teacher should always be prepared to respond to such nuances, and responding to the nuances in the ebb and flow of ambiguity and structure during problem-based learning will make a contribution to the level of learning reached during and following the experience.

Time

In every curricular event, decisions about time are crucial. Time represents issues like timing, pacing, amount of time required, and the time structure across the problem-based learning experience. Time includes all aspects in such learning experiences that relate to time. Like structure, teachers' responses will be dictated by the constraints that teacher, student, content, teaching and learning bring into play. Like attention to structure, a teacher's attention to the issues of time can heighten or diminish learning.

Performance

A key feature of problem-based learning is that students are asked to construct a response to a particular situation or set of data, experiences, and issues. The construction of that response and its implementation is a performance. However, in formal problem-based learning situations students can be asked to provide a number of performances. They can be asked to provide initial problem representations as well as final ones. They can be assigned performances such as letters, reports or critiques that reveal the status of their understanding concerning the demands of the problem. In order to maximize learning in these settings, teachers need to use performances

as a way for students to reveal to themselves what they know and need to know to provide appropriate responses to the problem. Orchestration of performances, while potentially artificial, can actually increase students' ability to respond to real world problems and increase the learning they gain in problem-based learning.

CONCLUSION

Problem-based learning always involves teachers both in the process of responding to student learning during the solving of the problem and in ongoing redesign based on student response. Furthermore, teachers learn even more about their understanding of problem-based learning as they interact with others in constructing and implementing the problem to be learned. In such interaction, they are forced to bring to a more conscious level their understanding of student learning, teaching processes, and their own need for pedagogic response. Just as importantly, when teachers study their own pedagogic action in problem-based learning experiences, their action reveals to them what they know about such learning and has the potential to increase student learning in such situations. Improving our use of problem-based learning and being able to articulate how and why we respond in terms of the issues of structure, time, and performance enables our own students to more artfully and effectively use such approaches.

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The Unschooling of a Professor

It was late spring, 1999. I stood in room 174, squinting in the sunlight, feeling captive and on display in the triangular front of the large classroom filled with more than 100 students taking the course, Introduction to Education. I was wearing a light blue jersey dress, one of the few remaining comfortable dresses that fit over my eight-months-pregnant body. We were almost finished with the semester and I felt like a complete failure. I had felt increasing hostility from the students and, shamefully, toward them as well. Moreover, I had no idea how to fix things in the three weeks we had left together.

Neither I nor the students were particularly interested in what was happening, but we played the game that something ought to happen, so it did. A major topic that day was the incidence of child abuse and teachers' roles in recognizing and reporting suspected abuse. A male student expressed his doubt that a teenage boy could be abused. He claimed that a practically-grown man must enjoy what was going on or he would stop it.

As I was trying to figure out how to confront his comments, another male student stood up on the left side of the room and said with quiet, frightful rage, "You have no right to say that." He described in horrifying detail all that he had suffered at the hands of his father until age 16. He had kept quiet to protect his little sister, believing that by submitting to his father he was keeping the hurt from her. When he found out that his sister had been quietly suffering for him all the time as well, he left home. Now 30, he was going to be a teacher so that he could help kids like himself.

We were all overcome by emotion – gratitude for his willingness to share so that we could all better understand and sorrow for his pain. His story concluded class for us that day. The power of his one voice brought to mind bell hooks' (1994) assertion that "silence is an act of complicity" (p. 67), and Joan Wink's (2000), "We don't do critical pedagogy, we live it" (p. 160). Where I had been silent and complicit, he had been courageous and loud. Where I was merely talking about critical pedagogy, he was living it.

I stood in the sun that morning, awash with unhappy feelings and unpleasant thoughts and recognized that moment as one of profound disequilibrium: I had been acting in ways that directly contradicted my personal and professional beliefs about what constituted sound education. More distressingly, I was modeling a way of being that perpetuated things I understood to be unhealthy about education as an institution. No wonder the classroom was filled with latent hostility.

I had been teaching that year based upon layers and layers of assumptions about what my peers expected me to do, about what students expected me to do, and about the role as I had seen it played before. Instead, I needed to unclutter my mind and heart and to teach what and how I truly believed I should. I turned to my work with homeschoolers; since I had seen great joy and clear evidence of learning in that context, I wondered what I could bring from that world into my university world.

HOMESCHOOLING

At its most basic, homeschooling is a family's decision to educate their children outside of formal schools. It is the mode of education for up to three million children in the USA (Lines, 2000; Ray, 1997), more than the number of public school students in Wyoming, Vermont, Delaware, North Dakota, Alaska, south Dakota, Rhode Island, Montana, and Hawaii together (Ray, 1997). In Florida, where I live, more than 45,000 children, 2.5% of the school-aged population, are homeschooled (Florida Department of Education, 2004).

The preponderance of research on homeschooled children indicates that homeschooled children perform at least as well as schooled children, often earning better scores than schooled children on standardized tests (Ray, 2002). Moreover, although conventional wisdom prompts critics of homeschooling (Apple, 2000; Reich, 2002) to question, among other things, the "socialization" of homeschooled children, results from research indicate that homeschoolers are typically adept in social interaction and that they adapt well to changing social circumstances (Shyers, 1992). The social opportunities homeschoolers have range from co-op arrangements with multiple families, including field trips and other outings, to authentic internships and tutorials in real world settings.

For some families, homeschooling is a replication of the structure of schools; they literally "school at home." In these families, the day is often segmented into 45- to 60-minute blocks of content-specific time. For example, they might have English from 8:30-9:15, Math from 9:15-10:00, and Science from 10:00-10:45. In school-at-home families, the children typically have individual desks in a separate "school" room, and the mother is usually the teacher. The children advance through grades on the same schedule as the local schools, taking their breaks at the same times as the neighborhood children (Lande, 1996).

At the opposite end of the spectrum are *unschoolers*. These homeschoolers eschew any formal schooling, leaving the learning almost completely up to the children. They avoid dictating schedules and content to the children, preferring to watch for signs of interest, following up with suggestions for how to pursue greater understanding (Albert, 1999; Appleton, 2000). The term, "unschooling," was offered by John Holt (1981) and is deliberately *un*schooling, not anti-schooling, making it important to recognize that many unschoolers, indeed many homeschoolers of all kinds, have chosen to educate their children at home not to reject schools, but to embrace their families (Leistico, 1997; Llewellyn, 1993).

Unschooling is what most adults do when they learn something new: they recognize an interest and ask more knowledgeable people basic questions. As they hone in on the fundamentals of the thing they are learning about, whether it is feng shui, medieval literature, or how to fly, they may expand their search to include print and other media sources. As they become familiar with the jargon of the field and the fundamental concepts, they may join a club or a class or hire a tutor for more intensive instruction. Perhaps these steps will happen in another order, but the key is that unschooling learners seek out answers to their most urgent questions first, directing their learning according to need, rather than by reference to schedules or sequences determined by other people.

DESCHOOLING

Deschooling is a key process associated with removing children from school to homeschool or unschool contexts. People who have experienced their children's transition from a school environment to a homeschool environment suggest one month of deschooling for each year of time in schools (Hern, 1996; Griffith, 1998). I recognized that if I wanted to unschool my university students, my first need was to deschool them.

My college students generally have had at least 12 to 14 years of schooling. In deschooling time, they'd need 12-14 months to transition from a schooling frame of mind to one less governed by institutional rules and requirements. A year or more. What did I think I could do in 15 short weeks of 3-hour meetings? I actually thought I could change the world. When I was a young, fresh second lieutenant in the Army, I made a series of suggestions that can most generously be called idealistic. The first sergeant, a man with more than 15 years of experience,

laughed at me. He said, kindly, "That's what you lieutenants are good for. You keep the Army thinking about possibilities." I guess I was being a second lieutenant in the college of education, and feeling the pressure of time; I just dove right in, abandoning all structure in the ebullient optimism that we would come together to co-create an exciting, challenging, authentic curriculum filled with searching questions and nuanced answers.

This approach was not deschooling; it was shock therapy, and it did not work. The hostility I got that semester was less about boredom with the system than anger at having no knowledge of the rules, my rules. I taught about how teachers wield incredible power and how teachers need to do what they can to distribute that power and equalize the classroom environment, yet it was only my plan and students resisted it completely. Well, one or two students got juiced up by the chance to do independent projects, but most of them just wanted to know what I really wanted them to do so they could please me and get their As. I finished that semester feeling miserable, but more knowledgeable.

DESCHOOLING WHOM?

I might have made faster progress if I had begun with the struggling to deschool myself. Yes, myself. I have even more institutional schooling to undo than do my students: 12 years of elementary and secondary school, four years of college, two years of graduate study for my master's degree, and another three years for my doctorate makes a total of 21 years for me. In deschooling time, that converts to 21 months. Add six more months for the years I have been at the university and it really adds up. I must have felt I was outside that deschooling loop, that I could zoom through the deschooling period since I was ready to embrace the unschooling idea for myself, my students, and my children.

Not so. The culture of schooling leaves a lasting mark. I happened to love school and am not opposed to it. I believe in the need to teach future teachers all we can in order to help them be they best they can be when they have classrooms of their own. But not everyone loves and thrives in school. Many children are adrift in school and many others filter out; yet, virtually all of them, barring any unrecognized problem, have been very capable learners throughout their lives. As our doctor asked when I worried that our first-born daughter was not walking at 14 months, "Is it a race? She will walk when she is ready." I think often of his calming words when I want to rush someone to develop some kind of ability or understanding; they will know when they are ready to know. I need to remember to give myself the same consideration. Schools, however, are not well equipped to let kids learn when they are ready; nor, for that matter, are universities.

UNSCHOOLING AT THE UNIVERSITY

Still, I had to try. If everything I saw and read indicated that learners learn best when they want to learn and when they are active in the finding-out process, and if my job was to prepare teachers to help their students to learn as

well as they could, I couldn't just talk about it, I had to help them feel what it was like. After the deschooling fiasco, I decided to start with just a taste of unschooling.

I turned to some of the writers who had inspired and taught me (See, for example, Albert, 1999; Doll, 1993; Foshay, 2000; Kohl, 1994; Weber & Mitchell, 2002). I began to compile lists of sources for my courses that would reveal ideas and theories that were in many respects alternatives to the standard fare in education textbooks. I made matrices and lists of topics to cover and activities to invite experience of those topics. I restructured the physical spaces of my classrooms, and I reconfigured my role. I "learned, unlearned, and relearned" (Wink, 2000, p. 2).

Much of what I was planning was drawn from my homeschooling research. All of the "alternative" things I was planning to teach about were mainstream in most homeschooling circles. I actively used my data as examples in class, and I illustrated concepts by reference to the homeschooling literature. This approach was often met with resistance because, as the students noted, the contexts of schools and homeschools are different. I agreed. What is different about the contexts? What is working in the homeschooling context? What can we transfer to the school context?

Many of the authors whose works I use advocate aspects of unschooling that are uniquely powerful to develop the qualities we desire in future teachers: creativity, resilience, initiative, curiosity, among others. John Taylor Gatto (2001) has written, "I get out of kids' way, I give them space and time and respect" (p. xvi). Alfie Kohn (1996) has argued that "children are not just adults-in-the-making. They are people whose current needs and rights and experiences must be taken seriously" (p. 81). John Dewey (1938, 1990) also supports this kind of attentiveness to children's needs and interests. Joan Wink (2000) reminds us to "listen to the whispering of the juxtaposition" of ideas (p. 10), and bell hooks (1994) writes, "Education [is] about the practice of freedom… To educate as the practice of freedom is a way of teaching that anyone can learn" (p. 5). Jerry Allender (2001), who extends these ideas to the university classroom, demonstrates that "learning is in many ways a reimaging of self" (p. 9).

Since that spring of 1999, as I have reimaged myself, I have gradually moved from more structure to more freedom, learning at each step what I need to do to keep the cultural framework apparent, but permeable. I work very hard to be trustworthy. Just asserting that I am trustworthy is not sufficient. My students are experienced school-goers; they know the game is not always what it seems and they squint hard, trying to figure out my angle (Pope, 2001). It takes a solid five weeks before I (and they) can begin to breathe more easily.

By then, they have read more than a few selections that contradict "everything" they have been taught up to that point in their other courses. I begin to hear their frustration, and in some cases, panic and anger. I overheard one student say, "What is she trying to do to us?

Prove that everything we have learned is wrong?" She saw that I had heard her, as did her tablemates, so I replied to the group:

No. My job is to teach you topics relevant to Analysis of Critical Issues in Education. I want you to go out there and to make thoughtful decisions. Some of what I am presenting to you I believe and you will know it by seeing it in my practice. But just because I believe it doesn't make it right for you and your situation. Your job is to be well-informed so that you can make the best decisions for your students.

PURPOSE

She was satisfied by my response, but what was I trying to do? What is my purpose? My purpose is to treat my students as I would like to be treated. My purpose is to teach them what my college and colleagues expect me to teach them. My purpose is to capture their imaginations so that when they are in classrooms with children who have been numbed by the structures of schooling, they will open the doors of possibility for those young people. My purpose is to throw off the confines of rigid curriculum and standardized, homogenized assessment and evaluation and instead attempt ways to invite real learning. My purpose is to be an example in the midst of institutionalization as a reminder to my students, when they feel overwhelmed by the bureaucratic realities of day-to-day school life, that innovation is possible. My purpose is to leave them with hope and potential and resources. My purpose is to unschool myself out of my narrow idea of who a professor is and instead embrace who I can become, thereby modeling for them healthy ways of reflecting on their own growth and learning (Behar, 1996; Ellis & Bochner, 1996; Hern, 1996; Rose, 1990; Winkler, 2002).

CHALLENGES

A key challenge to the realization of any of this remains the limited time I have with my students. Yet every teacher tells me time is an issue. bell hooks (1994) has written that when she looks out into the faces of her students and she sees the same closed faces semester after semester, she reassures herself that perhaps her passion will work its way into some of them, finally working its way out sometime down the road, ready to touch other lives in a "pay-it-forward" kind of way.

Another challenge is the incredible vulnerability I feel when I truly let go and trust the students, the process, and the theories. The more vulnerable I feel, the more control I wish I had kept. I enter class sick to my stomach, dreading that I will be found out to be unprepared and ill-equipped to handle the interaction, but so far I have left each week elated that the discussions have been rich and varied, and never what I would have predicted or arranged. This apparent ease reminds me of watching ice-skating: it looks effortless on TV from a comfortable spot on the couch, yet every skater reports how difficult and challenging the training is. I recall Dewey's (1938) admonition that "the easy and the simple are not

identical" (p. 38), so I work hard with my students to uncover and dis-cover what I did and did not do before and during class in terms of preparation in order to enhance instruction, and ultimately, their learning.

UNSCHOOLING IN SCHOOLS

By examining my own deschooling and unschooling as a university professor and by teaching those theories and processes explicitly and implicitly, I hope to be able to bring positive aspects of that work to schools through the teacher education students I have the privilege of working with. Illich (1971) intended the term *deschooling* to mean the eradication of formalized schooling. Holt (1981, 1989) intended it to mean the de-programming of children who were being removed from schools for their educational experiences. And he coined unschooling as a way to refer to education beyond schools. Unschooling can also be productively used by school people – administrators, teachers, students, and university faculty – to refer to the necessary processes of critique and change that should happen within schools to keep them a vital and healthy part of American life.

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Talking with Those Not Present: Conversations with John Dewey about Our Teacher Education Practices

INTRODUCTION

For several years now, a small, and growing group of faculty at our university have engaged in self-study. Our self-study work has consistently been collaborative and used a variety of methodological tools. We have engaged in both formal and informal activities including small, regular group discussions, spontaneous one-on-one conversations, keeping reflective journals regarding our experiences with our classes, extended examinations of personal teaching metaphors (Bullough & Gitlan, 1995; Miller, East, Fitzgerald, Heston, & Veenstra, 2002; Palmer, 1993), and the use of modified practical argument discussions (Boody, East, Fitzgerald, Heston, & Iverson, 1998; Fenstermacher, 1994). One tool for self-study that we have recently found useful is having "conversations" with particular texts. In fact, Palmer (1993) argues that the mark of an educated person is the ability to carry on conversations with significant thinkers not readily available for personal discourse, that is, the authors of what we call appealing texts.

OUR PROCESS

Our inquiry process centers on regular reading, writing, and discussion related to a given passage of text (no more than one chapter at a time). We have used this process in both two- and three-person groups. We begin our process by reading the identified passage and writing a reflective response to the reading. In these reflections, we describe the meaning we are making of specific ideas and how it seems to us that these ideas play out or fail to play out within our own practice as teacher educators. We then exchange what we have written with the other members of the group. Next, we read and respond in writing to our colleagues' writing in preparation for a discussion meeting. Finally we meet together to discuss the texts (the original and our writing) and how they have led us to think about our practice. At the end of this cycle, we identify a new text passage from the book we are using and begin again. To date, we have used this process at length with two texts, "*The Having of Wonderful Ideas" and Other Essays on Teaching and Learning* (Duckworth, 1996) and *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (Palmer, 1993). Our current work utilizes a text by Fishman and McCarty (1998), *John Dewey and the Challenge of Classroom Practice*.

Our goal is to use the ideas presented in the text to critically examine our own practice, looking for ways to better understand what we do and how we do it. When we juxtapose our thinking about our practice with ideas within a given text, we are able to notice things about our practice not apparent in a discussion without that counterbalance. As we attempt to align our thoughts about our practice with an appealing text (a text that captures how we idealize practice) we discover, often with a jolt of surprise, places where our practice doesn't match the ideal. We have come to look forward to these jolts with some anticipation, as it is in these moments that we begin the process of changing our practice for the better. As we attempt to mediate the incongruity between the text and our practice, we develop explicit and deeper understanding of what we do in our practice, how we do it, and how the intentions that we hold do or do not play out in that practice.

THEORETICAL INFLUENCES

In seeking a theoretical basis to clarify and explain our process, we were drawn to Polyani's (1958) conception of how finding new instances of things we already know, (such as our practice) enlarges what we can see there. This describes well the small, but critical, breakthroughs that result from our struggles with a single theme over time and how those "new" pieces slowly help us to build better understanding of our practice. We also found useful the works of Belenky, Clinchy, Goldberger, and Tarule, (1986) and Mitchell and Weber, (1999). Both of these sources support our contention that dialogues (whether they be with texts or people) in and of themselves serve to deepen our understanding of practice. Finally, through Whitehead's (1995) idea of creating living educational theories and his explanation that the creation of such "by practitioners, as they try to improve their practice will show how the gap between conceptual forms of theory and practical experience can be overcome" (p. 115) appealed to us as we continued our effort

to understand how our practice supports or impedes the learning of our students. Though we also reviewed a number of other frameworks for written reflection as outlined in Korthagen (2001) (e.g. Bain, Ballantyne, Packer, & Mills, 1999; Hatton & Smith, 1995; Zeichner & Liston, 1987) we did not find them to fit our process.

EXAMPLES AND OUTCOMES
Writing our story for public scrutiny reiterates the spirit and core of our work. We know that in creating this text and sharing it we will see even more "new" things in our practice. Below are two examples that demonstrate our process and provide an indication of the outcomes of that process.

Example 1: This example demonstrates how juxtaposing text and practice results in a surprising discovery through a seemingly small disconnect between the two. The exploration and attempt to resolve the disconnect results in the creation of a more explicit and deeper understanding of our personal teaching practices. The process becomes one of integration in which we construct vocabulary and conceptions and make them part of our explanation of our practice

Background: In the Fishman & McCarty (1998) text, Fishman spends the first section of the book discussing his interpretation of the "nested dualisms" (p. 16) outlined by Dewey as creating interesting tensions in the classroom The identified dualisms are: individual and group; continuity and interaction; construction and criticism; and, interest and effort.

The tension between continuity and interaction is the source of the following example, so some information as to what that means may be helpful here. Fishman perceives Dewey as speaking of continuity "to indicate that experiences are complex temporally, penetrating one another, earlier ones leaving deposits or residues which influence later ones" (p. 10). On the other hand, Fishman interprets Dewey's presentation of interaction to "indicate that each individual's experience is complex spatially, the result of an exchange between an organism and its environment—environment used in the broad sense to include subjects talked about, books read, or experiments carried out" (p. 10). In response to this interpretation of Dewey's notions of continuity and interaction, M writes:

Wow! I just finished reading Chapter 2. There is so much that makes sense and that I believe in, and still there remains a huge gap (in my mind at least) as to how to translate these beliefs into concrete classroom action and planning.

Reading this chapter left me feeling a bit overwhelmed. How on earth do I do this stuff with 200:109 [Development of the Young Child]? What's described in terms of continuity vs. interaction, construction and criticism, and interest and effort make huge sense for me as I reflect on my own learning. Part of my delight, for example, in Les Miz and the Matrix was in how they fit with other things I knew from past learning experiences and how they prompt-

ed reflection on my own life and how I was thinking about them now. That sense of total engagement… of being lost in the work, of making really interesting meanings… the flow, if you will. But how on earth do I create this in my classroom with my content and my students?

I do think I've got a good sense of the dualisms. I think of continuity as the horizontal (longitudinal) aspect of teaching, and interaction as the moment-to-moment vertical aspect of teaching. This area I have always informally included to some extent; not intentionally, but rather as an automatic process of my own thinking about content and student experiences/-stories. I have a tendency to say, more and more as the class goes on and we build a shared framework, "Remember when we talked about this concept… Remember X's story about Y." These attempts at continuity occur through serendipity rather than intention, and I think they work for me more than for the students (I also think they work more and less well for different students when they happen). They are my connections, not theirs.

Here M works with her beliefs about learning and how they relate to her practice. She works to understand how her experience as a learner is or is not reflected in her practice. Connecting this exploration with the text, she is jolted by how *her* continuity and interaction with the content might not be as useful for developing students' continuity and interaction with the course content.

Later in our face-to-face discussion, M pondered again how we could get students to create the desired continuities by using their previous learning to transform their current thinking/behavior. This prompted K to raise a question responding to both M's written comment about serendipity and M's desire to "make" students transform their thinking. K asks if the teacher can plan student continuity.

In considering that question together, M and K discussed at length what the outcomes were for students with different combinations of each characteristic (continuity and interaction). As we worked with these ideas we decided that having either high continuity or high interaction could produce a "rich learning environment" (Levy, 1996) for a student whereas if either characteristic were low the student would be in an impoverished learning environment. In addition, we realized that a mixture of mediocre amounts of either was likely to produce a richer learning environment than might only a modicum of either alone. Ironically, despite M's "realization" regarding how her connections do not make student's connections, we pursued our own conception of what our students were experiencing.

We then turned to considering what this meant for our practice. We decided that good interaction demanded that students find their own continuity. M wondered if use of a textbook introduced such minutiae that it became impossible for the students to see the continuity thereby reducing their interaction with the content and producing

an impoverished learning environment. In the past, we have had discussion about textbooks and their utility or lack of utility. The interaction-continuity continuum, however, gave us a new way to see this issue. At the end of this segment of discussion, we decided that for students to achieve higher levels of continuity and interaction our practice would need to include provision of complex activities based in the content. One-shot-oh-I've-got-it experiences (even when they worked to fill class time and entertained students), which we likened to reading the textbook, would result in an impoverished learning environment.

This example attempts to capture a conversation in our process when consideration of the text moved our understanding of practice to a new level. We saw a new way to think about what we wanted our students to do in the classroom and more importantly why that was so.

Example 2: This example demonstrates how themes arise and deepen in our process. Themes emerge as we work with the various texts. They do not necessarily develop because of our conscious attempt to create them. They emerge when we allow them to do so.

Background: As mentioned above, another tension introduced by Fishman is that of student interest and effort. According to Fishman and McCarty (1998), Dewey sees interest as a "union between the person and the materials and the results of his [sic] action" (*Interest* 17; see also "Attention" 290; *Democracy* 352; *Interest* 90; *Interest* 265; *Psychology* 216)." He points out that Dewey feared that "much 'progressive' education took student's interests as they were, indulging pupils by demanding no more than what was 'easy and amusing' "("Attention" 280). In contrast, Dewey started with student interests, but maintained that interest could only be sustained if school challenged students to deepen and broaden their interest. For Dewey, negotiating this divide between students' interests and school's interests (i.e., curriculum) is one of the major challenges in effective schooling. He identified as crucial the understanding of how to productively use genuine student interest. For Dewey, productive use of student interest means curriculum that encourages students to generate their own goals and to see how the curriculum can move them toward those goals. In essence, effective schooling takes place when students are constantly put in the position of building their own continuities between their goals and the content.

In the following example, K explores Dewey's notion of genuine student interest:

Am thinking here about how difficult it seems to get students to generate their own goals. This semester I have spent more class time scaffolding just that but have no way to measure the effect of that effort. Can I say, "no step along the way is performed grudgingly" by them? How can I determine if I am just in a subtle way imposing my goals on them? In some ways it feels like that this semester as compared to my previous semesters when I would say, "Lit circle, you talk." Today I spent maybe 10-15 minutes setting

it [literature circle] up, discussing what kind of conversation would work, discussing with them why it was content. In addition on Monday I spent 15 minutes getting them ready for today. The lit circle today went well—or felt like it did but we know how reliable those sorts of things are. Do they treat the task with sincerity? Why do I doubt that sincerity and tell myself that they are just doing it because I told them to? What I think I am saying by putting them in the lit circle environment is this: you [college students] can understand this material, you can make sense of it, you can learn to use the material as tool for understanding children, together you make an understanding that is more nuanced than any single one of you could alone. They attested to that after the lit circle today. Why do I still think they are disenchanted with it?

…I wonder if I think that they think that they really do not have a choice. They have to take the class, they have to pass the class. They have learned to play school by doing what they think I want them to do so how would they in anyway interpret the class as one in which self-direction is valued, even if I tell them it is?

This text connects to one of our earlier discussions where we explored the Introduction and Chapter 1 of Fishman & McCarty (1998). In that discussion, M spoke of how modern life has become specialized and partitioned rather than being integrated. We discussed that students in this context do not recognize opportunities for connections, nor feel pushed toward creating the type of cohesion that is necessary for an integrated life. We agreed with Dewey that genuine problems are central to effective curriculum. However, we found ourselves struggling to name the genuine problems students might see in our content of human development. We even doubted whether students could see development content as useful. As we talked further, we returned to our previous work with Duckworth (1987) and her contention that good teachers know how to "give reason" to children's behavior (p. 86). M stated that our content would be effective if our students could use it to "learn to get into the learner's head, to understand that students make their own meaning."

In this example, bringing the earlier conversation and the text together, K attempts to get into her students' heads. She starts with the Dewey idea that it is critical for students to generate their own goals, acknowledging that this is no easy task. She examines her practice for places where she attempts to encourage students to set their own goals, to develop their own continuities, though she has not yet integrated those terms into her own language. She begins to imagine how students might see what she is doing. She makes an attempt to get inside their head, to see her practice from their eyes. She does not refer to the earlier conversation, but the threads are there.

SUMMARY

This is one portion of the story of our living educational practice and how we attempt to capture our exploration of it. In this effort, we have learned to dedicate time to the study of our practice; time for using the process and time for our work to bear fruit. We consecrate time for examining our practice and know that juxtaposing our thinking with that of others is critical for really beginning to uncover what we are doing in our practice. We have learned to be patient; effective work in practice exploration demands willingness to work with persistent ideas (remember our references to previous conversations on the same themes) that at first may not seem worthwhile or engaging. For example, in our discussion of continuity and interaction we created a graphic that was described by a colleague as "uninspired." We have, however, had an extended conversations (including that colleague!) regarding the graphic and its meaning. Had we dismissed the graphic, we would have missed this opportunity.

We have learned to accept what comes and to work with the themes as they develop—even ones we might not actively choose. As seen in our examples, the themes that come are not always, or even often, earth-shaking revelations, but in working with those seemingly insignificant themes we find critical new ways to view our practice. For example, our discussions and shared understanding of continuity, interaction, effort and interest have developed beyond the text into tools that we really know and have available for looking at particular teaching incidents as well as our practice in general.

We have learned about the fluid nature of both the process and our understanding of our practice. Can we prove that our discussions have made a difference in our practice? We are not sure what that proof might look like. We do know that we have developed deeper thinking about our practice and what we do in the classroom; that we have become students of our practice; that studying our practice as our scholarship brings a satisfying wholeness to our endeavors. We understand that in-depth consideration of our practice must affect our practice.

Adding an appealing text as a partner expands the way we look at our practice. In our conversations we are changed and the text is "changed." We are altered by considering ideas in the text that have not emerged from our discussion of practice without the text. In turn, we "change" the text as we develop the ideas there for better understanding our practice. The process and these tools have allowed us to see our practice in new ways.

ACKNOWLEDGEMENTS

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The Impact of a School District - University Partnership on Pre-service and In-service Teachers: A Focus on Instructional Intelligence

Teachers at the pre-service and in-service levels are being pressured to respond to an increasing number of competing demands. When the number of demands increases and the amount of time decreases, we must be more thoughtful and judicious in terms of what we select to 'learn' and how we go about 'doing' it. (Bennett & Rolheiser, 2001). As part of that, we, as the university instructors, must also be involved in self-study; to inquire into the impact of our efforts in order to more wisely make decisions for our pre-service students. The issue we must consider in our work is that our actions are part of the system's actions — as instructors we may reflect and act individually, but we impact systemically. Unfortunately, we too infrequently reflect on ourselves and the impact of our actions on others; we are too frequently playing to the system. This was the first time we have 'investigated' ourselves, so our inquiry will be somewhat naïve compared to those who have had more experience.

The purpose of this study was to investigate our program and our practice related to the impact of a school district and university partnership on pre-service and experienced teachers. Our main question was: Does it make a difference when teacher candidates and associate teachers have a common language related to aspects of the teaching and learning process — with a specific emphasis on instructional language? Although our previous experience informed us that our student teachers have a need to observe the same teaching methods being used in their classrooms at the Faculty of Education, we did not know the nature of that need. We could sense through our previous personal experience and could extend that through our ongoing instructional team reflections, that it is confusing and disheartening for teacher candidates when these methods are not used or when students are discouraged from attempting them — but we were missing the connection to their voice. We wanted to push beyond our observations. Our focus in this inquiry was on how pre-service and in-service teachers can develop reciprocal learning communities whereby teaching partners could learn from and with each other.

BACKGROUND TO THE STUDY

The Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) has nine elementary school options involving approximately 585 pre-service teachers. Each option consists of approximately 65 teacher candidates. This study focuses on the Doncrest Option based at Doncrest Public School in the York Region District School Board (YRDSB).

The YRDSB has been involved in a systemic change effort for the past three years. Through this project a cohort of elementary and secondary teachers are currently involved in "Instructional Intelligence" workshops, which include developing the ability to integrate multiple instructional methods. These teachers are brought together throughout the year with a site administrator for initial training and subsequent follow up (McKillop, 2002, p.42).

The Doncrest Option uses 15 schools (12 in York Region and 3 in York Catholic) for practice teaching. Each school has from 3 to 9 associate teachers. Although approximately 85 % of our associates had Instructional Intelligence experience, there were some who had not yet had the opportunity. Some of these teachers are included in this study as a comparison. This newly formed program is co-coordinated by Drs. Eldridge and Bennett. The Option's philosophy and overall guiding principles are grounded in the research on Instructional intelligence (Bennett & Rolheiser, 2001). The students spend approximately 20 weeks in university classes learning to make connections between theory and practice and eight weeks in field-based locations practice teaching. As a result, most of our students have the opportunity to work with associates who have a concurrent understanding of the value of such instructional processes. This experience enables our teacher candidates to practice what they have learned at the Faculty of Education in an environment where a similar philosophy and set of processes is practised and supported. They are also able to see the influence of Instructional intelligence on the academic and social achievement of the students in their practicum placements.

In addition, we hoped this experience would assist us

in improving our Faculty of Education programming. We feel we must practice on-going self-reflection so that we continually develop quality programming for our pre-service students. A further impetus was to build a solid partnership with our associate schools and the Doncrest Option.

METHODOLOGY

This study involved thirteen teacher candidates, who volunteered to participate, and a randomly selected group of thirteen associate teachers. Of these associate teachers, nine were involved in one or more years of inquiry into instructional intelligence and four were not involved. Part of the data analysis looked at the differences between these two groups of associate teachers. No additional course credit or remuneration was provided for the teacher candidates. That said, in lieu of having to complete three reflections as part of their course requirement, these teacher candidates substituted their reflections in this study. The associate teachers were given a copy of Bennett and Smilanich's (1994) *Classroom Management: A Thinking and Caring Approach* as an offer of appreciation. An ethical review was completed involving the two districts and OISE/UT.

The participants provided written responses to a focused questionnaire and several were interviewed in order to clarify or seek expansion on some answers. The data was then collated and common themes and responses were identified. The reflective responses yielded approximately 65 pages of data. We felt this methodology was an appropriate means of obtaining field data of our teacher candidates' and associate teachers' perspectives in order for us to reflect and to make decisions about our Option.

Further to this initial phase of inquiry, a questionnaire was distributed to three principals in the YRDSB who had hired several of our teacher candidates to teach in their schools upon graduation from the Doncrest Option. The data was collected five months after the new teachers were hired. We included this piece so that we could more deeply reflect on our program and make any changes we felt we could in order to increase our effectiveness in teacher preparation.

RESULTS

The data revealed strong similarities between the teacher candidates and the associate teachers in terms of the impact of a common language about instruction when related to the design of learning environments. The research was not surprising to us and clearly showed that this type of learning community is critical for teacher candidates in order to maximize their learning and their attempts at "playing with" effective instructional strategies. The importance was also evident from the perspective of the associate teacher. Responses to the question, How important is it that associate teachers and teacher candidates have a common language in terms of instruction, lesson planning, unit planning etc., were all answered with the descriptors *important* or *very impor-*

tant (Field Notes, 2003). One teacher candidate used the term *imperative* as she felt that her associate teacher, who was not familiar with instructional intelligence, did not understand why certain strategies were chosen. This candidate felt that the associate was not prepared to provide advice and, therefore, felt the feedback was not as valuable as it might have been. The associate could not tell her where or how to improve on something she had no experience with herself (Field Notes, 2003). These findings were in keeping with our previous experiences working with associate teacher-teacher candidate partnerships. As previously mentioned, it was one of the reasons we developed this joint venture with a board whose teachers understood and practiced our philosophy about instructional practices.

Receiving constructive feedback was very important to all of the student participants. They wanted to know how they were doing and where they could improve. When an associate understands the process that the teacher candidate is using, the feedback becomes more directed and applicable to the teaching-learning situation. Several associates also expressed this same sentiment. Unanimously, the respondents felt that, without a common language, they could not support each other and engage in an effective learning community.

The teacher candidates were especially emphatic about the need for a shared understanding. They felt safer in an environment where the associate teacher knew what strategies, tactics, and skills were being used. It offered them the opportunity to become risk-takers to try out certain methods of teaching. As one teacher candidate noted, *When the associate did not know about the strategies, I found that I always had to explain what I was doing and why* (Field Notes, 2003). One associate teacher pointed out that working *with someone who shared the same teaching strategies and techniques was a beneficial experience for both of us* (Field Notes, 2003). This associate noted that she *learned from her student as well* (Field Notes, 2003). Knowing that they were on common ground allowed both learning partners to allay many of their initial fears going into the practice teaching blocks. When asked about concerns, both associates and teacher candidates expressed apprehension about understanding each other and about each other's abilities to work together effectively. All of the teacher candidates articulated trepidation about not being able to try strategies and about the nature of the feedback they would be given, especially if they knew their associate had not attended the Instructional intelligence Institutes.

Many of the teacher candidates also observed that a common language facilitated classroom management when working with their students. Some of the associates commented on the fact that the children in their classes are highly affected by the presence of a teacher candidate in their room. They felt, therefore, that *consistency and shared experiences were extremely important* (Field Notes, 2003). One associate mentioned that, *ultimately the children benefit from this teaching situation* (Field Notes, 2003).

In those cases where student teachers experienced working both with associates who had been trained in Instructional intelligence and those who had not, they reported a noticeable difference in the value of their practice teaching experiences. For example, one candidate was thwarted from trying many of the strategies she had been taught. Her associate, who had not been through the Instructional Intelligence Institute, told her that *group work was not an effective way to teach this class,* and *there was no time in the curriculum to try all of these things you are learning at the Faculty* (Field Notes, 2003). In her second practicum, this candidate was placed with an associate who had participated and was practicing instructionally intelligent teaching strategies. For this respondent, the difference was dramatic. In an interview, she talked about feeling *less threatened and more confident and comfortable in [her] own abilities as a beginning teacher* (Field Notes, 2003). In her first practicum, the associate often interfered during lessons involving cooperative structures because she felt the students were socializing instead of learning. One of the researchers observed this interference on several occasions and made note that the students in the class were on-task (Field Notes, 2002). This associate teacher was not willing to give her candidate the freedom to take risks and to learn how to manage the various aspects of different instructional strategies. The experience also proved disheartening for the researchers as it was felt that our practices were not being validated and our candidate was not being given the freedom to try what she was being taught. It left us wondering how we could continue to have associate teachers who were undermining our own practice.

Conversely, one candidate reported that, because she and her associate had a common understanding, the mentor teacher …*understands where you are coming from. When receiving feedback, you can be told how effectively you implement the strategies into your lessons.* (Field Notes, 2003) Additionally, associate teachers could propose alternate approaches with which the candidate was familiar. As one student said, *My associate could suggest 3 Step Interview or Placemat as an alternative. Right away I would know what she was referring to because we had learned about it in the Doncrest Option.* (Field Notes, 2003) This data was also important for us in our supervision of the teacher candidates during their practice teaching blocks. When the associate understood and could converse using the same language, we could openly discuss the experience without having to define the terms of reference.

In addition to the benefits of working collaboratively with our field partners, the data also yielded significant information for us as instructors in a pre-service option. It was found that a common language was also important to the participants in the areas of lesson design and framing questions. The associates felt that the Doncrest Option candidates were particularly strong in both (Field Notes, 2003). However, we realized our program needs to be strengthened in terms of assessment. Many associates felt that our candidates were weak in making clear connections between assessment and instruction. As a result, we began teaching assessment earlier in the year and made the links stronger for the teacher candidates and, therefore, for the associate teachers and their students. From the data, our efforts related to assessment instruction were not meeting the needs of the various stakeholders. We have included at least six hours of additional teaching and practice in this area. When these changes were made it was immediately evident how much more confident our students were in carrying out assessment and evaluation in their practicum block.

It was apparent from the data that a school district-university partnership such as the YRDSB and the OISE/UT Doncrest Option can foster a blend of theory and practice. Many associates referred to their prior experience with theory-laden pre-service programs where the practice of effective strategies was not pursued. However, our research revealed that most of the participants felt that the Doncrest Option is giving their teacher candidates a rounded program that brings theory and practice together. As one of the associates commented, *the Doncrest Option students settled more readily into the classroom routines with a sense of familiarity that seemed to put them more at ease* (Field Notes, 2003). She reported that both of her candidates *understood the theory and appreciated seeing the theory in practice with students before they were required to practice it themselves* (Field Notes, 2003).

Our data from principals who hired our students revealed that, for the most part, they were satisfied with the knowledge and competency levels of their new hires. However, they had some concerns around their ability to handle stress and classroom management (Field Notes, 2004). The principal's answers regarding knowledge of instructional strategies, planning and collaboration were highly favourable with respect to the instruction they receive from the Doncrest Option instructors (Field Notes, 2004).

CONCLUSIONS

Our research strongly supports that having a common instructional language is important in the pre-service/associate teacher relationship. That is easy to say. This was very difficult to do. Two years of intensive systemic work went into preparing for this process to unfold. We needed the support of teachers, principals, district consultants and district administration - they all had to have a common language. This study created the space for us to reflect on our efforts - to take the time to talk to our students and their associates beyond the normal conversations. We learned that what we were doing was wise. It was appreciated. It was making a difference. This provided us with more than our personal experiences and intuitions to guide our actions. In listening to their voices and merging it with ours we are encouraged to continue.

When associate teachers and teacher candidates understand and practice the same teaching strategies, tactics and skills, their experience is much less stressful because

they are being successful in their role of mentor and learner. Drake and Basaraba (1997) concluded in their study of collaborative partnerships that each participant finds satisfaction in the interests of the other; success is experienced when both parties share a common language and goal. Interestingly, the principals, because they are involved in this systemic effort, are actively hiring as many of our students as they can.

Belenky, Clinchy, Golberger & Tarule (1986) refer to the participants in this kind of collaborative landscape as "connected knowers" (Cited in Christiansen, Goulet, Krentz, & Maeers, 1997, p. xvii). In our study, both associate teachers and teacher candidates expressed the same feelings about the value of collaboration for feedback and improvement in instruction. This "connected knowing" contributed to a safe environment for learning to take place. This data was affirming for us as instructors in this program. It was our intention to match associate with teacher candidates in order for them to work together in understanding what makes an effective learning environment for students. We believe that this collaboration must be done in a trusting and safe environment. When a common language is absent and/or the associate teacher discourages risk-taking, teacher candidates do not have as powerful a learning experience with their associate teachers.

Additionally, this project revealed a significant impact on associate teachers. Working together as a learning community enabled both partners to reflect on their teaching so that they were better able to understand how various strategies affected their students. For example, they were both often playing with an instructional series for the first time — they both understood it, but were both curious as to what would happen — as one taught, the other could attend to the impact on their students. Bennett and Rolheiser (2001) explain that this meta-cognitive function is important in order to deepen the learning process. The data clearly showed that learning was reciprocal. Associates who were "playing with" and learning the strategies themselves benefited from watching and reflecting on their teacher candidate's use of the instructional processes. Other times, our preservice students were hesitant and their associate would mentor them through the planning and teaching. Some of the methods, such as Teams Games Tournaments, are complex in terms of transitions, so having an extra person to assist with the first time implementation was a godsend. Clearly, the Doncrest Option learning community fostered an increasing instructional intelligence as both associates and teacher candidates worked together to respond to the provincial curriculum and the needs of the classroom students. As we have argued, teachers must employ a thoughtful and judicious selection of strategies to meet the growing demands of the profession. As a result of our inquiry, we will make every attempt to match our teacher candidates with associates who share a common ground with the Doncrest Option.

From our perspective as instructors, this inquiry gave us insight and clear directives for how our programming should proceed. We felt affirmed in our teaching of instructional strategies, concepts, tactics and skills. As instructors, we often share ideas and make sure that we utilize "instructionally intelligent" practices in our teaching so that the students are learning about ideas that they are seeing in practice. In response to the concerns around classroom and stress management, we felt it was impossible to cover any additional topics. The students receive approximately 18 hours of direct instruction in classroom management, as well as, several more hours incidentally throughout other classes. Our reflections led us to the conclusion that some aspects of teaching must be honed and learned on the job.

As with all new ventures, there are highs and lows as we try to create a program that strengthens the instructional repertoire of teachers who are embarking on a very challenging career. From our research we were able to determine areas that need improvement and areas that simply need minor alterations. One area that emerged was the need to assist some students to deal with stress during their practicum. Some associates that we thought were strong, were not as strong as we thought in certain instructional areas, such as, how to structure groups effectively and how to frame questions. Our students did not grow in those areas in those classrooms. We realized we would have to provide additional support or find different associates. We were also able to view successful aspects of our program that have been applauded by all participants and the York Region District School Board, such as, training our students in TRIBES to facilitate creating a caring learning community, students designing rubrics for assessment, and planning lessons and units that integrate a variety of instructional methods to meet the diverse needs of students. Through our work in the Doncrest Option, and as a function of this research, we are able to ascertain that a school district-university partnership where all stakeholders have a common goal and language is a powerful means of increasing instructional intelligence. Fullan (1993) argues:

> Teacher development and institutional development (of universities and schools) must go hand in hand. You can't have one without the other. If there was ever a symbiotic relationship that makes complete sense it is the collaboration of universities and school systems in the initial and on-going development of educators. (pp. 120-121)

Although important, universities and school systems are often unintentionally impersonal. As teachers, we have to take the time to squeeze in between those two systems to inquire into what we are doing. We must take the time to step back and *ask,* not simply *assume* that what we are doing is 'okay.' In this study, we were able to determine that what we are doing is, indeed, "okay" in many areas, and we also discovered ways in which to improve our practice.

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Research as a Stimulus for Learning and Development

AIM AND CONTEXT

This self-study is set in the context of my Ph.D. study on a collaborative science-learning project (a Science Learning Community) that was developed at a secondary school in a major metropolitan centre in Australia. In this paper, I tell part of the story of my apprenticeship as an educational researcher while engaging in the Ph.D. study. The aims of the self-study are twofold: to describe and interpret how my learning and development as an educational researcher occurred while doing research and to outline how my learning is further enriched by reflecting on the research processes through this self-study.

The development of the science learning project in the school was collaborative and involved diverse stakeholders - the school principal (Bernadette), deputy principal, Head of the Science Department, project consultants, the teacher in the project (David) and the researcher (me). The first of three bimonthly project meetings was held in June 2002, with the project commencing in the school in early August 2002 and running until mid November 2002. Discussions about the possibility of implementing a similar project in the school continued during 2003.

In this paper I reflect on how my actions investigating an emerging community of enquiry contribute to developing my identity and knowledge as an educational researcher. Drawing on the notion of a "nodal moment" (Bullough & Pinnegar, 2001, p. 16), I develop the notion of a "learning episode" to denote the wider and complex circumstances through which learning has occurred and future development is possible. One episode that involves my interactions with two participants in the research project, David and Bernadette, is interpreted according to a particular theoretical lens. It is through the use of this interpretive tool that I try to contribute to methodology of self-study. Finally, the impact of this self-study for my future practice as an educational researcher is outlined.

METHOD AND BACKGROUND

My role in the project was two-fold: as a learning facilitator in the online community and project researcher. I met Bernadette and David at the first project planning meeting in June 2002. David and I had regular contact over a period of six months by email and direct face-to-face interaction. Our email communication continued during 2003, although with less frequency, in anticipation of another project commencing at the school. My interaction with Bernadette was mainly limited to her participation in the research interviews.

My evaluation of the developmental processes that took place is filtered through a theoretical lens, Cultural Historical Activity Theory (CHAT). CHAT is a theory about human development that has evolved from the theorising and research of Vygotsky (1978) and his colleagues in the 1920s and 1930s in the former Soviet Socialist Republic. Its fundamental tenet is that human societies and human individuals are mutually constitutive (Wells & Claxton, 2002).

CHAT provides a framework for describing and understanding the transformative nature of human action. This theoretical model positions our identity; our beliefs, values and attitudes, our ways of thinking, talking and behaving are located and formed through our everyday practice. However, we do not act and interact in isolation. Our practice is mediated and embedded in a wider social matrix of cultural and historical artefacts and rules that govern and guide our actions and relationships.

Like all forms of activity, educational research is a unique system of human functioning, characterised by distinctive goals and the means for and outcomes associated with the specific activity. In this instance the activity encompasses doing educational research and being an educational researcher. Any instantiation of meaning or performance of a role, such as the role of an educational researcher, is the manifestation of its unique cultural and historical development. Learning and development occur through participation in activity (Vygotsky, 1978) and can be stimulated through the expansive resolution of tensions or differences (intrapersonal and interpersonal differences) inherent in a complex system (Engestrom, 1987). It is through research activity, through doing what an educational researcher does, that one becomes an educational researcher.

The focus of this self-study is one "slice" of a wider research activity. I explore the activities that developed as

David, Bernadette and I participated in an emerging "community of inquiry" (Wardekker, 2000, p.269). Although analyses indicated that learning and development were evident for other project participants, for the purposes of self-study, I limit the focus to my own learning and development.

Data sources for this self-study were email correspondence and interview transcripts with David and Bernadette, methodological field notes and my personal learning journal. These data sources are *in situ* artefacts from my actual practice of being an educational researcher in this context over a 12-month period. It is anticipated that through the diversity and nature of these artefacts, positioned as "real" and "situated" remnants of human activity (Silverman, 1985; Minichiello, 1995), a more comprehensive characterization of the complex activity will ensue. In addition, the personal nature of the autographical and biographical data contributes to providing more intimate and richer insights into the thinking and feeling of the participants (Bullough & Pinnegar, 2001).

Qualitative data analysis was an iterative process involving repeated readings and annotations of the data sources. Codes and categories were assigned to segments of the texts and emerging themes compared and contrasted.

After preliminary data analyses, I identified some "learning episodes" that were significant to my learning and development as an educational researcher. One episode that could be validated more fully by existing data is described and interpreted in this paper.

FINDINGS
How did learning occur?

My activity with David developed quickly during the initial 6-month period when the first project was taking place in the school and has been sustained for over a year since its completion. Our interactions served many purposes: social, personal, educational, and research-oriented. We shared our mutual interests in research, activity theory, education and social justice. Educational literature and the science learning project itself were sources of mutual reflection and discussion.

Our activity was characterized by mutual processes of need fulfilment. David's expressed needs were met by me through the provision of articles on activity theory and other educational resources, technical assistance and moral support. In turn, David greatly assisted me in the research endeavour by including practical assistance with handing out and collecting student research forms, collecting and saving artefacts from his practice for my analysis, participating in interviews and interpreting interview transcripts.

The relationship that developed with David was comfortable. In the beginning, our shared and familiar histories and experiences as science teachers created a sense of camaraderie. Over the course of the first six months, a relationship based on mutuality, respect, shared interests and trust developed. We were comfortable

enough with each other to be able to share personal experiences and perceived inadequacies (as indicated in the learning episode). Our initial roles (learning facilitator, researcher and teacher) were expanded to include interchanging roles of friend, co-learner and mentor.

Analyses of David's interviews indicate a free exchange of his ideas. I reflected upon David's first interview in my methodological field notes:

I believe that David and I have a good rapport with one another; we developed a good relationship at the workshop; I sent him some activity theory info and gave him another one today. David was able to talk a lot about his experiences; when/if I interrupted/ (sic) or if his train of thought was broken he would make a point of coming back to it. He seemed to really want to get his opinion across/ (sic) or be helpful to me… David was very forthcoming, there were no long silences…often he did go off on a tangent. (September 27, 2002)

The nature of the activity with David provided a fruitful environment for the analytical procedures associated with research to be enacted. In the first interview with David, probing questions to clarify and develop understandings were not evident; however, we can see from the extract above that David talked a lot about his experiences during the interviews. This meant that exploring his experiences did not require a great deal of probing and analytical effort on my behalf.

The nature of the activity between Bernadette and me was different. I wrote in my methodological field notes: "*At times I was disappointed by Bernadette's responses: not as deep or broad as I thought they would be. Some responses were brief*" (November 28, 2002). My disappointment indicates that the insights gained from my interview with Bernadette were inadequate. The superficiality and brevity of her responses highlight the conditions that fostered the emergence of a need to ask analytical questions.

My interactions with Bernadette were limited to our mutual participation in three project meetings, one preliminary and one follow up interview and exchanging two emails over a five month period. The relationship with Bernadette was brief, intermittent and focused entirely on the research. The relationship appeared one sided: Bernadette served the purposes of meeting my research needs. I positioned Bernadette as a research subject and she positioned me as a researcher.

The nature of these relationships evolved out of the purposes and constraints of our shared activities. In regard to my activity with Bernadette, her role in the school as a busy decision maker and leader, and her role in the project as a "conductor" of the wider activity rather than a participant in the online learning community, did not necessitate opportunities for reflection and ongoing collaboration with me personally, so that a deeper relationship based on mutual interests and shared experiences could develop.

The learning episode

This learning episode emerged whilst conducting interviews at the project site. As the school was a 3-hour drive from my hometown, interviews had to be organised in advance and I had to maximize my time spent there. On this occasion, I spent two days at the school conducting interviews with David and Bernadette and one other project participant. On the first afternoon I interviewed the school principal, Bernadette, which was a source of reflection overnight. The following is the comment I made to David the next morning during his interview:

> "Oh look I just love the research, I really do…but I was thinking last night, one of my problems is that…I don't like putting people on the spot, and I noticed this with Bernadette yesterday, there was a question I was really busting to ask her and I was thinking no, as I said I didn't want to put her on the spot, you know, but I'm going to see her…if I can ask her today (laughs), you know, but I really enjoy it, just seeing how it all fits together. Yeah, it's great…" (November 29, 2002)

In this comment, I express a realization about particular personal inadequacies and sensitivities: "I don't like putting people on the spot." Asking certain types of questions in this setting had the potential to put people on the spot. I also demonstrate an understanding that asking such questions is part of the practice of being an educational researcher and that these personal sensitivities would need to be challenged in order to enact this role.

Although, these understandings were expressed and shared with David during his interview, the learning outcome emerged as a result of the interview with Bernadette. How do we account for this?

How can we further our understanding of the learning episode?

This learning episode can be understood as having evolved out of interpersonal differences within my activity with Bernadette: differences in existing roles, purposes and actions were apparent. The impact of these differences were twofold: (a) they contributed to creating an activity that impeded or made it more difficult for me to ask probing questions; and (b) they contributed to creating an activity that necessitated the need to do so. In the process, however, these differences stimulated learning and development of the researcher (me).

By comparison, tensions within the activity with David were not as prominent. Our activity was safe and comfortable, born out of our deeper relationship, shared histories, collaborative actions and mutual interests. Not only was it easier for me to gain insights into David's experiences without having to probe deeply, but I suggest that if and when the need to ask difficult questions arose, I would have been comfortable doing so.

Was development evident?

In this learning episode I was poised between two states of being and doing: one from the past and one as an imagined possibility. Having one's awareness raised, as indicated in my comment to David, does not necessarily presuppose future expansive development. Poised on the brink as I was, I faced choices about remaining in my current mode or developing my skills and identity as an educational researcher.

Development was evident, though, when the new insights were put into practice later that day, when I did indeed ask Bernadette the questions "I was really busting to ask her." Analyses of the "follow up" interview with Bernadette indicated that the urgent question involved ascertaining deeper insights through probing and interrogation. Furthermore, analyses of the interview with David indicated a renewed vigour and confidence in the pursuit of understanding that was not apparent in his first interview. In one part of the interview I pursued and clarified an issue raised by David, in a lengthy exchange involving a series of six elicitations and using various interview techniques: funnelling, direct questions, and paraphrasing. Through this interview I was able to enact and develop my analytical competencies as an educational researcher.

Further reflection

This learning episode demonstrates my experience of an intrapersonal tension arising from a misalignment between the demands of the situation and my existing personal capabilities and identity. There was a tension between my "busting" desire and awareness of the need to ask Bernadette a question as part of the role as researcher and my inability on that particular occasion to do so.

The task of asking probing questions characterized a new activity: involving analytical procedures in an effort to produce valid explanations (Labaree, 2003). The transition into this new professional role required me to move out of my comfort zone, with familiar and habitual ways and purposes of asking questions, to develop new competencies. It also required a personal challenge and transition in dealing with my feelings of vulnerability and sensitivity.

Labaree (2003) notes that analytical practice is one of the challenges that teachers like myself encounter when embarking on a doctoral program to become educational researchers. He concludes that differences in world views between teachers and educational researchers, born out of the nature of these practices, creates a cultural divide which must be either traversed or narrowed if one is to make the successful transition to educational researcher.

OUTCOMES OF THIS SELF-STUDY

Analyses of my practice as an apprentice educational researcher through this self-study were a stimulus for further learning and development. Two insights emerged that are significant to my future practice as an educational researcher and have wider appeal. These are outlined below.

Insight: The relationship between researcher and research subject is crucial to the research endeavour

In this self-study, I concluded that the close relationship between David and me provided a fruitful environment for adequate data collection. This finding is reinforced and well documented by other studies (Silverman, 2000; Minichiello, 1995). However, while these authors note that a more intimate relationship between researcher and research subject is a recommendation for and consequence of the rich and comprehensive character of qualitative research, they also observe that such relationships can create methodological and ethical problems. This highlights the notion that the research endeavour, like all activities, is fraught with tensions that must be negotiated and resolved by the practitioner in a particular context. Importantly though, my analyses have also indicated that the rapport and closer relationships between researcher and research subjects cannot be manufactured: they evolve out of the unique purposes and interactions within a specific research activity.

Insight: The differences and tensions that we encounter during research serve as sources of learning and development

In this self-study, I interpreted my learning and development in one particular instant that arose from interpersonal tensions within the research activity. It was from a problem encountered through doing research that I became more aware of my own personal sensitivities and was challenged to develop my skills if I wanted to embrace a new role as an educational researcher. During the research process we have all encountered "easy" and "hard" interviews. Although these and other difficulties often evoke strong emotional responses in us as our status quo is challenged, we need to embrace them for their learning potential for beginning and experienced educational researchers alike.

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My "I'm a Racist" Story: Why Don't I Tell It More Often?

At the end of the 4th Castle Conference, a group of attendees met to explore having the theme of the next conference include a focus on, if not entirely center on, diversity. Two lively debates of this proposal ensued among attendees and others on internet discussion lists associated with the S-STEP SIG, one immediately after the conference and one a year later as the program committee for the next conference sought consensus for a theme. One of the original organizers of the call for a diversity theme found it "significant that there is resistance to theming the next Castle conference around diversity" and she challenged her correspondents to "articulate their resistance, reflect on it, enter into a situation to see it in a reflexive light. As people, we rarely resist what we don't feel defensive about." (Bass, listserv message, August 16, 2002)

I took up this challenge by reflecting on the ways in which I address and avoid addressing diversity in a course that I teach to preservice teachers who are virtually all white, middle class, Mid-American Christian daughters of two-parent families – just like me at their age. The inclusive philosophy underpinning the standards for the early childhood education program guides us to prepare our future teachers to accept as a full citizen any child who walks into their classroom. In the course I most often teach - Child, Family, School and Community Relations ("Relations" for short) - I take this philosophy beyond the classroom to the family. My stated goal is to prepare teachers to forge a full partnership, based on two-way communication, with any and all adults attached to each child, no matter how unfamiliar or uncomfortable the teachers may be with family types very different from their own.

Self-study colleagues who shared stories and strategies for addressing diversity issues at the third (Brown, 2002; Griffiths, 2002) and the fourth Castle conferences (Bass, 2002) challenged me to confront a persistent approach-avoidance conflict that I have in pursuing my stated partnership goal. I have nearly a decade of artifacts from the ongoing development of this course, documents for each class as well as transcripts and notes from self-study groups in which I shared my successes and my abject failures in teaching various versions of the course. In a preliminary analysis of these data, I discovered a very wide range of topics falling under the aegis of "diversity." However, I have given racial diversity much less attention than gender, socioeconomic status, ability, family structure, or even ethnicity apart from race. One of the beliefs animating my practice is that my Iowa students seriously lack preparation for the racial diversity they are certain to encounter in teaching, even if they teach only in Iowa. The fact that I fail to give racial diversity higher priority in my class, however well I may address other forms of diversity, brings me up short.

Colleagues and readings helped me to generate possible reasons for my inconsistency in implementing in my practice this belief in my students' need for explicit preparation for racial diversity. The following four seemed most compelling to me:

1. After Lis Bass (2002), I may be resisting because of my own defensiveness.
2. After bell hooks (1994), I may fear "a possibility of confrontation, forceful expression of ideas, or even conflict" (p. 39) in my classroom.
3. Or rather than fearing conflict myself, I may be acknowledging my students' conflict avoidance, the "Minnesota Nice" ethic of the Upper Midwest in the USA (see endnote from Keillor, 1985; Ryan, 2003), and therefore not knowing how to push them without my efforts being counterproductively dismissed as "rude." As Bill Ayers (1997) points out, "But race is unspeakable. 'We don't talk that way'" (p. 131).
4. After Ruth Frankenberg (1993), I may just be at a loss about how to counter the race-evasive and power-evasive strength of "colorblindness" among my students, as supported by an institutional racism not unlike that faced by Mary Lynn Hamilton (2002) in a neighboring state.

For sorting out these possible reasons, I framed my method as a self-study with a focus on my own teaching practice. It is not a study of my students' beliefs and practices per se, however much I depend on data from them to inform my self-study; neither is it a study of the practice

of multicultural education, at least not as it is so often relegated to methods courses in social studies. Although I began my study by looking at my preparation of teachers for diversity in general, racial diversity struck me as particularly problematic.

In general, I use standards to justify the position of diversity in my teaching. As a beginning teacher educator at my current university, I helped to develop standards for a new certification unifying early childhood education and early childhood special education. Nearly nine years after this endorsement entered the state code, the early childhood education program at my institution is still engaged in a process of changing what and how we teach. The most sweeping change has been to infuse into every early- childhood-specific methods course preparation for teaching in classrooms that include young children with a wide range of disabilities. Doing so has entailed more or less intensive professional development to equip primarily "regular" education professors to handle "special" education content. Artifacts of my practice across this period (syllabi, assignments, class notes, computer-mediated discussions and postings, reflective journal entries) clearly document a journey to the increased centrality of diversity in terms of ability/disability in all the courses I teach.

Other kinds of diversity are less systematically addressed in the early childhood education program, with much less institutional support to learn how to do so. Over time, those of us who teach the "Relations" course, including the only African-American professor of early childhood education, have designed more opportunities for candidates to master the Endorsement Standard 1.3 - "Recognizes that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning" (Council of Chief State School Officers, 2003). In examining artifacts across the years for my classes of "Relations," I was dismayed at my inconsistency in addressing racial diversity, in glaring contrast to steadily increasing attention to disability and to many other kinds of diversity. In the following sections, I will discuss each of four possible reasons for my inconsistency in implementation of my stated belief in the need for explicit preparation of our teachers for racial diversity.

1. I MAY BE RESISTING BECAUSE OF MY OWN DEFENSIVENESS.

Enora Brown's (2002) model of personal narrative as a means for making visible the place of race in one's identity formation resonated with some of my autobiographical reflections and the use I made of them in my teaching. In one collaborative self-study group (Fitzgerald, Farstad & Deemer, 2002), my colleagues and I were inspired by a joint reading of Bullough and Gitlin's *Becoming a Student of Teaching* (1995). I began to share with my preservice teachers more of my own journey to teaching as a way of giving context to the goals and objectives that I set for them. I did not have a written form for the words I used, and found the bits that I shared to change from term to term, and even to differ within the term from one section to another.

But on occasion I told some version of my "I'm a racist" story: I was raised in 4 locations in Iowa, each less diverse than the last, until I was in the county seat of the whitest county in the United States. In addition to having little personal experience with racial diversity, I had working-class relatives who entertained family gatherings with racist jokes and admonitions against racial mixing. How could I not be racist with that upbringing? And yet, counter-currents swept me off to college in Chicago where I came to see and to claim my racism and to be taught how to work against it. I tell my students that still, all these years later, I am a racist in many ways, but I am committed to being aware of and to working against my racism consciously and conscientiously to the best of my ability.

Common across versions of my personal narrative was the reason I gave for returning to academia after ten years working on education change issues in Chicago: I had seen too many good teachers leave the field because they were unprepared for any kind of diversity and for working with adults with whom they shared their students. During my first years teaching in Iowa, a number of students vocally resisted my diversity agenda, but that resistance evaporated after the local community experienced a large increase in non-English-speaking immigrants. However much they may have relied on de facto segregation to plan a future in which they would teach children similar to themselves in background, they now saw immigrants "desegregating," sometimes in their small hometowns with the sponsorship of their family's own church. Often the educational autobiography that I shared included my own experience of an expectable characteristic of Iowa culture, welcoming refugees from war (from Cuba in my elementary school, from Southeast Asia in my siblings' schools, and currently from Bosnia and Kosovo). I also told about my daughter's experience as a racial minority in African-American-majority public schools in Chicago, a part of my story because I deliberately chose those schools for her. One moral of my stories was: "Like you, I experienced little diversity in my pre-collegiate Iowa education; like me, you are likely to experience more diversity as an adult than you were prepared for by your childhood."

Although I have worked hard to cultivate an awareness of my defensiveness about race, my reflections and other data about my teaching lead me away from seeing this as the major explanatory factor for the times that I avoid directly addressing racial diversity. In particular, on the rare occasions in which I have students who are members of racial minorities, I find it easy to address racial issues with them directly (they nod approvingly at my "I'm a racist" story.) However it is in those very semesters that I am most likely to avoid addressing publicly race in the class. This argues for the possible reason that:

2. I MAY FEAR "A POSSIBILITY OF CONFRONTATION, FORCEFUL EXPRESSION OF IDEAS, OR EVEN CONFLICT" (HOOKS, 1994, P. 39).

As a child of an Upper Midwest culture that values conflict avoidance, a.k.a. "Minnesota Nice" (Keillor, 1985 and endnote below; Ryan, 2003), I struggled for years in college and graduate school at an institution that prides itself on critical thinking and the passionate discussion of conflicting ideas. I overcame my background enough to win three degrees from that institution. However much I may now enjoy such intellectual stimulation, I retain empathy for my conflict-avoidant fellow Iowans, and personally continue to avoid confrontation, if not conflict. As a new faculty member returning "home" after a quarter century away from Iowa, I joined a multidisciplinary study group reading bell hooks' newly published *Teaching to Transgress* (1994). I used that book as a guide, and my colleagues as supporters, in overcoming my own conflict avoidance when addressing diversity issues in my classes (Hill, Fitzgerald, Haack & Clayton, 1998).

However, it is a fact that I am most likely to avoid foregrounding the issue of racial diversity when members of racial minorities are students in my class. My after-class reflections on this avoidance indicate lack of confidence in my ability to use discomfort productively, celebrating visible difference without inadvertently supporting marginalization. Most of my students of color, having chosen a predominantly white university, are more likely to have explicit strategies for dealing with racial diversity than my students, for whom this particular student of color in my class may be their first personal encounter with racial difference. While acknowledging the inequity of effort it requires on their part, I am delighted when a student of color shares experiences with discrimination, intended or unintended, or otherwise makes it difficult for the majority students to ignore racial diversity. When such a student is "non-traditional," a parent returning to college to finish a degree or a practicing teacher, or when the student is a citizen of another country on a student visa, I worry less about "managing" the discussion to prevent harm. My greatest discomfort occurs when the primary identity of the student of color differs in few ways but race from peers in the class. Virtually all of the non-traditional and international students are deeply imbedded in communities of reference beyond the campus. For college-age students of color living on campus, being treated as "other" in class can intensify feelings of isolation (Smith, 1991).

Clearly I am not able to fully dismiss this possible reason, nor the related one:

3. "WE DON'T TALK THAT WAY" (AYERS, 1997, P. 131): IF PERCEIVED AS "RUDE," MY EFFORTS MAY BE DISMISSED.

One local story that supports my efforts to orient students to ethnic diversity is the story of Postville, hometown to some of my students (Bloom, 2001). National as well as local newspapers have been carrying stories of clashes between the "native population" (descendents of 19th century Catholic and Lutheran immigrants from northern and western Europe) and either the higher status Labovitcher Jews (a "race" in many Iowan's eyes) from New York who suddenly moved into this relatively isolated rural town to open a kosher meat-packing plant, or the immigrants of many colors and tongues from all over the world hired to work in this industry (about 30 nationalities among the roughly 2200 inhabitants). The most recent flap involved the *Chicago Tribune* newspaper quoting a Postville councilwoman who characterized "some in Postville's Jewish community as rude" (Simmons, 2003).

Student evaluations of me as their instructor, and an ethnographic evaluation of one of my classes conducted by a doctoral student, document my "rudeness." Specific incidents seemed to fall in the category of the Big City rudeness that the Postville councilwoman found so offensive, a violation of "hidden rules" (Payne, 2001) about being nice. From the perspective of white middle-class privilege, what people in subordinate groups learn to see as rules not to break without consequences, however arbitrary they seem, the privileged person sees as just "normal" or "human nature." Hidden rules with which I had grown up became visible to me not only as I crossed social class and rural-urban boundaries in my own life journey, but also as I studied sociology and anthropology and lived abroad. I am quite aware of how easily authority can be dismissed when wielded by someone deemed "rude." Telling my "I'm a racist" story risks rudeness, but at least it is just me talking about it. My dilemma is to find a way to force attention to taboo (i.e., maximally rude) topics like race in a way that overcomes easy dismissal for having broken the rule that "We don't talk" about race.

In other words:

4. I MAY BE AT A LOSS ABOUT HOW TO COUNTER "COLORBLINDNESS."

One assignment, investigating a "different family type," has survived my annual syllabus rewriting in one form or another every term. Briefly, students envision their first parent-teacher conference in their first full-time teaching job and are asked to answer the question: "With what kind of adults, from which family type, would you be least confident about your ability to forge a full partnership, talking with ease in two-way conversations, as you share a child in your classroom? Try to pick a family type least like the family in which you grew up." Over time I have abandoned a library research paper format when the assignment too easily supported preexisting stereotypes (prejudices) rather than challenging them. In the beginning I provided a range of family types to choose from by giving them readings to explore, not only the usual print media of textbooks, biographies, autobiographies and novels, but also movies, television dramas or documentaries, and radio programs. More recently, I support a more "evidence-based" choice, asking them to rank by

familiarity a set of 11 different family types (chosen from the set generated by past classes as well as from textbook typologies) and then pick one of the 3 least familiar with which to become more familiar.

Regardless of method used, my students rank racial and ethnic minority status in the middle – neither most nor least familiar, except for the one or two students a year who themselves are members of or have lived with members of minority groups. The family type that students most often choose to investigate as least familiar is that headed by same-sex parents; indeed, it is the most common choice of the few students I have had who are members of racial minority groups. To my great surprise, another contender for least familiar is the single-parent family. Given statistics about the prevalence of single-parent headed households in the United States, a disproportionately large number of candidates for teacher licensure in our early childhood education program have been raised by both biological parents in one household. If they truly struggle to understand one of the most common family types they will encounter in their classrooms, how much less prepared are they for even less prevalent (i.e., "minority") family types?

Guided by allegiance to a tenet of my constructivist teaching philosophy, that student interest and choice should be weighed heavily in curriculum design, I have allowed them to focus on what they identify as least familiar and most anxiety provoking when contemplating a close partnership. And yet a variety of data sources (including reports of the few minority students who are in the program) indicate that many more of my "mainstream" preservice teachers that can identify themselves as such are much less prepared for partnership with members of racial minorities than they report. My constructivist teaching philosophy certainly does not prevent me from directly teaching my students things that they have not specifically chosen to learn. So why do I not push them harder to "trouble" their "colorblindness?"

I have examined artifacts of my practice in light of these four possible reasons, and I have found some support for each of them. However, the most support is for the fourth, lack of knowledge and skill in preventing color-evasion and power-evasion (Frankenberg, 1993). This discovery has led me, in the last two terms of teaching two sections each of my "Relations" course, to make a conscious effort to be sure to tell my "I am a racist" story. In the tradition begun by Morwenna Griffiths (2002) of telling a "small tale" of working for social justice, I would like to share my story and how I am using it to cut off moves, by myself as well as by my students, to evade facing white privilege. I would like to invite other participants at the Castle Conference to share similar stories. And as the International Handbook becomes available, I intend to use the recommendations of the authors of the social justice chapters to interrogate these stories. I would hope that I and other participants would leave Herstmonceux with plans of action for continuing to address diversity in our reflective/reflexive practice as teacher educators.

ENDNOTE: In "a dramatic complaint against his upbringing," one of Garrison Keillor's (1985) fictional Minnesota Lutheran characters types up his *95 Theses 95* manifesto, of which number 9 is:

> You taught me to be nice, so that now I am so full of niceness, I have no sense of right and wrong, no outrage, no passion. 'If you can't say something nice, don't say anything at all,' you said, so I am very quiet, which most people think is politeness. I call it repression. (pp. 251, 254-255)

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Using the Voices of Students as a Text for My Teaching

As a teacher educator working with preservice teachers in a graduate program, students have asked with great skepticism, *How can studying my own teaching constitute research?* (M.V., 2001). *Wouldn't it be more useful to do something on curriculum, or homework, something that would directly affect my teaching? If I don't know anything about teaching, what could I possibly learn from myself?* (C.J., 2003) I am amused now when I hear these questions because they are similar to the ones I asked a number of years ago when I first became familiar with the area of self-study. But I am convinced of the value of self-study in the lives of preservice teachers and teacher educators, and I now have a number of students conducting self-studies for their master's papers.

PROGRAM CONTEXT

The participants in this study were enrolled the Master of Education in Teaching (MET) program at the University of Hawaii. The two-year preservice graduate program emphasizes inquiry, reflection, collaboration, and involves extensive field experiences. Throughout the two years of the program the students are required to spend 12 hours per week observing and teaching in schools the first year, and student teach and intern during the second year. The students are encouraged to make connections and construct meaning from their integrated coursework, field experiences, reflective journals, readings, journals, and assignments. They are required to inquire into questions about teaching and learning, conduct action research, and write a master's paper. The questions and problems that arise in the field become the focus of the students' inquiry and research. The program is grounded in the following research. Classrooms and schools are viewed as "research sites and sources of knowledge that are most effectively accessed when teachers collaborate, interrogate and enrich their theories of practice" (Cochran-Smith & Lytle, 1993, p.63). Teacher development and learning require problem identification and problem solving through continuous reflection, active involvement, and professional inquiry into one's practices (Dewey, 1929; Schon, 1983, 1987; Cochran-Smith,1990).

AIMS/OBJECTIVE

Given the emphasis on inquiry and reflection in the program, I decided to systematically explore the major assignments that the students do in the program to see how the assignments have influenced the preservice teachers' beliefs and approaches to teaching and learning. For the past seven years I have taught the graduate core courses, as well as supervised and advised the MET preservice teachers. Consequently, I had numerous papers and examples of assignments such as student inquiry projects, ethnographic portraits of the school, action research studies and the students' master's papers. As I went through the assignments (data sources), I decided to focus this study on the master's papers of some of the MET students I have advised. What intrigued me was the trend I noticed in the number of self-studies my students were writing. Although I found that the majority of my students conducted curriculum implementation action research projects, eight students conducted self-studies that examined their experiences during the two years of the program. As I read and reread the students' self-studies, I realized how the students' stories and their voices had so much to teach me. Taken altogether, their voices allowed me to see the MET program from the perspective of the students. The papers, written at different times over the seven year period, chronicled the students' personal and professional experiences, their struggles, their conflicts, and the process they went through on their way to becoming a teacher

METHOD

The research was designed as a collective case study (Stake, 1994) involving data obtained from eight participants. The individual self-studies were compared and contrasted to explore their two-year journeys in the program, the challenges encountered, and their evolution to becoming teachers. Of the eight participants, four were males and four were females. Six of the participants were high school preservice teachers (four science majors, one math, one English), and two were elementary preservice teachers.

The data for this study came from the following sources: the students' self-studies and my analysis of their self-studies. The students' master's papers examined their experiences over the two years in the program and drew upon a wide range of data sources (their philosophies of education, reflective journals, critical incidents, action research papers, lesson plans, videotapes of their teaching, etc.). I encouraged them to reread and reflect on their assignments and papers, and use qualitative research methods to analyze the data to discover themes and issues that emerged from their writing. Drawing upon the work of Clandinin (1993), Gudmundsdottir (2001), Cole and Knowles (1993, 1998), they wrote self-study/narrative inquiries about their two years as preservice teachers. The writings of the preservice teachers were analyzed using the method of constant comparison (Glaser & Strauss, 1967) to identify recurring themes. I analyzed the students' master's papers for themes and emerging patterns across the different papers.

RESULTS AND DISCUSSION

The self-study/narrative inquiries revealed powerful information about how these students lived their stories of teaching and learning, and how their prior experiences shaped their thinking and their beliefs. Although each story was undeniably unique, the stories had a number of common themes. A major theme that emerged from the analysis involved the conflict between their personal theories and the realities of teaching. In many cases, as their idealism waned, it was replaced by the theme of fear and uncertainty. In several cases, the struggles the students encountered were so intense that they questioned their desire to be a teacher. *What kind of teacher was I if I felt this way about my students? Was I even a teacher? Was I in the wrong career after all?* (O.W.) Another posed the question, *Why Teach? Did I enter teaching for the wrong reasons?* (M.J.)

Themes

The primary themes that emerged form the papers included: personal theories, belief and practice contradictions, fears, classroom management, and the shift from self to students.

Personal theories

A consistent theme was the preservice teachers' explorations of their personal theories and evolving philosophies of education. They examined how their beliefs and personal theories were shaped by their experiences prior to entering the program. *Initially, I was so concerned about the emotional well being of the students that I truly forgot to think about what they would be learning and how.* (T.D.). The preservice teachers discovered how their images of teachers had been shaped by their prior experience as students, as well as by exposure to the media images of teachers. *I don't want to sound like the teacher in the Chalie Brown cartoon-Charlie Brown, whaa wha wha whaaa.* (V.M.). *I think I was so influenced by Stand and Deliver and The Dead Poet's*

Society that I never realized the reality of teaching. (O.J.) They saw how their philosophies and theories about teaching were altered by their teaching experiences.

As they attempted to understand and recognize their personal theories, they asked the question, *Do I practice what I preach?* (M.J.). Through their reflections they uncovered contradictions in their personal theories and beliefs. All four science majors discovered that although they criticized the way they learned science as *too structured* and *too rigid*, they found themselves resorting to traditional teaching styles: *lecture driven* and *text centered*. They felt that they did not create learning environments that encouraged student inquiry. They mentioned how their undergraduate experiences were focused on content and facts, and how this transferred into how they taught.

Three of the preservice teachers used metaphors (surfing, driving lessons, navigating the high school seas) to explore and uncover their theories and assumptions about teaching. In her philosophy of education paper, one preservice teacher stated, *I am the ship's navigator on the vast sea of teaching and learning experiences. I am not the ship's captain.* However, at the end of the self study the preservice teacher revised the metaphor. *At times I am the a navigator suggesting directions for the student-explorers, other times I become the captain providing needed knowledge and explicit orders and sometimes I even get to become a student-explorer myself.* (V.M.)

Another preservice teacher used surfing as his metaphor for learning to teach. He compared surfing to teaching a lesson.

> *Before paddling out for a session I often watch the waves, surfing mentally. Following each wave I reflect upon the previous ride. I think about what went w ell or what I could have done differently. I try to learn from my actions with the hope of improving and learning from each single ride. (M.J.)*

One preservice teacher who was learning how to drive during the second year of the program gained insights into herself as a teacher from her learning to drive metaphor. She reflected on her frustrating experiences and how her driving instructor, her father, could drive but not effectively teach her. Likewise, although she was a brilliant in her content area, she could not convey the material to her students. In addition, she realized that *it was not enough for a teacher to simply know how to do the problems; teachers must be able to anticipate any possible questions that may arise and problems students may encounter.* (S.A.)

Weaving these metaphors throughout their stories became a powerful way for the preservice teachers to "scratch beneath the surface," to clarify, and compare and contrast their theories about teaching by using concrete examples from their own experience.

Fear and uncertainty

The themes of fear and the uncertainty about the decision to be a teacher came up over and over. They wrote about

the fear of failure, fear of making mistakes, fear of judgment, fear of what the students thought of them, and fear of being a fraud. In two cases the fears were crippling and nearly led to the preservice teachers quitting.

- *Fear had power over me… I was scared out of my mind that I was in the wrong profession. (O.W.)*
- *At times I felt like a fraud because my style of teaching that I was putting in action was not emulating my philosophy of teaching. (D.T.)*
- *I did not create a learning environment that encouraged student inquiry. I felt like a fraud. (V.M.)*

Through their self-study, students commented that fear became a catalyst for taking more control of their actions and success.

Shift from self to students

Nearly all of the preservice students discussed a time during their student teaching or internship when they acknowledged a shift in their thinking from being self-absorbed to focusing their attention on their students. In some cases it came about as a result of rereading their journal entries.

The journals were in the most egotistical way only about me and my views. It wasn't about the classes and what could be done to improve the management. It wasn't about the students and what could be done to improve their learning. It was about me and my exhaustion and my growing lack of interest in teaching. (S.A.)

I never seemed to think beyond myself—I had a shallow, superficial approach. (O.J.)

Several others came to the same conclusion. Teaching is not simply about me, it's about the students who trust me to navigate an entire year of their education. (M.J.)

In general, the preservice teachers experienced a shift from being preoccupied with "me," to a concern for the students and their learning. The self-studies revealed as the preservice teachers became more confident, they focused on the students and their teaching performance improved.

Classroom management

The preservice teachers all experienced shifts in their thinking about classroom management. For the most part their early beliefs about management involved giving students considerable freedom and not setting limits. Since most of the preservice teachers had been motivated successful students throughout their school years, they had difficulty relating to disrespectful, disruptive students. They didn't have an image of disruptive students nor scripts of how teachers handled these students.

- *I never thought about classroom management in the proactive sense and didn't appreciate what went into classroom management. I assumed that the students would want to keep the peace. (S.A.)*
- *Upon reflection I have come to understand that my lack of effective management was largely affected by my lack of self confidence and my need to be liked by my students. (V.M.)*
- *I wanted to be liked—more of a friend than power figure. (D.T.)*
- *As a student I never thought about classroom management. I was a good student and ignored the other students. (L.B.)*
- *I had not made the connection between my students' "how do we do it" questions and my not teaching the students procedures.……… I basically chalked these regular interruptions up to the students' inability to listen carefully and follow directions. (V.M.)*

Tell me how to teach

Often times preservice teachers want a recipe, a formula for becoming a teacher. "What hoops do I have to jump through to get my certification?" Preservice teachers are prone to blame the program, their professors, the mentor teachers, or even students when they struggle with their teaching. It was evident that the preservice teachers who conducted these self-studies had gained maturity and a level of professionalism that included a personal commitment and understanding of themselves as teachers as a result of the process of conducting their self-studies. They went well beyond seeking a formula for teaching, and discovered that they were responsible for their success. They took personal risks, and made themselves vulnerable as they stepped back and systematically reconstructed their knowledge, their experiences and, in some cases, their images of who they are. As I read the self-studies, I was reminded of how powerful the process of self-study is. *The most important thing I learned about was, believe it or not, myself. (D.C.)*

CONCLUSION

As a teacher educator it is tempting to view teacher development as a linear process in which one proceeds from novice to more experienced teacher through the observation-participation and student teaching stages. But this linear view ignores or minimizes the personal experiences and background knowledge that each student brings to the program, and how these shape who they are, and influences the detours that may occur along the way. These self-studies brought this to life for me, and provided a window into the complex interactions of the person and the performance. I saw how one's confidence can be shattered when the performance does not meet the image of the teacher they envisioned. And how fear can be an overwhelming barrier to action.

The words of the students help me gain insight into their personal theories, their needs, anxieties, and possible crises of confidence that they experienced. From this study, I learned how the students' work has become like a mirror for me to learn about what I should emphasize and value in my teaching. I see the importance of helping the

students synthesize their experiences and regularly go back and reflect on their prior work (journals, philosophies of education, etc.) to gain an understanding of their teacher selves. As I read their papers, I had a window into how they were making sense of their experiences, and what influenced their thinking and reactions. I gained insight into the issues and dilemmas they faced and realized how important it is for me to explore with them the intricate relationship between their personal identities and their professional identities. I intend to focus on analyzing personal theories, images of teachers, and exploring the role of fear with my future students.

Over the past several years, I questioned whether the self-study master's papers might lack rigor and be viewed as inferior to other more research-oriented approaches. As I look back, I realize that I undervalued the use of self-study, partly because of the influence of the academy and my interpretation that quantitative and experimental research was superior to having students tell their stories. The power of the self-studies jumped out at me as I saw how "critical reflection" and the systematic analysis of the data led to transformation in their thinking and teaching. I saw how telling one's story can create spaces for rethinking, revising and digging more deeply to uncover personal theories, beliefs and contradictions (Ritchie & Wilson, 2000). I saw how the students framed and reframed their conceptions of teaching and their roles as teachers. And how these changes were reflected in their readiness to take personal responsibility for their actions as teachers, to be open-minded, and willing to view events from different perspectives. I view these self-studies conducted by former students as invaluable sources of information. I intend to use some of them as assigned reading, a text of sort for me to teach from: a text for future preservice teachers to learn from the voices of other preservice teachers who honestly and articulately shared their stories of learning to teach.

Due to space constraints, this paper does not do justice to the self-studies. It merely scratches the surface of the themes and powerful insights that emerged. There is much more to share. But I'll end this paper with a quote from one of the preservice teachers. *It is an amazing feeling to realize one can learn a lot about life by not only "reliving" fifth grade but by listening to the students we teach.* (M.J.) That quote reminds me of how important it is for me to listen to the stories of my students and to try to put myself "in their shoes" and "relive" the student teaching experience from their perspective. I am sure I will meet more students who will face challenges similar to the students in this paper. And, predictably, there will be other students who experience their own unique challenges. I intend to encourage self-study so I can continue to learn new lessons from their stories and so I can help them find their teacher selves.

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Facing Ambivalence: Finding Our Ways Through the Cracks of Externally Imposed Standards

CONTEXT

In fall of 2002, nine graduates of the Bank Street College Reading and Literacy Program came together to form the Bank Street Reading and Literacy Group. They invited a faculty member to join them in a process of mutual learning through monthly meetings.

The graduates' motivation for coming together was based on the realization that while they had learned a great deal about working with children and communities throughout the course of their graduate work, there was still a great deal to learn. Seeing children disengaged from text, they felt frustrated and ambivalent. They felt torn between providing the authentic learning experiences they believed their students needed and the formulaic activities perceived by parents and many teachers to be mandated by externally imposed standards, be they institutional or familial.

The group, at first glance homogeneous in composition, has proven to be diverse both in their own backgrounds and those of the children with whom they work—children from inner-city urban schools, schools for the deaf, orthodox Jewish day schools, suburban public schools, and private schools with a focus on social justice.

Each group member is involved in "clinical practice," the diagnostic teaching of children that links assessment and instruction on an ongoing basis. Some are classroom teachers; others are working as resource room teachers; still others are working in professional development. All are working with individual students in private practice.

The faculty member had worked with many of these students during the course of their teacher education programs. Her motivation was to challenge the assumptions on which her own practice was based by gaining insight into the ways in which learning acquired during graduate study plays out in real world situations.

FRAMEWORK

During the academic years (2002-2004), individuals brought their questions and their experiences to the group. In this paper, group members explain how, by sharing stories rich with the nuance of individual

context, they have engaged in a self-study process. In challenging personal beliefs and practices, each participant engages in an inquiry process seeking to gain a deeper understanding of teacher and learner, self and other. And, through the process, we see each member's attempts to reframe both experience and practice, renegotiate her own work in relation to real and perceived standards, and add her experiences to a long chain of theory and research that calls for and validates context-based practitioner inquiry (Bruner, 1986; Putnam & Borko, 2000; Loughran & Russell, 2002).

METHODOLOGY

This study is longitudinal and qualitative. Data was collected through individual interviews (spring 2003), reflective statements (summer 2003), and transcripts of meetings held November 2002 through December 2003. In December 2003, participants decided to represent their experiences in the group through a series of graphic organizers. These were then used as a basis for personal narratives exploring the group's impact on each participant's personal and professional dilemmas and concerns. These narratives also served as a means of triangulating early findings.

STRUCTURE AND PROCESS

The group provides *a forum for curiosity, clarification, and a chance to explore confusion in a field that has as many ways to approach practice as there are children with differing needs* (Laurie, reflection, 8/03). As Clandinin and Connelly (1995) report, the experience of telling and listening to storied accounts of practice enables teachers and teacher educators to work individually and collaboratively to frame and reframe their craft. Here, we use excerpts from individual narratives to illustrate the ways participants are moving from ambivalence toward an understanding of new possibilities.

Susan: Regaining a sense of possibility

"Unteachable" is not a word we teachers want to use when talking about a student. It means we've given up...on the child, and perhaps, even worse, on ourselves.

Once we blurt it out, we are announcing that we have closed a door in our teaching.

I had been going through a particularly rough period with a student and decided that I had had enough. Our sessions had devolved into a series of negotiations and re-negotiations about time, work, and where to sit in the library. There was little teaching going on and even less learning. I was ready to shut the door on this "unteachable" child.

Unteachable. There aren't too many places in this world I would allow myself to utter that word. We measure our language so carefully as teachers. We're certainly not about to let an unprofessional outburst expose the cracks. But "unteachable" popped out one night when I was sitting with the women in my group. With them, I felt secure enough to let go of my professional voice. I knew that I wouldn't be judged. I also knew what I wanted to hear: that I was right. The group could have simply commiserated and assured me unteachable students happen to the best of us. But that is not what I heard. "He's not unteachable!" said Helen, and I knew that I was about to rethink my facts.

It takes a different pair of eyes to help us see what we've lost sight of. The group didn't hand me any simple answers that night, but their questions enabled me to reevaluate the way I had been looking at my student. They helped me recognize that I needed to adjust myself to my student's tempo — to switch gears and reset the pace.

My student hasn't changed overnight simply because I've chosen to look at him in a new way. But in my work with him, I have begun to find windows of opportunity because I have allowed myself to believe that they are there. With help from the group, I'm finding the room to teach.

Carole: Confronting our own vulnerability - Colleagues
A supervisor blamed and berated me when the parent of a child with whom I had been working became upset about her child's learning issues. The parent misinterpreted information I had given her and shared it with my supervisor who then never gave me a chance to explain myself. This event dramatically altered my relationship with someone whom I had considered a mentor.

I was glad the group meeting was approaching so I could vent my frustration. I was so confused. How had things gone wrong? I thought that I was doing the right thing, yet now I felt like my career was in turmoil.

However, sharing this experience would be difficult for two reasons. First, it felt personally injurious. I was worried about exposing my inadequacies, and I now doubted my professionalism. Second, I was concerned about confidentiality. I trusted the group members, but what if information were to leak?

Although it was not easy revealing this uncomfortable experience to the group, it was worthwhile. It was relieved that many in the group shared my responses to my supervisor's behavior; thus, I began to feel more reassured about the decisions I had made. The group also

validated my professional opinion regarding the student. This enabled me to push my self-doubt aside and move on emotionally as well as professionally.

Marilyn: Confronting our own vulnerability - Students
When I met Rory, he was ten years old and struggling with reading comprehension. He had remarkable decoding skills but could not understand the passages that he fluently decoded. Rory was discouraged and reticent.

Now, after working together for two years, Rory was making good progress. His father had requested that I continue working with Rory for a third year, and Rory seemed as interested and motivated during our sessions as he always had been. Then, suddenly he appeared to be less engaged. He wanted to end sessions early or claimed he could not make a session. At the time, I associated these requests with his father's impending back surgery.

One day Rory announced that he had to leave our session early to take care of his little sister. An hour later, I bumped into Rory on his way back from a basketball game. I was devastated. My efforts to be supportive and understanding during a family crisis had given him an opportunity for manipulation that I had never anticipated.

My own emotional response outweighed my ability to be successfully objective. Rory never missed a session after that incident, but he was no longer as connected to the sessions as he had been before - and neither was I. My own dedication to supporting this particular student had compounded my reaction to his deception.

As unprofessional as it may sound, I was too hurt to confront Rory about his actions that day. Eventually, I shared my feelings and my questions with my colleagues. They enabled me to recognize that without directly addressing Rory in regard to his behavior, I would not be able to support his learning process. "While it is great to be understanding and supportive, you may also have to be authoritative in order to be effective or authentic" (Laurie, conversation, 2002).

Brianna: Questioning my practice
When I first joined our group, a million questions ran through my mind…What right did I have to move from classroom teacher to reading specialist? Did I really know enough to help my new students?

Then I came to our first meeting. From the start, the atmosphere of our group was an extremely safe one. I could ask any question without fear that somebody would judge me. So I expressed my doubts aloud to the group. I didn't feel so alone when I discovered that some of the others had similar concerns.

My peers recognized things in me that I did not see in myself. I started to see that I brought many strengths to the table. Most of all, though, the group helped me to appreciate that all the questions I was asking didn't mean that I was a bad reading specialist - quite the opposite. Our group honored questions with respect. They convinced me that asking questions is the only way to be the reading specialist we all strive to be.

As our group helped me to see that I truly was a

reading specialist, I gained confidence in my work. As I interviewed parents in my initial consultations, I shared information about my experience and my beliefs on how to teach children. The parents responded with confidence in my ability to help their children. And, excitingly enough, I *was* helping their children. My initial doubts were allayed.

I still ask a lot of questions. Am I a reading specialist? is one question our group has helped me to see I need ask no longer. But, How can I become a better reading specialist? is a question our group will never stop asking.

Laurie: Seeing things more complexly
Once again, the phone rang in my classroom and I dreaded picking it up. I knew who it would be...."that mother again".... Here I was fuming about having to repeat myself for the third time this month about what she could do to help her daughter when reading at home.

Yet, I was concerned. Questions kept nagging at me: What had I done wrong? Why couldn't she understand what I was saying to her? Did I know what I was talking about? Gabriella had difficulty reading with expression and understanding text. Her mother clearly wanted to help but didn't seem to be able to follow through on the plans we had made. She kept calling me back and saying, "I don't understand."

After many frustrating phone calls, I finally brought this issue to the group. They helped me see that I couldn't just tell Gabriella's mother what to do; I had to teach her. I needed to give her concrete examples of what she needed to do to help her daughter. I went back to the tasks I had suggested to help develop Gabriella's comprehension. I broke them down, and worked with the mother to help her to understand each part. The outcome was positive. The group helped me to question and to "re-see" this issue, excavating the many levels of complexity I needed to work through if I was to be successful with mother and daughter.

Charissa: Re-defining the role of reading tutor
As I sit and watch R speed through *The Illiad*, mispronouncing enough words to know she cannot possibly comprehend the story, I am conflicted. As her reading tutor, am I to work on exercises that will help her become a better reader? Or do I help her with her need to complete the homework due tomorrow?

This conflict is the issue I bring to the group. In the ensuing discussion, two questions emerge. One is, how do I perceive my role as a tutor? The second, what function am I fulfilling for the tutee by helping with the homework?

I felt that I was being disingenuous as a reading tutor by retelling *The Illiad* in words R could better understand rather than helping R tease out the meaning herself. The group asked me to consider how I was otherwise helping R. In this case, by making the story accessible to her, R has been able to come up with relevant questions for her teacher and peers. She has also been more independent in her writing - expressing her ideas in more depth than before.

The group has also made me define what it means to be a tutor. My idea of creating an independent learner was in conflict with what I felt I was doing in helping solely with the homework. I was afraid that by "translating" the story for R, she would become too dependent on someone else for her reading comprehension. However, in being asked to reflect, I am beginning to see that in aiding R by translating the text, I am enabling her to understand the issues on a deeper level, in order for her to develop her own critical independent thinking in the future (both near and far).

I grapple with the idea of having simply reframed the issue in order to rationalize for my sake. However, I believe, the reframing of this situation makes it make more sense to me, allowing me to build on what I now realize R is getting from our work together. I no longer feel quite so defeated at the end of our sessions but see where we can go. Together, R and I work on the necessary vocabulary in our discussions and in her writings. Through verbal use and through spelling strategies even her decoding is improving.

Helen: Rethinking professional development
As a teacher educator, my practice was somewhat different from that of other group members. They and dozens of their peers are the teachers/students with whom I work. How could I support their growth without resorting to the comfortable role of "teacher?" How, I wondered, could I abandon the subtext of faculty authority and define my place among them.

Like the other group members who sat around the table, I wanted my students to be independent learners who not only valued but used their own experience and that of their peers as professional resources; I wanted to be included in the group as one professional among many. "Could I really accomplish this?" I wondered anxiously. Following each meeting, I would listen to the taped discussion and peruse my notes trying to gauge the presence and appropriateness of my voice. Over time, I began to hear a difference. I began to hear others increasingly take on the questioning role. The conversation was focused; support was offered; the paths of inquiry defined…and it was the group that did it.

At first we had formally appointed a session facilitator, but in time the issues, the concern, the trust were genuine enough to preclude the need for formal facilitation. The process of the group appears to me as a model of "authentic" professional development, providing evidence that teachers - like the children they teach - can take charge of their own learning when they are motivated and trusted to do so. I have grown through their trust, and, I believe, my trust has contributed to both their growth and their trust.

FINDINGS AND IMPLICATIONS
The data highlights some of the obstacles individuals face in implementing effective educational practice. As reflective as teachers and teacher educators may be, it is impossible, when working alone, to perceive the full

complexity of specific situations. In the experiences described above, the group served as a mirror or prism "reflecting, refracting, and changing the ideas, the thinking, and the research [and practice] of each member…." (Manke, 2002, p.6). The group provided a safe forum in which individuals working with peers could begin to see previously hidden nuances. The narratives indicate that through group participation individuals may develop a cognitive flexibility that allows them to revisit their practice, identify strengths, relinquish familiar practices that are ineffectual, and develop the language and self confidence needed to enact the authentic standards in which they believe.

In analyzing the data, it becomes clear that the strength of the group is not in providing answers but in posing guiding questions that will lead to ongoing inquiry. The inquiry, in turn, provides a means for individuals to wend their way through the cracks of externally imposed standards. *Curiosity is like a secret handshake with us. It's what drives us, informs our thinking, sets our minds into a gallop* (Susan, Summer 2003).

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Curriculum Teachers and Their Discontents

CONTEXT

During the autumn of 2003, we (three doctoral students and a university professor) taught a core curriculum course for Master's students, of whom almost all were practicing teachers. They deliberated in four groups about a real and primary curriculum problem that arose from the practice of one of the group members. The outcome was a final project describing the group's systematic formulation of a curriculum problem and a plan of action for resolving it. The aim of the project was to convince people involved in the situation, even those who might be inclined to ignore it, that the situation demanded attention, that a variety of views of this situation were considered, and that there was a well thought out plan for addressing it.

Each of us facilitated one of the project groups. We aimed to promote careful and reasoned deliberation using guidelines that had been discussed and distributed to all. This is a demanding role. On the objective side, the facilitator must have an understanding of and sensitivity to a variety of situations, a grasp of a range of alternatives from each of the four curriculum commonplaces, and familiarity with the deliberative process. On the subjective side, the facilitator must be able to listen to students without imposing his/her sense of the situation on them, to cherish the need for diversity and difference in deliberative discussions, and to tolerate a confused state of discussion for a period of time.

Each of us paid particular attention to our work as the facilitator of a curriculum group. We wrote reflections on each session and met together each week before class to discuss what was going on. A doctoral student took notes on each class, and they all wrote a paper designed to capture their experiences as facilitators. These notes and papers as well as our own observations and reflections constitute the data for our self-study. Two members of the team, one a tenured professor, the other an African American doctoral student and part-time instructor, prepared this paper.

THEORETICAL PERSPECTIVES

Two theoretical perspectives informed our work. The first organized the course content and described the pattern of thinking to guide the work of the project groups. This perspective comes directly from the deliberative tradition in curriculum development, an approach to curriculum that has been described by Schwab, can be found in Westbury and Wilkof (1978), and has been amplified by Pereira (1984, 1990), Reid (1999), Walker (2002), and others. The doctoral students had studied this tradition; now it was time for them to practice it.

The second perspective stems from the belief that in any learning situation cognition and affect are inextricably linked even though it may be possible to study them separately. Dewey reminded us of the dual nature of educational activity, specifically describing the place of habits and impulses (1930). Jersild (1955) described the role emotions (especially anxiety, loneliness, hostility, and compassion) play in the life and work of teachers. Carl Rogers (1969) described how the learner's emotions could become impediments to learning. More recently, Salzberger-Wittenenberger, Henry, and Osborne (1983) examined the emotional experience of teaching and learning, and Field (1989) looked at emotions and learning from a psychoanalytic perspective. Cohler and Galatzer-Levy (1992) view the classroom as an "intermediate space," an area between teachers and students within which something (a playground, a battleground, an alliance, a community center, a convalescent home, a casualty ward) is mutually created. The negotiations involved in this creation are complicated by the emotions, wishes, and fantasies that teacher and students bring to this space. As the resulting feelings and needs interact, the internal dynamics that are created are real, powerful, and an inevitable part of anyone's teaching. Attention to these dynamics and the meanings they create can help teacher and students to avoid pitfalls and maximize possibilities so they can concentrate on the cognitive activities of the classroom.

THE ARGUMENT

Every teaching situation has two aspects, an objective side and a subjective side. For us, teachers who are studying their own teaching, both aspects of teaching are

important. As teacher educators, we naturally look at the objective features of the situation — the strategies we use, the interactions we have with students, the contexts we work in, and the like. As members of S-STEP, we also try to look at the subjective features of our teaching — our attitudes, impulses, habits, and emotional responses as we do our teaching. But how can we connect these two aspects? Should we study the objective content of our teaching and then indicate connections to the subjective content? Or should we start by examining the subjective side of our teaching and then look for our objective responses? We decided on the second option (recognizing there are complex interactions involved). While it is interesting to think about internal dynamics and meanings, we do so in order to influence the external activities of the classroom.

Our argument is as follows. Reflection on our subjective experience can tell us when there is something important to think about. We know (through our somatic reactions, our expressions of concern, and our feelings) when something is not right, but we often choose to avoid it, especially if the feelings reflect important parts of the self. Yet this knowledge can have a major impact on our objective behavior, for better or worse, even when we are not fully aware that this is happening. So our plan was to start with our feelings of discontent, think about their source, analyze how these feelings influenced our objective behavior, and then propose adjustments. We found that the students' struggles were paralleled by our attempts to balance our feelings and our roles as facilitators. Two examples, one from each of our perspectives, illustrate this process.

THE STUDENT AS PROBLEM

I, the doctoral student, enjoyed working with my group. We became good friends, emailing each other, sharing jokes and cartoons and we still stay in touch. I am a nurturer who comes across as someone people go to for advice and assistance, and I like being in this role. When, later in the process, members took leadership, rather than turning to me as they had in the beginning, I sometimes caught myself feeling neglected. At the end, when they only needed me to look at an initial draft of their project, not only did I feel neglected, I felt unnecessary. In some small way (maybe even in a major way) I wanted to feel responsible for the success of the group. Much of this ability to care for others comes from my identity as an older African-American female, brought up in the era when women saw it as their duty to take care of others' needs. It was hard for me to let "my" group grow and go.

One of the first steps for the curriculum groups was to locate one or more curriculum problems. These are seldom obvious or easy to find. They evolve from two sources: knowledge of the details of the situation and a sense that the situation is not functioning properly. To come to grips with curriculum problems, group members were asked to focus on their discontents, those things that told them that something was wrong or not going as well as it ought. And, since curriculum deliberation is done for the benefit of students, they were particularly asked to focus on the behaviors, misbehaviors, and non-behaviors of their students.

I experienced a high level of discomfort with this process. Why was I asking them to focus on the problems that students present in the educational setting? Many nights I lay awake until the early morning hours trying to figure out what it was that made me uncomfortable. The real students I knew seemed to be missing from the process, present only as a "problem" that must be dealt with in terms of changes/revisions in the curriculum. Each time I heard or read that the practical should begin with what for me are negatives, I felt that I was moving counter to everything that I ascribe to when working with or on behalf of young people. I felt as though I were betraying a sacred trust to young people. To view them as problems was a huge problem for me.

These feelings influenced my behavior. For example, we talked about Tiffany, a child with special needs whose teacher felt she was "manipulative" and used "learned helplessness" to get out of doing her work at home and in the classroom. We tended not to focus on Tiffany's strong points and how they could be developed. Instead, we focused on "lack" — the lack of involved parents, the lack of kitchen facilities, or the lack of training for Marion, the teacher. We neither identified nor attempted to address whether there was a flip side to this laundry list of "lacks." In retrospect, I see that there are many things I might have done without telling them what they should think about or the terms they should use. I could have redirected them to the positive aspects of the situation, especially to Tiffany's strong points and to the resources that were not lacking. I could have asked about the things they were not talking about; for example, about the kinds of communities the school served, about the way the curriculum was organized, or about the strengths of the teachers. Instead, I was silent and somewhat resentful.

My prior experiences, as an African-American and youth worker, also influenced my behavior. For the last ten years, my passion has been my work in positive youth development — how adults and communities can work with youth from an asset-based stance rather than from a deficit approach. This perspective begins with an emphasis on clearly defining the outcomes (attitudes, knowledge, and behaviors) that we want young people to achieve. I believed, and still believe, that without this, it is impossible to design effective initiatives, programs, or curricula. So I felt that our process should have begun with an asset-based approach, rather than the deficit model it was apparently following. This led to an even greater feeling of dissatisfaction with the process and to my major shortcoming as facilitator. I did not pay enough attention to the signs that led our group to take a stance of "blaming the victim;" nor did I redirect them to identify the strengths of the students and the positive resources in the situation.

There is another reason why, in hindsight, I did not try to direct the group into a more positive stance. I did not

want to force my agenda on them. Although I am described as nurturing, I also have a strong personality and know that I can persuade persons to my point of view. Had I chosen to take this direction, the group would have had little about which to deliberate. I could have given them my version of the "answers" and they probably would have accepted that this was the way of deliberation. Because I was unsure of how to balance my participation in the group with my role as facilitator, I failed to take advantage of teachable moments.

Would the alternatives we generated have changed if our view had been a more positive one? Perhaps, perhaps not. Our group did overcome its problematic start and developed a workable action plan. I was able to feel first hand what it's like to be an educator, including doubts about whether the outcome one has planned for one's students is the one that will be the most educative. The frustration was real, but the satisfaction of witnessing a diverse group of students coalesce around a problem affecting one of their colleagues was affirming. Despite my reticence, despite my fear of "jumping in" when I felt it necessary (and my failure to do so on occasion), I have come to believe that actually doing a deliberation is the best way for teachers and administrators (and doctoral students) to become practitioners.

THE ROLE OF THE DOCTORAL STUDENTS

I, the university professor, was excited that a team was going to help me. We were following a pattern I have perfected over a number of years that has appeared to benefit the participants. But it has always been difficult to keep track of four or more groups all going in different directions. So when some doctoral students who had studied the theoretical background volunteered to assist me, naturally I was delighted. They could put into practice the ideas they had studied, and I could get a better handle on what was taking place in the groups.

Difficulties, though only vaguely sensed at the time, developed as soon as the class started. Some of these were circumstantial (the classroom was hard to find and seemed inappropriate, one of the facilitators was absent, the meeting before class was brief). Others were internal. I felt uncomfortable, and, as I said at the time, my behavior was affected by the presence of the doctoral students. But the differences did not seem too important — I am used to having a variety of people in my classes — and I pushed ahead with my agenda without paying much attention. In hindsight, I should have paid more attention to these feelings because they were signs that the relationships I usually develop with students were being disrupted. Understandably so. Telling students at the first meeting that a team of "outsiders" will be there every day is bound to raise questions and uncertainties. (Who are these people? Why are they here? Which one will I get? Will this influence my grade?) Instead of pausing to talk about these issues, as I might normally have done, I ignored them, leaving the role of the doctoral students in doubt. Perhaps I had too much on my mind. Equally likely, I was uncertain about how these relationships would

develop and unsure if I was up to the task.

I was not the only one who sensed difficulties. All of the doctoral students said in one way or another that they were uncomfortable and unsure of their roles, and it came up in our meetings before class. But the meetings were brief, ostensibly because of conflicting schedules but also because we fell into a pattern. Later they wrote about their uncertainties, saying they "felt odd" or "out of place." One wrote, "I still felt on occasion that the presence of doctoral students might have been more distracting and intimidating than helpful." And, in retrospect, I occasionally wondered the same. Clearly we should have talked more explicitly about this, but somehow we always veered away. A bump in the road became larger.

My concerns escalated when we divided into groups. They always do because the outcomes are uncertain. But by now I know how to help things along by encouraging people to listen to each other, by directing them to consider things they are not talking about, by pushing them to overcome habits that impede deliberation, and, in general, by urging them to exploit the diversity within the group. So my concerns usually dissipate as the groups dig into their task. This time they increased. My group seemed to be waiting for me to solve the problem for them, and I felt out of touch with the other groups (who, at my invitation, had scattered along with their facilitators). It was unsettling for me to lose control. So I left my group, who felt abandoned, and checked in with the other groups, who might have wondered why I was there. It also disturbed me to find that I might be less expert than I thought I was. So to compensate, I spent more class time in unproductive talk. Once again, it seems, my internal experiences influenced my external behavior.

CONCLUSION

Both of these reflections illustrate how internal dynamics can influence teaching behavior. The doctoral student was overcome by her concerns for students and distracted by her uncertainty about her role. As a result, she overlooked or neglected opportunities to redirect her group and became more reluctant to intervene than usual. The university professor was overwhelmed by the complexity of the process and unsure of his ability to develop appropriate relationships. As a result, he ignored some clear signs of developing difficulties and behaved in a number of unproductive and dysfunctional ways.

We do not want to give the impression that this class was a disaster. We do not think it was. The groups developed interesting projects that in some cases already have had positive effects in their schools. Still, the behaviors described in these reflections are signs that something in the external situation needs adjustment. Here are five changes that we plan to make the next time the course is offered.

- We will develop clearer guidelines for the doctoral students for facilitating project groups. It was not enough to have read about the process in an earlier course.
- At the first class we need to explain the role of the

doctoral students and to designate time for students' concerns to be heard and acknowledged.

- The pattern of deliberation needs to be modified so that there is an explicit focus earlier in the process on the positive resources in the various problem situations. It is not a deficit model, but we have to acknowledge that it can appear to be one.
- The group leaders and instructor must schedule regular meetings to discuss what is going on in the project groups. It is a complex process fraught with difficulties that should not be ignored.
- The instructor should not double as a group facilitator but should have a different and clearly defined role that would allow him to focus on what the facilitators are doing.

We do not see ourselves as unique. Everyone's teaching behavior is a complex interaction between subjective experience and objective circumstances. Attention to these dynamics can be difficult and risky, but it can help us to improve our teaching.

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Reflections on Student and Teacher Co-Development in a Mathematics Learning Centre

AIM AND CONTEXT OF STUDY

This paper reports on a reflective study of my experiences and aspirations teaching in a Mathematics Learning Centre and aims to illuminate the systemic ways in which self-development dovetails with student development and to make transparent the ambiguities inherent in the institutional arena of our interactions. I illustrate how self-study develops and transforms my practice. Discussion then turns to the interpretive tools that could be incorporated into self-study. In this way I try to contribute to the methodology of self-study.

The context of my study is a Mathematics Learning Centre in a major metropolitan university in Australia. I am one of three mathematicians who make up the permanent academic staff of the Centre and who are committed to helping students understand and appreciate the mathematics they are studying. The Centre assists students of the university who, for diverse reasons, are not adequately prepared for their mathematics or statistics courses, or experience particular difficulties. Students attend the Centre voluntarily. The Centre was set up as an equity initiative to help students who may not have had the opportunity to study the mathematics prerequisite to their courses at university or who entered the university in ways that differ from the traditional school-based route. These students bring rich and diverse life experiences to their tertiary study.

An important and cherished area of my teaching is assisting Psychology students who attend the Centre to learn statistics. One of my major concerns is the development of teaching methods that are innovative and appropriate for these students — arguably among the most anxious and unappreciative of university students concerning the study of a mathematical subject. One such student, who attended the Centre regularly, wrote this summary of her feelings about learning statistics, "*I don't feel confident with statistics. I don't plan a career that would involve statistics. I don't enjoy statistics.*"

I present a case study on teaching and researching the learning of a mature student, Sandra (pseudonym), who attended the Centre to get help with learning statistics for second year Psychology. The discussion then uses an illustrative example to examine three different interpretive tools for examining and transforming practice. The three forms of reflection are:
• Learning by teaching — learning with and from students;
• Insights provided by research into education;
• Institutionally prompted reflection and self-evaluation.

METHOD

We begin with the story of Sandra and how reflections on teaching Sandra and researching her learning contributed to development and transformation of my practice. The more general and transferable aspects of the self-study will then be examined by focussing on possible methodological tools for self-study.

The investigation of Sandra's learning of statistics was part of a case study on mature students learning statistics (Gordon, 1993). The data collection for the case study included observations and field notes made while participating in the students' learning, audio-taped interviews, short surveys and questionnaires relating to the students' attitudes to and strategies for learning statistics, students' written evaluations of the teaching and environment of the Mathematics Learning Centre, demographic information, and assessment results. The research on Sandra's learning was amplified by close psychological contact with her as she spent considerable and regular time in the Centre according to her own needs. Hence I had many opportunities to view her written work and to observe her strategies for learning while I was engaged in teaching her individually, or while she worked with colleagues or participated in small group tutorials in the Centre.

Exploring Sandra's story, as her learning developed, was a catalyst for self-study motivating reflection and major changes in my practice. My actions researching my own practice are developed from reflections on how to assist Sandra in learning statistics. Hence Sandra's journey was a journey of hope for both of us — to challenge our weaknesses and develop our strengths.

OUTCOMES

Sandra's developments

Sandra was pursuing the study of Psychology for vocational reasons as she hoped to work as a psychologist, and so was trying to gain entry into the Honours strand of Psychology. Sandra was already working in a crisis clinic; she aimed to get the required qualifications in psychology in order to get better pay and because she was "not comfortable doing crisis counselling as a non-professional — as much for my clients as for myself." This meant satisfying highly competitive criteria during her second year of undergraduate study to gain entry into the Honours strand of Psychology. She was an exceptional student who, in the end, achieved a High Distinction grade for second year Psychology. The statistics component of the psychology course presented a considerable challenge as her background in mathematics was limited.

Prior to commencing the statistics topic, Sandra completed a written questionnaire on her feelings about learning statistics and perceptions of statistics. She reported that at school she was bored and confused by mathematics. She attributed this to having gone to fourteen different schools, in different countries, where the educational systems did not match. Her perception of statistics, as she expressed it in this questionnaire, was that statistics were "useless and dull." She initially appraised the statistics lecture notes as "daunting" and described herself as "resistant" to learning statistics.

As she progressed through the statistics course, Sandra reported her way of learning mathematics as a gradual accretion of knowledge. She described the importance of my tutorials at the Centre, saying, "I feel free to ask questions, in a comfortable, supportive atmosphere; working through examples — talking about it." Sandra alerted me to the importance of a collaborative approach to tackling statistics without the authority or even presence of a teacher. She was working regularly with two of her colleagues, and was also helped by her husband whom she felt understood statistics. Sandra said, "We worked through examples for hours, our 'tutorial' sheets, to learn how typical these things are, to understand." This collaborative approach evidently alleviated some of the anxiety Sandra was experiencing; she reported, "I didn't work a great deal on my own, although I did at the end. I had to go through it on my own — but I felt frightened working on my own".

By the end of the year Sandra reported in an interview that learning statistics had resulted in personal development. She concluded:

It's almost like two separate things in the statistics course we've just done. You could have actually just got the steps and maybe not understood why you were doing it. I wanted to understand what I was doing.

By the end of the year I thought, it doesn't really matter how I go in this exam. I'm not going to let the exam mark dictate to me my knowledge. Because I knew I had a better grasp at the end of the year and I really felt that if I was doing experimental work I could work out what to do with my stats.

It felt very good, it felt a lot like growing up. All my life it felt like I had this dark secret — that I felt really stupid about this area. I'd cover it up so no-one (sic) would know. It really felt like growing up.

Outcomes of the self-study

How did teaching Sandra and researching her learning transform my practice? The first arena for transformation was the experiential area of teaching students who lack confidence in learning mathematics. In this area of my practice, self-development as a teacher and student learning are interwoven. My focus in teaching statistics broadened from wrestling primarily with how to enable students to understand the mathematical concepts and skills to a realisation that teaching statistics provides me with opportunities to promote the students' personal development in deep and meaningful ways. Specifically my teaching goals changed in the following ways:

- I try to make statistics more interesting and relevant to students' lives. This means drawing on the students' life knowledge and connecting the statistics to their experiences. Encouraging students to use metaphors and analogies to explain statistical concepts to each other is one powerful way of achieving this.
- I aim to enable students to see statistics as a tool which they can use to understand, interpret and critique information in their studies and lives as numerate citizens. This includes discussing economic and medical information current in the media.
- Importantly, I try to help students move toward and promote their self-authorship — the capacity to internally define one's belief system, identity, and relations with others (Baxter Magolda, 2003). Sandra's experiences illuminated this little acknowledged, yet significant, aspect of learning a mathematical topic.

Ongoing reflection: To what extent is this framework evident in my teaching? How can I make this framework more evident in my teaching?

A major way of developing my skills as a teacher is to research students' learning of statistics. Teaching inspires my research and research informs my teaching in ongoing developmental spirals. Further, by researching the learning of Sandra and other students I was learning to investigate questions in a way that is acceptable to the research community. This includes providing a coherent and explicit chain of reasoning and detailed descriptions of methods of data collection and analysis. In this arena, two central questions are: a) what constitutes data; and b) what evidence is there for my interpretations. Rather than assuming my perceptions are universal and accurate, I acknowledge that my analysis of the data is interpretative and tentative. I try to identify limitations and bias, and alternative explanations, acknowledging the complexity of the issues faced and aiming to indicate the dimensions of that complexity, as well as to stimulate reflection and dialogue. Most importantly, my findings are disclosed in research publications to encourage professional scrutiny and critique.

By conducting research I develop my capacity for interpreting evidence, making arguments, and establishing valid grounds for strategies and reform. Applying these ideas I reflect on how research changes my emphasis from the craft of teaching to the science of research.

Efforts to examine my practice and reflect on how to improve it are also institutionally prompted. One opportunity for self-appraisal is the annual Performance, Development and Management Review conducted throughout the university. This institutional device of reflection requires academic staff to evaluate our teaching, research, and service to the university as well as personal qualities such as teamwork and professionalism. We are instructed (Performance Management & Development Staff Handbook, 2001, p. 6) "to reflect on and list [our] achievements and activities during the period of review and [our] development goals for the next review period." Each staff member is required to self-evaluate his or her performance and complete the relevant Annual Activities Evaluation Form. This Evaluation Form includes ratings that are negotiated with a supervisor and kept on record.

Sandra's evaluations enabled me to identify weaknesses in my teaching and attempt new ways to challenge yet support students at the Centre. This included organising activities in which students were encouraged to take responsibility for their own learning, and even make mistakes, without my blocking their process of discovery in my eagerness to ensure that they got it right. Experiments in teaching carry a risk — students may not be comfortable with unusual ways of teaching, and may resent the increased time needed for a deeper approach to learning which includes cooperative problem-solving and communication with peers. In addition the institutional environment for reflection is ambivalent at least. Abbas and Mclean (2003) put it succinctly, "In general, official attempts to improve teaching do not countenance ambiguity, contradiction or hesitation. We must be seen to succeed" (p. 74). This could be at odds with the tools for self-study that emphasise reflective and critical self assessment.

DISCUSSION

Risking self-study in my practice entails reflecting on and re-interpreting practice in ways that benefit students who may be studying mathematics reluctantly or anxiously. The educational needs of these students and other non-traditional students are not necessarily viewed with empathy in an academic environment. Yet, understanding and enhancing the mathematical learning of students with different backgrounds is not only an ethical priority, but is also increasingly necessitated by the growing diversity of students groups in higher education.

I have considered three possible methodological tools for self-study: reflections on teaching, insights gained by researching student learning, and examination and evaluation of practice through institutional performance reviews. Reflection on teaching requires articulating my own aims and strategies, while acknowledging that all

actions to improve teaching are negotiated with students. Paths to understanding include: a) listening to how students teach each other; b) examining colleagues' ways of teaching; and c) trying out and evaluating new ways of teaching. Research also extends my experiential and anecdotal knowledge of student learning but changes the approach. There is a fundamental shift from understanding the particulars of individual learning at a specific time and place towards making sense of "complex problems posed by trying to understand social interactions embedded in institutional structures" (Labaree, 2003, p.14). Labaree (2003) talks about the conflicting worldviews between teachers and researchers with core elements of this conflict being about transformations from "normative to analytical, from personal to intellectual, from the particular to the universal, and from the experiential to the theoretical" (p.16).

The messages from the institution on professional development contain, in the terms of Houston and Studman (2001), a deafening clash of metaphors. A key issue is the compatibility of quality management concepts with images of an academic organisation held by the participants. In management terms, quality is seen as the solution to problems of economic viability, competitiveness, efficiency, and cost. In contrast, perceptions of a university by students and staff depict the university as a social system that is a "complex mess," poorly structured, with complex and interlinked dilemmas and issues (Houston & Studman, 2001). At my institution, an initiative on "best practice" in higher education is based on a model (Burnett, 2001) that focuses on customer/student satisfaction and success, and added value with each person-to-person transaction. The importance of brand and trend, as portrayed on the Website, are put forward as "an institution's currency." In contrast, Houston and Studman (2001) maintain that quality improvement in higher education has not been well defined by the people it purports to serve.

Acknowledging the ambiguities and contradictions within institutionally prompted reflection and development, I believe the management review process provides some ways of developing professionally. Specifically, these include:

• making invisible work visible;
• celebrating success in any of the academic areas;
• outlining goals for the next year and articulating constraints.

CONCLUSION: SYSTEMIC OVERVIEW

The different interpretive tools in the three arenas outlined above contribute to a holistic evaluation of self and student co-development and could contribute to ways of developing self-study methods. Paying attention to students' voices helps me teach statistics in more meaningful ways. Researching students' learning helps me evaluate their experiences according to scientific criteria. Findings may be at odds with my expectations and jolt me into changing my teaching. The quality management perspective stimulates me to negotiate understandings of

my position with my supervisor, make tensions known and acknowledge achievements — the credibility of self-evaluation is enhanced by this process. Each facet of the reflective process is implemented in practice, and leads to renewed evaluation and further attempts to improve and develop teaching and research in an ongoing spiral.

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Collaboration and Self-Study in Relation to Teaching Social Justice Issues to Beginning Teachers

This self-study is an investigation into the teaching of inclusion, equality and social justice to all the fourth year students during their final half year at university before they become teachers. Issues related to diversity, difference, equity, discrimination, and injustice have no easy answers and often implicate us personally, at least partially, in the injustices we uncover. They are often deeply felt and can be uncomfortable and unsettling to confront. Yet learning about them requires such a confrontation. The effects of learning more about inclusion and injustice are hard to ascertain. The kind of knowledge gained is wisdom and understanding, rather than information (Lyotard, 1984), so it cannot be easily measured. Moreover, it is notoriously difficult to measure attitude changes.

In the academic year 2002-2003, four lecturers undertook to teach students the module called "Understanding Disaffection, Raising Achievement and Enabling Inclusion" with the by-line "We don't erase difference; we embrace difference." There were four tutors and four seminar groups of students. The module was organized as a kind of carousel, so that each tutor taught each seminar group for two weeks. The four topics were:
- Disaffection/EBD (emotional and behavioral difficulties)
- Diversity/equality/self-esteem (This was Mo's topic)
- Inclusion and complex needs
- Inclusion: race and poverty

Each group experienced these topics in a different order. There were also two plenary lectures and a day's visit to a special school. The assignment asked them to present a formal written report. The course handbook began:

> This assignment allows you to focus on an individual child or a group of children that you worked with during your school based training. The pupil/s may have been harder for you to reach. They may have been marginalized, disaffected, or excluded in some way. The pupil/s may have been underachieving. You may have felt that you needed to know and learn more about how to support the pupil/s to enhance their inclusion and success. Their difficulties may have challenged you professionally and/or personally. You may have been left feeling unsure how to proceed.... This assignment gives you an opportunity to explore these issues and seek solutions. (Module handbook, p. 1)

The research is on-going. The first phase of the study was completed in the academic year 2002-2003. It is now continuing into the second phase, as the results from the first phase feed into the teaching of the module to another cohort of students in 2003-2004. Like all on-going self-study research, especially when it is collaborative, it is hard to predict the direction in which it is going. This is partly because things do not stay still in educational contexts, and partly because of the wonderful unpredictability of the human beings who are collaborating.

The research question for the self-study is: What effect did our teaching have on the students? Implicit in this question is the wish to improve our teaching, so that the students learn about inclusion and injustice, and then go on to use that learning for the benefit of all the children they will teach in the future.

The study confronted two further problems that have proved difficult in previous research and which continue to prove difficult in this one: (1) How to investigate the effects on the students of teaching for justice; and, (2) How to work collaboratively with colleagues in investigating our own collusions and resistances with respect to injustice.

In relation to problem (1), the study has necessitated some hard thinking about suitable methods of data collection, given the personal nature of the subject matter for both staff and students. Methods had to be quick to use and to analyze; they also had to be cheap. These are familiar constraints in self-study, as are the techniques we chose to use. However, owing to the personal nature of values expressed, it was also decided to use an "outsider" (i.e. Dina) to carry out structured group discussions with students, which could be anonymized. This avoided some of the problems of data collection noted by critics of Berlak and Moyenda (2001) in which stu-

dents are required to present reflective journals to their teachers, who would then judge the values expressed – a method which would seem to invite students to be less than honest.

During the first year, the research question was explored using a thematic analysis of the various sources of data. They have been listed in the order of collection:

a) A "before and after the teaching session" question about the students' expectations,
b) Standard module evaluation sheets collected at the end of the module,
c) Taped focus group discussions and individual interviews with students,
d) Notes taken when marking the examination scripts.

All the data was collected by Mo, a co-author of this paper, except for focus group discussions and individual interviews which were conversations between students and Dina, the other co-author. Dina never teaches these students. Thus the project is not a self-study for Dina. However her input, analysis and discussion have been crucial to it.

The study is intentionally exploratory, so the themes emerge from the data rather than being imposed on it. So in relation to the research question, the data indicates what the students and staff perceived as the effects of the teaching on students' understanding of the issues raised.

Issues of social justice are uncomfortable subjects for self-study research. This may be why there are so few self-studies focused on social justice, as suggested by Griffiths, Bass, Johnston and Perselli (2003). So perhaps it should not be surprising, that the other lecturers were not at all keen to participate. Or perhaps it was just that they were very busy. Or perhaps they did not realize that it might yield some interesting conclusions. In any case, they were unwilling to allow any observations in their classrooms, whether or not it was mutual. And they did not wish to carry out any data gathering, other than the regulation end-of-module evaluation, regardless of who would analyze the results. Nor were they keen to explore reasons for this, in informal conversations. Therefore, in relation to problem (2), this self-study could be seen as a case-study, documenting what happened. We begin to explore some of the difficulties inherent in such self-studies, especially when such a study involves several lecturers teaching collaboratively.

At the end of the first year of the study, the results were presented to audiences at the European Educational Research Conference in Germany, and then at the Collaborative Action Research Conference in England. Meanwhile, work continued. Two discussions with the module leader were noted but not taped. However, there was practically no discussion of the method or of the findings with the other two members of the team, even when they were invited to do so in a one-to-one conversation, even when they said that they had read the full conference paper, even though they knew it was to be presented at international conferences. This somewhat puzzling non-event of the discussions that did not happen

is also relevant to the on-going investigation, in relation to both problems (1) and (2). Other material for the self-study was provided by lively discussions at two international conferences of the first year's findings, again noted rather than taped. Finally there was a module team meeting to discuss arrangements for the year 2003-4, and this too contributed to the self-study. It is discussed in more detail below.

In short, the outcomes are on-going, and will remain so at the time of the conference. The presentation for the conference proceedings and for the conference itself will be a snap-shot of understandings at that time.

FINDINGS FROM PHASE I AND THE ISSUES THESE FINDINGS RAISED

Research question: What effect did our teaching have on the students? The data indicates that the students were extraordinarily positive about what they had learnt, about how challenging it had been, and how passionate each of their lecturers had been about their topics. They had liked it that there were four tutors committed to the aims of the module, but clearly different from each other in style, approach, and detailed knowledge. Moreover, the tutors had happily and explicitly acknowledged that there were likely to be disagreements between them as well as differences. We are inclined to take these results largely at face value, because almost all the data points in the same direction, even though they were collected in very different ways.

Only the assignments were disappointing. They were particularly disappointing because they were well below what we might have expected from the standard of discussion in the sessions. In my sessions, the students had contributed to discussion wonderfully. They had responded to challenges and contributed subtle, insightful, critical responses, giving examples and counter-examples. The other lectures reported similar experiences, in informal remarks about "how it was going." However, by and large, students reverted to using stereotypes and safe answers in their discussions of their chosen "case-study" child. The indications are that the module had succeeded in deepening awareness and understanding and had probably avoided hardening students' stereotypes or reinforcing their prejudices. For the students, as for the staff, most discontent was focused on the assignment, but for different reasons. It was unclear. It asked for evidence they were in no position to collect. There was insufficient tutorial guidance.

If the module had been successful, as we are claiming, why was the assignment so unsatisfactory for both staff and students? A discussion with the module leader about this section of the data focused on how far the assignment was designed to be formative or summative – or, given that it will be both, in what proportions of each. Mo had been inclined to the view that students' caution and instrumentality about assessment was just something that should be accepted. However the module leader was more optimistic and argued, rightly, that the form of the assessment could be changed for the better.

First problem: What is a good way to investigate the effects on the students of teaching for social justice? It is no straightforward matter devising methods that will begin to investigate the effects of teaching for social justice. The personal and emotional nature of the subject matter for both staff and students means that effects are likely to be deeply felt, and sometimes resented. Further, if the effects are to change attitudes and understandings, they are bound to be somewhat uncomfortable. Certainly in my own groups, discussions could easily become heated. They could also touch on sensitive areas, making some students keep very quiet if they felt vulnerable.

The evidence of this very small and imperfect study is that the methods chosen worked well, in relation to immediate perceptions. They seem to have given students the opportunity to voice their real views honestly, without fear of reprisals. The methods are far from perfect, however. They allowed confidentiality and they were fast. However they remain impressionistic. They depend on students expressing their views – and from observation of students when they were asked to take part in the focus groups, it is likely that some with strong views were reluctant to express them. It is impossible to know why, though, of course, we can guess. Further and most seriously, they do nothing to judge the long-term effects of the module, and it is these, ultimately, that matter.

Second problem: What is a good way to work collaboratively with colleagues in investigating our own collusions and resistances with respect to injustice? At the end of the first year this question was left unresolved. All that could be said was that Mo did not manage to develop any real collaborative work with the team and both of us are puzzled by this. Discussions at the two conferences often centered on this point, but most of the possible reasons put forward did not ring true for these particular colleagues. We hoped that it would be possible to find out more during the following year.

A MODULE TEAM MEETING
In December 2003, a meeting was scheduled by the module leader for the lecturers in order to discuss the module prior to it starting again in January, 2004. I asked her if I could raise the self-study at that meeting and she readily agreed.

During the meeting, there were changes we had to discuss and there were some decisions we had to make about the details of organization. As is to be expected in teacher education, we would not have been able simply to re-run the module as before, even if we had wanted to. There were far more students in this cohort, so now there were to be five rather than four lecturers. So as to preserve the carousel which had seemed to have worked well, there were now five rather than four topics covered. The new topic is "SEN, early interventions and government policy." Moreover, since the lecturer who had originally taught the sessions on disaffection/EBD was not available, there were to be two new lecturers. It proved impossible to find a time when all five were free. Only the three original lecturers were able to make the meeting.

The meeting began by considering the self-study. Relationships between the three participants are normally easy: friendly, respectful and joking. However, when Mo introduced the question of the self-study, and particularly the question of collaboration, the beginning of the conversation was sticky, uncomfortable and even defensive. It was marked by long pauses and by changes of subject. One person did not say anything at all on the subject.

As conversation turned to a discussion of changes to the module, the mood changed entirely. The dialogue became easy, flowing, co-operative and punctuated with laughter. Partly as a result of the self-study, the module leader had changed the form of the assessment completely. At the start of the module students are now asked to write a provisional case-study of a child, any child, that they have taught. They are then asked to keep a journal in which they reflect on the five sessions and how the issues raised are relevant to that child. There was then a lot of animated discussion about whether to assess the journal, and about how many words were to be allowed for each section, and so on.

During the conversation, Mo raised the question of research a couple of times, but the other two did not take it up at all. At the end, the module leader asked Mo if she would be doing similar research this year, saying that would be good if she did. Also during the conversation, there was some exploration of whether the question of longer-term impact was a concern, compared with the immediate feeling of success during the session/module itself.

REFLECTIONS ON THE CONVERSATION AND ON FUTURE DIRECTIONS OF THE RESEARCH
Basically, we remain baffled. Why is collaboration and self-study related to social justice so difficult? Even with colleagues as excellent as these are: committed, hard-working, excellent teachers who are fun to be with.

Of course, in some ways the collaboration had worked. It was a partnership in which different partners wanted different things from it, and brought different things to it. In some ways, this is precisely what characterizes most real partnerships. Looked at in this way, the conversation about the module was inspiring and cheering. It demonstrated that the hard work on the self-study was worthwhile in changing something and knowing why. Moreover, apart from the questions about self-study, the conversation was co-operative and open. Given that we are all in such a rush and so stressed all the time, it is rather wonderful to think that this kind of talk survives at all.

In some ways it was merely puzzling. It was very useful to have the explanation of a lack of concern about future impact, but, still, it is hard to connect this view with the explicit position agreed in the conversation that students should to be self-reflective and self-critical. Another puzzle: it was easy to see how enlightening it was for tutors to see the reasons for student discontent with the assignment, for instance. So what explains the reluctance to explain tutors' discontents with aspects of

the module, for each other and for the students?

In some ways the collaboration had not worked at all. Yes, the partnership had meant that things had improved on the module. But it had not meant that we were able to help each other investigate our own collusions and resistances with respect to injustice. Nor had we been able to ask the hard questions about how what we do might merely feel good - or worse, exacerbate the reasons why injustice flourishes in school.

The "take-home" message from Mo's book (Griffiths, 2003) is that social justice is built on "SPACE" where the "PAC" are:

P: Public spaces and public actions:- Undertake joint actions in the political. Work with others. Decide and plan what to do together.

A: Actions: - Take action both individually and jointly. Notice its effects and learn from both success and failure.

C: Consultation, co-operation, collaboration:- Work with others, even when not in total agreement. Attend to their points of view. Form alliances. Make compromises.

But this study shows just how difficult that can be, even with respected colleagues. Yet, without these hard questions can social justice have a chance? The presentation will be a chance for us to discuss these troubling questions with other castle-goers. Participants will be asked to reflect on similar collaborations that they have undertaken so that we can all share and compare our experiences.

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Where Does the Teaching End and the Research Begin?

In teacher education, what are the ethical and practical limits of self-reflexivity? We are expected to be both teachers and researchers, at least at the postsecondary level, but there are conflicts inherent in assuming both roles simultaneously. Intentionally modeling and evaluating the effectiveness of self-reflexivity as teaching practice and as research methodology for one's students while "living" them complicates matters further. For example, when does experimentation by a teacher (in the name of research) in the instructional setting interfere with pedagogical goals? When does exploring one's own pedagogical practices, in order to demonstrate self-reflection and to investigate teaching broadly, undermine other of the principles of effective instruction one has come to identify/embrace? When do the ethics and best practices of the teacher contradict and come into direct conflict with those of the researcher? This paper attempts to unravel, define, and explore these apparent dilemmas in practice so as to clear up the ambivalence of the message conveyed by their use.

The distinction between our roles as teachers and as researchers is an artificial one, to an important extent, of course; the overlap and synthesis between the two is extensive for teacher-researchers, and doing one is doing the other, in many respects. But this does not mean there aren't inherent conflicts, as well as confluences, in trying to execute both roles effectively. The questions above, and ones like them, emerge for me every time I teach a course called "Conceptions of Schooling: Context and Process" (also known by its bureaucratic designation as EDF 366).

The course is described in the *2003-2004 University of Northern Colorado Course Catalog* in the following way: "Social, historical and philosophical perspectives of schooling including legal, ethical, and multicultural foundations for the professional educator in a democratic society, and their implications for classroom communication, organization, and management" (p. 255). In brief, it is one of those omnibus, multi-purpose courses intended to satisfy many requirements for teaching licensure required by states and expected by accreditation boards, while not completely consuming a student's possible undergraduate course requirements and units. I have taken to calling EDF 366 "Introduction to the Teaching Profession," when asked by people outside the College of Education or the field of teacher education to describe what it is that I do. I then add a paraphrase of the official course description.

Students at UNC usually take EDF 366 about the time they finish their sophomore year or start their junior year of coursework, after they have completed the majority of the content requirements for their undergraduate majors, and are beginning the teacher certification part of their baccalaureate education. It is a course taken before they have had significant (if any) exposure to the schools in the role of teachers, and almost entirely before the field experience components of their preparation. I very much enjoy teaching this course, because I like to influence budding future teachers through my teaching, and because there is a certain freedom in having too much material to cover; I am able to throw up my hands, and ultimately simply try my best to meet the wide-ranging demands of such a diverse curriculum.

While this is not the same as doing whatever I want, it does require me to synthesize this wide range of topics and issues into a comprehensible whole, and this in turn ends up being essentially my own personal version of "what all beginning teachers to know." Central among these for me is that teachers need to develop the skills and sensibilities to be effective self-reflexive practitioners. Because I feel it is important that students have specimens of teaching to examine, I create opportunities for them to do so through having them complete a presentation (usually in pairs or groups of three), as well as through intermittent inspections of a range of pedagogical decisions I myself have made. I engage in critical reflection, what Newman (1991) has referred to as "interwoven conversations" about teaching with my students.

As a teacher educator, I have always thought that it is a good idea to use my own teaching as a "guinea pig," both for pedagogical purposes and for purposes of evaluating its effectiveness in modeling the practical application of the central tenets of my own teaching philosophy. I believe this is particularly true for beginning pre-service

students/teachers. In the case of me teaching EDF 66, such central tenets include a social constructivist theoretical commitment, teaching for social justice, teaching in a diverse society, and student-centered instruction, as well as certain technical matters like effective classroom management, use of small group and cooperative learning, etc. It seems extremely important to me to "practice what I preach," to model what I consider effective practice in all these areas, to the best of my ability.

This is not to suggest I am an ideal model in all these areas. In fact, quite the opposite seems to be true, as often as not. It is rather my intention to suggest that teaching is often a matter of trial-and-error, of experimentation, fine tuning, failure as well as success, of thinking and rethinking one's pedagogical decisions, and critically, of learning something and improving one's practice as a result of all of these experiences and efforts. As a result of this, I challenge one of the main conceptual paradigms many students bring with them into their certification programs: that teachers are unquestioned authorities, the holders of knowledge, the keepers of the holy grail. I also open my students to the possibility that teachers don't always make the right decisions and that there are positive and negative consequences of almost any pedagogical decision. I end up taking the pressure to make the right decision every time off their shoulders (although I sometimes wonder if the burden I replace it with—of taking responsibility for every decision they make—is even greater).

There are three required course texts I use on EDF 366 which underscore my emphasis on critical self-reflexive practice, learning through trial-and-error, with sub-emphases in teaching for social justice, teaching in a diverse society, and student-centered instruction. These are *The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understandings of the World* (Gallas, 1994), *Holler if You Hear Me: The Education of a Teacher and His Students* (Michie, 1998), *and the second edition of Critical Pedagogy: Notes from the Real World* (Wink, 2000). Each author models various elements of my conception of critical self-reflection in teaching, and takes up at least one of the aforementioned sub-emphases in the process. Their work also provides a conceptual framework for this paper.

As mentioned earlier, besides the value of my approach in keeping me aligned with my own philosophy of education and principles of teaching, I have always sought to establish consistency between what I say it is important to do and what I actually do as a teacher. Everyone who has spent any time in school seems to have experienced at least a few teachers whose practice contradicted what they advocated, who seemed to be operating according to the dictum "Do as I say, not as I do." I go to considerable lengths to avoid this, and use self-reflexive practice to help me accomplish this goal. I also find this perplexing; I worry that, at times, my attempts to use my own teaching as an example are understood not as examples and modeling of teacher self-research, but rather appear to my students to be demonstrations of my own lack of self-confidence in my teaching. In fact, while there might be elements of both phenomena in me modeling this self-reflexive practice, my students often seem uncertain about how to "receive" this kind of instruction.

To begin to get at what students seem to have taken from their experiences of my attempts at self-reflexive practice with them, I recently surveyed one of my sections of EDF 366 students using a questionnaire I developed, as a way of coming to terms with these concerns. (See Appendix A.) Twenty-five of thirty-one students in the class responded to the questionnaires, and I gave them the option of writing their names on them or not. I collected them at the end of the semester, and promised them I wouldn't read the surveys until after their grades had been submitted for the course. I told them that, if they added their names, I might wish to use this information to follow up on something they had written. Of the twenty-five respondents, six wrote their names on their response forms. In general, the results of the survey with this group of students-teachers confirmed the value of my approach. The importance of self-reflexive had been widely understood, it had been interesting and valuable for my students, and many of them saw taking up self-reflexive research as something it would be important for them to integrate into their teaching practice.

Two responses to the first question (about the meaning of the phrase "self-reflexive practitioner") captured many of the elements of the definition I had been hoping students to grasp: the notion of lifelong/career-long learning, the use of self-reflection for improving one's practice, and its use to support the effort to reach all learners.

- *Forever analyzing oneself, one's teaching practices, in order to stay on top in an ever-changing world and in order to reach the most possible people in the most ways possible.*
- *Looking at yourself to learn.*

Other definitions I got, and ones which conveyed the sense of most respondents about the meaning of this term, included:

- *A "self-reflexive practitioner" is someone who uses their experiences to continue their development as an effective teacher.*
- *I see it as drawing from one's own experiences to better pursue solid teaching criteria.*
- *That teachers have to step back and reflect on their teaching and its effects.*
- *Teachers being able to see their positives and negatives, and then adjusting their negatives so that everyone can learn.*
- *Acknowledging that you don't know everything. It took a lot of the stress out of this class.*

One response I got that seemed somewhat off the mark as an attempt to provide a dictionary definition of the term in question, but which seemed to have been conveyed by what some students saw in how I modeled

self-reflexive practice, was the following: *Self-reflexive practice means to relay lessons through one's personal experiences. It allows students to connect with students on a more personal level.*

Question #2, as the one which asked students to relate how they felt about my modeling of self-reflexive practice, seemed to draw the widest range of answers. Several made mention of how seeing me questioning my own practice reduced their anxiety about teaching, in various ways:

- *I liked how you acknowledge that you didn't know everything. It took a lot of the stress out of this class.*
- *Giving us examples of challenges you have faced was helpful in understanding the points being made. You were human and faced challenges as well.*
- *It allowed me to feel as if the teaching had experience behind it. It gave the teacher credibility and made me feel more confident because the teacher trusted us enough to "let us in" to his personal experience.*
- *You did challenge your teaching to make you better. And I like your approach. I felt I could contribute freely. You're a relaxed teacher, which makes me feel relaxed.*

Not in every case was the effect the same with respect to how my sharing of my teacher stories (Connelly & Clandinin, 1990; 1996) made them feel as students in the class. The responses to this question varied widely in this regard:

- *I felt that it helped because you did provide an example of challenges. I am not sure how it made me feel as a student. It made me feel that you were constantly thinking about yourself and your practices.*
- *I wish you actually used more of your prior teaching experience and shared it with us. It made me a little uncomfortable when you would ask us to rate you as a teacher or the way you taught.*
- *I liked hearing someone else's experience. It made me feel almost equal to the professor.*
- *I really liked the use of examples because it was the best way for me to learn from experience without actually having experience. It also gave me an appreciation and at least some level of preparation for diversity in the classroom and the challenges that arise.*

Several students referred to my using examples for my own teaching as giving examples and seemed to have only taken my talking about my teaching on this level. Finally, although it surprised me a little to hear about it because of the generally critical stance I took, one student felt I used too many examples that showed me in a good light as a teacher.

Almost every respondent expressed some level of positive interest in experimenting with self-reflexive practice when they become teachers. Perhaps because I modeled self-reflexive practice in the context of this course as a practice engaged in collaboratively with students, however, the range of responses to question #3 made me aware

that we didn't necessarily share my understanding of the meaning of the term. My definition of doing teacher research entails both techniques that involve the assistance of learners and those which are done mostly by teachers, with sometimes limited or no awareness of students. Either some students didn't understand the intended thrust of my question, or part of some students' definitions entailed asking your students to help you critique your teaching (although this is obviously only one of many possible approaches to teacher self-research).

- *Somewhat, but it's hard in high school, because some like your subject, some don't, so they don't always relate to knowing your past challenges.*
- *Yes, because it brings the teacher to the students' level and makes students know that teachers care.*
- *I think it will work because you can get to know your class by seeing how they would modify your lessons and instruction.*
- *Ask the students how they are doing, ask if anyone is struggling with the material so that you can changes so yes I will use this.*

As a group, students strongly agreed with the idea that my modeling of self-reflexive practice—regardless of the precise definition they might have been using—was helpful to them (Question #4a). While the vast majority was comfortable with my modeling (Question #4b), six expressed their discomfort with it rather forcefully (four answered "5", two "4"), and three weren't sure how comfortable they were with it. Only two felt strongly that I should have "resolved [my] teaching dilemmas by now," and two students weren't sure about this (Question #4c). In their responses to Question #4d, seven students wanted to see me model self-reflexive practice even more than I did, but everyone else was unsure about this. Twenty-two students said they would want to attempt self-reflexive research because they had seen me model it for them (Question #4e), and only three weren't sure. Finally, due to the awkward phrasing of Question #4f, I realized that it is hard to interpret or identify meaningful trends from my students' responses to this item. (It is impossible to gain a clear understanding of what it might mean to be unsure whether one "will feel comfortable reflecting on [one's] teaching to the degree" I did, or whether, if one strongly agrees—or disagrees, for that matter—with the statement, that it means anything in terms of strengthening one's commitment to self-reflexive practice.) The ambiguity of this item was perhaps reflected also in the fact that my students' responses were more evenly distributed across the five options in this instance than they were for any other survey item.

The conclusions that can be drawn from this sample of student opinions for my own performance as a teacher researcher in this instance are useful and instructive. They include the fact that my students were open and receptive to learning more about self-reflexive teaching practice, even if we didn't share a uniformly explicit definition of the term, and they found my modeling of it to be interesting and confidence building. Furthermore, I seem

to have successfully presented it in a way that was useful to most of them and interested them in trying it themselves. My hunch that these were valuable pedagogical strategies seems generally to have been corroborated, and my concerns that they might have undermined my perceived authority as a teacher educator were generally unfounded.

There is also the suggestion that other aspects of my teaching philosophy, as stated above, were able to filter through my central tenet of self-reflexive practice at least partly because I *used* self-reflexive practice and my modeling of it for them to raise them to the surface and bring them to my students' awareness. Finally, I learned - most painfully, perhaps - that, while I might have gotten a good start on it, my study would have benefited from more careful design and phrasing of questions.

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APPENDIX: MY QUESTIONNAIRE

Teachers as Self-Reflexive Practitioners

1. What do you understand the phrase above to mean?

2. I often used my own teaching as an example of one challenge or another that faces teachers at all levels. What was your reaction to this approach? How did it make you feel about being a student in this class? How did it make you feel about me as a teacher?

3. Do you think this approach to teaching will work for you in your own future classroom? Why/why not? How might you modify what I did to make it useful to you in your teaching?

4. Please rate the following statements with respect to your level of agreement with them (where 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree):
   A. Modeling reflective practice in your classroom was helpful to me.
   B. I felt uncomfortable when you talked about your own teaching dilemmas.
   C. I felt you should have resolved your own teaching dilemmas by now.
   D. Your use of self-reflexive practice has made me want to use it, too.
   E. I don't know whether I will feel comfortable reflecting on my practice to the degree you did.

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How Are Teachers Prepared to Teach Students with Learning Disabilities in Mathematics?

ABSTRACT

The purpose of the study was to develop, analyze and evaluate the structure and content of a course on learning disabilities in mathematics taught at the Icelandic University of Education by me, the author of this paper, and my colleague Edda Óskarsdóttir. This subject was part of a broader course on learning disabilities in reading until our successful application to develop a new course on the matter. Through a self-study approach to data gathering, dialogue and critical reflection we have created a new course "Mathematic for All" and this paper will describe the challenges we met on our way.

INTRODUCTION

In 1999 when we were both practicing teachers at elementary schools in Northern and Southern Iceland, we were asked to develop graduate courses for the division of special education at the Iceland University of Education (IUE). One of these courses (learning disabilities in mathematics) formed a .75 credit section of a larger course on learning disabilities in reading. This small portion assured that the discourse on disabilities in mathematics was too brief — we found this very limited course only introduced the topic and did not meet the student teachers' needs. During fall 2001 we successfully applied to re-develop this section into a new course dedicated to learning disabilities in mathematics for graduate students in the division of special education. The development and implementation of this course is the main focus of this study.

THE BEACON

The literature on teacher preparation in special education in mathematics is rather meager but a number of common trends can be identified. Parmar and Cawley (1997) put forth professional standards of teaching in accordance with the National Council of Teachers of Mathematics and the Knowledge and Skills Competencies list for teachers of students with learning disabilities compiled by the Division for Learning Disabilities. Following is an extract of those standards.

1. Modeling good mathematics teaching

It is important to use good teaching practices in teaching teacher students. Individuals engaged in teacher preparation need to consider the extent to which their own instructional practices model effective teaching.

2. Knowledge of mathematics

The competences a teacher of mathematics in special education must have are very wide. It is more than knowing mathematics; it also involves understanding the meanings, principles, and processes of a wide range of mathematical procedures appropriate to the level of student ability. In addition teachers must become familiar with their national curriculum guidelines and frameworks to be able to make appropriate decisions regarding content and scope for students with learning disabilities.

3. Knowing students as learners of mathematics

It is important for teachers to understand the students' cognitions in order to design effective instruction in mathematics. Teachers need to be able to recognize unusual performance in students and how to adapt their teaching accordingly. Also teachers should know the developmental characteristics of the student to the extent that they can make individualized education plans in accordance with students' performance.

4. Knowing mathematics pedagogy

It is important to prepare teachers to effectively teach mathematics to students with learning disabilities. Teachers need to be familiar with the curriculum, teaching strategies and assessment in mathematics across the school years.

As we began to recreate and develop our course we started to ask ourselves about our students. Who are they? What kind of education do they have in mathematics? What is their experience of teaching mathematics and why are they taking our course? We found that the majority of students that enter the IUE have a strong background in social sciences and language but only the basics in mathematics. According to Fri_rik Diego (1997), a lector in mathematics at the IUE, the mathematic courses at the IUE are too limited to give students in the teacher-training program at the Bachelor level a solid knowledge in mathematics.

Parmer and Cawley (1997) suggest that teacher education programs evaluate how they are preparing teachers to meet student's unique needs so students with learning disabilities can be successful in mathematics. Classroom teachers are required to provide instruction for a diverse group of students and are held accountable for covering the curriculum in a manner that all students in the class learn the content. Students do not learn in the same way nor use the same amount of time to learn. If the teacher decides to continue then some students will experience

failure as they are moved through the curriculum without understanding. According to the literature one of the most common instructional activities for students with LD in mathematics are traditional algorithms for performing the four basic operations (Woodward & Montague, 2002). At the first Nordic research seminar on learning disabilities in mathematics Anna Kristjánsdóttir (2001), in her overview of the state of affairs in Iceland, put forward questions about what the most common learning disabilities in math are and which ones are maintained by special education. The literature also states that it is important for special educators to become familiar with theories of social constructivism. We therefore asked ourselves what kind of course we needed to develop.

RESEARCH METHODS

The study was driven by the desire to enhance the development of the course so we could better meet teachers in their struggle with teaching students who are challenged by mathematics. To be better qualified to develop our new course we decided to collect data on the former course and the one we were reconstructing. Collaborative self-study formed the basis of the research methodology for three reasons: (1) because self-study enabled us to draw on the relationship between teaching about teaching and learning about teaching through developing, planning and teaching the course on disabilities in mathematics; (2) the inquiry was a natural consequence of our long-term collaboration in mathematics education, teacher research and professional development (Berry & Loughran, 2002; Dalmau, 2002; Gudjónsdóttir & Dalmau, 2002; Guilfoyle, Placier, Hamilton, & Pinnegar, 2002), and (3) key elements of self-study (shared critical reflection on our practice and continuous action for change) formed the basis of the study and the action as we developed and implemented the course (Conle, Louden, & Midlon, 1998; LaBoskey, Kubler, & Garcia, 1998; Lomax, Evans, & Parker, 1998).

> … first, we ask a question related to how we can improve our practice in a particular area. Then, we gather data, as we work to try to improve our practice —action and data gathering are inextricably entwined and continuous. So is reflecting trying to make sense of what we find, and eventually come to new understandings? At all stages, we are continuously seeking to reframe our experience and look at it from fresh perspectives. As we continue with this process, we begin to see what we are doing and why it is useful or not useful, but we begin to play with the new knowledge that is emerging ... collaboration may be intrinsic to each of the stage .... (Bodone, Gudjónsdóttir & Dalmau, 2004).

According to John Loughran (1999) the questions that are important in teaching and learning environments are the same that are important for research and therefore the appropriate research method is the one helpful in answering the important questions. With this in mind we developed our research. The research questions were the same as the questions we asked as we developed the course:

1. Who teaches students with disabilities in mathematics?
   What is their mathematical knowledge?
   What is their knowledge on learning disabilities and the reasons for them?
   What kind of pedagogical knowledge and skills do they have?
2. How can we most effectively prepare special educators to teach students with learning disabilities in mathematics?
   What should the content of the courses be?
   What kind of teaching strategies should we use?
   What kind of tasks and projects serve this best?
   Who should teach the course?

The data was gathered from multiple resources and over an extended time period. It includes all the material from the previous course (readings, projects, presentations, students tasks), the evaluation questionnaire from students on the previous course as well as documents on the reorganized course. In addition, we documented our critical reflecting and dialogue that took place during the development of the new course and the teaching period.

Guided by Wolcott's (1994) idea on organizing the transformation of the data through description, analyzes and interpretation we began by collecting and writing descriptive notes on the course content, learning material and teaching strategies. Our next step was to analyze students' projects, their discussions on the WebCT format and the questionnaire. The analyzing step and openness to our findings was very important to our purpose in the study because of the emphasis on course reconstruction and development.

Through inquiry into our practice as teachers of teachers we discovered dilemmas of the special education practice as it deals with students having difficulties in mathematics and these we will discuss in this chapter.

LEARNING DISABILITY IN MATHEMATICS

The framework that guided us as we developed the new course was based on ideas from Parmer and Cawley (1997), but also teaching models from Gudrun Malmer (Malmer, 1998), Cognitive Guided Instruction (Carpenter & Fenema, 1992) and constructivism (Ginsburg, 1997).

The course on learning disabilities in mathematics is taught as a distance learning course. We meet our students for two whole days of lectures and dialogue, and then we use a program called WebCT that is like a net-based classroom with opportunities to give lectures through overheads, talking overheads, discussions, e-mails and projects online. The content of the course has for the past few years focused on three main themes:

- Causes of learning disabilities in mathematics
- Assessing mathematic learning disabilities
- Teaching mathematics in special education

As of the fall 2002 the course changed in volume when it became a 2.5 credit course. We didn't change the con-

tent of the course, but the depth and volume of the subject matter was increased. The projects the students worked on were as follows:

- Choose articles on mathematics (collaborative)
- Read and introduce the new Icelandic learning material in mathematics (collaborative)
- Look for, evaluate and introduce assessment tools they could find in each of their schools (collaborative)
- Individual project: assess student's abilities in math and write an individual educational plan.

The projects involved reading journal articles on different types of learning disabilities in math, getting to know new textbooks in mathematics published in Iceland, looking at assessment material, analyzing a student's performance in math, and writing out an individualized education plan for that same student according to his performance. Much of this was collaborated work as students worked together and then they introduced their work on the WebCT and participated in a dialogue around the subjects.

DISCUSSION

By critically reflecting and dialoging around our course we came to the conclusion that although the course is extended we believe that it is not enough to prepare the teachers for their challenge teaching students with learning disabilities in mathematics. The content, and even more how it is delivered, need to be evaluated and reconstructed. As we analyzed the data we grouped our interpretation and analysis into strength and weaknesses of the course.

Strengths:
- Overview of the assessment procedures
- Overview of learning disabilities factors

The students' projects and their discussions let us come to the conclusion that these components are either well developed or the students have a strong foundation and knowledge base in assessing children, although it might be in other subjects than mathematics. The interpretation of the data also indicates that the overview of learning disability factors supplied the teacher students with an understanding of the phenomena.

Weaknesses:
- Emphasizes on learning disabilities
- Lack of mathematical content and pedagogy
- Connection to research and writing in the field of mathematics

Although we found that our overview of the learning disability is a strong factor and gave our students an understanding of the phenomena our interpretation is that the time spent on discussing the matter was too great in proportion of the course. We are still in the medical model focusing on student's weaknesses rather than their strengths.

One question that kept coming to us was: Who teaches students with disabilities in mathematics? The students who enter our course come from diverse backgrounds, the majority are from the general education field, some are developmental therapists, others are preschool teachers and few are from the secondary education. The teachers who enter the graduate program in special education usually have not participated in courses in mathematics since their undergraduate programs. In the past three years we have had three students who are math teachers and few that have attended workshops in math teaching and also some who have hardly any experience in teaching math. This means that most teachers preparing for teaching students with disabilities in mathematics do not have the necessary foundation in math to build on. This information also leads us to the conclusion that it is difficult to discuss disabilities in math in the course. It is even more difficult to discuss reactions, the planning of the individual curriculum and the teaching of the children.

Our interpretation from studying literature on disabilities in mathematics is that the two fields, special education and general education in mathematics, are separated. We stumbled upon lack of research and publishing on learning disabilities in mathematics. The majority of the mathematics intervention research in special education addresses behavioral approaches, e.g., direct instruction with emphasis on performing the four basic operations. From this we have found the necessity of going outside of the special education literature to find illustrations and guidelines for planning and teaching mathematics. There has not been much focus on disabilities in mathematics in the field of general mathematic teaching.

MATHEMATICS FOR ALL

One of our conclusions is that it is important at the university level for the mathematics and special education departments to collaborate, whereby the techniques and findings of both fields are shared and interrelated. It is essential to create a program in collaboration with the math faculty that addresses the basics of mathematics. A program such as this is most likely a program that increases both our students' knowledge and instructional capabilities.

There is a need to create a course for teachers that will emphasize the subject, mathematics. Knowledge of mathematics is more than simply being good at mathematics; it includes understanding the meanings, principles and processes of a wide range of mathematics appropriate to students needs. Developing the course we will shift the emphases to the following:

The teacher:
- Encourage professional development
- Model good teaching practices

The student:
- Understanding the development of student thinking in mathematics
- Knowing the students as learners

The mathematics:
- Collaborate with math teachers
- Emphasize mathematical pedagogy

- Strengthen the understanding of theory and practice in mathematics
- Teach about mathematics rather than how to do mathematics

Find appropriate reading material!

Through the self-study approach and critical reflection we have managed to evaluate our course and redevelop it. Next time it will be taught at IUE it will be done in collaboration with mathematic educators.

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Self-Study and Pragmatism

This paper addresses the relationship between self-study and pragmatism. It builds on a doctoral study that I made recently into my own practice as teacher educator (Gudjonsson, 2002). Beginning to work on the data I had collected for the study, I faced an unexpected difficulty: I was not sure how I should deal with or even how I should think of inquiry. Examining this issue I found that my uncertainty linked to the fact that I had not decided who I was as educational researcher or how I should position myself in this regard. Working on this matter I became drawn to pragmatism, in particular the writings of Richard Rorty, the American pragmatist philosopher. Returning to my data with this pragmatic attitude I began to see them anew. Writing this paper, my intent is simply to share with you these experiences, the story of my struggles with my data and my "pragmatic turn," hoping that you may find it useful for your own purposes.

THE BEGINNING

Originally a biochemist, I began teaching chemistry in a secondary school in my country, Iceland, in 1979. Roughly a decade later I accepted a position as part-time lecturer within the teacher education department at the University of Iceland. My role would be to help prospective science teachers figuring out ways of teaching their subjects. Exploring the literature in this area (science education), I found that constructivism was the key. A "new look" at the learner was emerging: teaching science one should think of the students as knowledge makers rather than knowledge receivers. Feeling attracted to this idea, I decided to give it a try. Unfortunately, I did not experience much success with this approach. No doubt, my student teachers liked it. However, making it part of their practice turned out problematic. Once in the classroom they seemed to abandon constructivism and switch to more traditional ways of thinking and acting.

For some reasons I became captured by these experiences with constructivism. What was going on? Why was I experiencing such difficulties? Was I doing something wrong? Or was it the constructivist idea that was wrong? How should I think and act as teacher educator?

Beginning my doctoral self-study in Canada some years later, these questions were still on my mind. Actually, I tend to think of them as the driving force behind the study. Anyway, returning to Iceland two years later, I had decided to study my own practice, hoping, of course, to come up with some answers to the questions that had captured my thinking.

I decided to focus on teacher learning. Studying in Canada, I had sensed a growing interest in this issue (Feiman-Nemser & Remillard, 1996). Behind this interest, I understood, was the hope that deeper understanding of the learning-to-teach process might help in clarifying the role of formal education in learning to teach. Besides, some researchers were claiming that we needed stories from within, for example - the stories of teacher educators, in order to gain a better understanding of the learning-to-teach process (Wideen, Mayer-Smith, & Moon, 1998). This I found encouraging. So, returning to Iceland and to my work as teacher educator I had decided not only to study my own practice but also to focus on teacher learning. For one thing, I would try to understand what and how my student teachers were learning. Secondly, I would attend to my own learning. After all, I was in the process of relearning how to teach teachers in light of my recent learning in Canada. What and how was I learning?

I made attempts to record things as they occurred, "collect data" as people say. I kept a personal journal, got copies of the students' written course work and audio taped my interviews with them. And this went on for a whole school year, from September 1999 to April 2000. Understandably, my data became somewhat "mountainous."

CRISIS

It was late May 2000. I was beginning to explore my "data mountain." I was anxious and confused because I did not know how I should approach this mountain, (i.e. what I should do with my journal and all the audiotapes). And this situation lasted for some days. Then the word "analyse" popped up in my mind and I began to say to myself: "I am an analyst. My job is to analyse my data."

Why did I speak this way? In my interpretation, the old biochemist in me was entering the scene of my consciousness. Sensing my uncertainty, he took control.

As told above, I began my career as a biochemist. I did some biochemical research and in doing so I became used to "analysing things," most notably my samples. Anyway, back to May 2000, in the weeks to come I was busy "analysing" my data in search for patterns or "underlying truths" or something of that sort, reasoning that if I looked very carefully into the data mountain I should be able to unearth something important about teacher learning. Behind or underneath all these notes and interviews there should be something …. There wasn't. Or, at least, I could not find much of interest "in there." Facing these realities, I began to wonder if I might be in a wrong path; if my search for patterns and underlying truths might be a fruitless endeavour. Deep questions began to enter my mind: What am I trying to do? What am I analysing? What are my data? What does inquiry mean to me? I sensed that time was ripe for me to figure out who I wanted to be as researcher.

THE MINER
Kvale (1996) pictures researchers alternatively as "miners" and "travellers." While the former unearths truths, the latter travels among people to hear their stories and understand their lives. No doubt, beginning to deal with my records I was acting like a miner, hoping to unearth something important about teacher learning. This is understandable given my background as a natural scientist. Doing biochemical research I was truly a miner. Taking my first anxious steps into educational research, the miner clothed as biochemist popped up again ready to mediate my actions.

I may sound ironic. However, my intent is not to make fun of myself. Indeed, the interesting thing here is not my person but the uncertainty and confusion I experienced when trying to make sense of my data. It would not surprise me that many self-study researchers have experienced something similar to what I did. And it may well be, as Barone (2002) suggests, that many of us are preoccupied with certainty, that we "need assurance, with as high a degree of probability as possible, that our beliefs (including those about educational matters) are not untrue" (p. 24). At least, I think that this was the case when I was beginning to grapple with my records in May 2000, and this may be part of the reason why the biochemist of my past popped up in my consciousness and began to mediate my actions. No doubt, he was a representative of this "voice of certainty" and therefore wanted me to behave like I was a miner and start looking for "gold" in my little mountain of data. As you now know, I did not find much gold. On the other hand, I found plenty of words, and gradually they caught my interest. And this happened when I started to explore some of the books of Richard Rorty that I had taken with me from Canada.

TOWARDS RORTYAN NEOPRAGMATISM
Following Rorty (1979, 1989, 1998, 1999), we (human beings) live in language. Actually, the prefix "neo" in neo-pragmatism points to this emphasis on language, i.e. understood as ways of speaking. Following Rorty, what distinguishes us from other animals is that we use words as tools. We speak and so are able to describe things, something no other beings can do. Whether our descriptions "fit" reality we will never know because the world does not speak. Only we do. Accordingly, we should drop the idea that the goal of inquiry is to uncover "Truth" – how things really are. Inquiring into things, we meet ourselves, our ways of speaking. The best we can do, therefore, is to describe our realities in ways that help us do things better:

> Instead of asking whether the intrinsic nature of reality is yet in sight ... we should ask whether each of the various descriptions of reality employed in our various cultural activities is the best we can imagine – the best means to the ends served by those activities. (Rorty, 1998, p. 6)

I adopted this line of thinking. In retrospect, I see this move as conceivable. For one thing, I was somewhat lost and in great need of a niche or an intellectual position. Secondly, I had been exploring some of the writings of the classical pragmatists and was feeling well situated in their company. Rorty (1979, 1989, 1998, 1999) was, in a sense, a plausible "next step" for me in this regard. Thirdly, my data consisted entirely of words, of sentences and anecdotes from the field and neopragmatists like Rorty think of them as our reality. Gradually, I managed to establish a pragmatic framework that enabled me to deal with my data. Following Rorty, I said to myself that my task as researcher was to describe things well, not for the purpose of figuring out their "nature" but rather with an eye of coming up with useful descriptions, that is descriptions that might enable me and other teacher educators to improve our practices. By now I am close to what I like to call "pragmatic self-study."

PRAGMATIC SELF-STUDY
Wondering when self-study becomes research, Bullough and Pinnegar (2001) wrote:

> When biography and history are joined, when the issue confronted by the self is shown to have relationship to and bearing on the context and ethos of time, the self-study moves to research. It is the balance between the way in which private experience can provide insight and solution for public issues and troubles and the way in which public theory can provide insight and solution for private trial that form the nexus of self-study and simultaneously presents the central challenge to those who work in this area.(p. 15)

Bullough and Pinnegar's paper appeared in *Educational Researcher* in April 2001, almost a year after I started to grapple with my data and wondering how I should think about inquiry and, more specifically, about

self-study. I found their paper particularly encouraging. In effect, I had been following the line of thinking articulated in the quote, i.e. trying to find a balance between the private and the public. Referring to my approach as pragmatic self-study, I am pointing to my pragmatic position, saying in particular that I see the world as socially and linguistically constructed and my task as generating useful accounts of my experiences. What matters, in this view, are what words we use and how we use them because what words we use and how we use them shape our social practices.

Turning to my data with this mindset, I understood the data could be interpreted in various ways and that my task was to come up with a useful story, i.e. a story that might enable me and possibly other teacher educators to figure out new and better ways of working with our student teachers. Following Rorty (1979, 1989, 1998, 1999), human beings are storytelling organisms. If that holds, we teacher educators should do our best to create and live by as good a set of stories as possible when doing our jobs.

In effect, my thesis took this shape; that is, it is significantly an attempt to see things new. Ultimately, I came out new in the process. I built a new vocabulary for my practice and so re-created myself as teacher educator. Let me round this paper off with a story from my thesis, a story I named "Visiting Goldie." Hopefully, it will help you understand better how I dealt with my records.

VISITING GOLDIE
Reading the title of this sub-chapter you might start thinking that I am now about to tell you a story about a person with the pseudonym "Goldie." That's not the case. Rather, the story is mostly about the person visiting Goldie, namely me. I was visiting Goldie. I was visiting her in a school where she was doing her practicum teaching. In part, I was doing my duties as her supervisor. However, and most important for this context, I was visiting her as researcher doing self-study. And when one is involved in self-study one is keeping an eye on oneself. In this case I was wondering about how I should think about practicum. Remember that I was, in my study, focusing on teacher learning. I was asking how teachers learn to think and act in particular ways. Practicum, I felt, was an important part of the learning-to-teach landscape. But how? What and how were the student teachers learning during the practicum? Entering the school where Goldie and her school advisor were waiting for me – on a cold morning in early March 2000 – questions of this kind were flashing through my mind. And let it be said, that I was hoping to find some answers "in there," in the events, activities and talks that were waiting for me inside the school. Leaving the school some hours later this hope had been strengthened. While observing Goldie I had filled many pages of my journal with field notes; and I sensed that my conversations with Goldie and her school adviser had been particularly illuminating with respect to my research question. "Here is something," I said to myself, meaning of course that I would find *in* the

records things that would speak to the issue of learning to teach. Beginning to "analyse" my records in May 2000, I started with the visit to Goldie, hoping to find in them things, maybe "little gold nuggets," that would speak to my research interest, the issue of teacher learning.

As told above, this first attempt of mine to make sense of my data led up to a crisis on my part because I did not find any "gold." Instead I found lot of words and ways of speaking characteristic of my culture, my students, and myself. Encouraged by Rorty (1979, 1989, 1998, 1999), I began wondering about the words I was using and my ways of speaking as teacher educator. The familiar began to look interesting. After all, this was me, my way of being and knowing and talking. For the first time in my life I was really turning to myself with a curious look! Exploring my journal I could see that I was using certain words in certain ways. Most importantly, I began to understand that these words and ways of speaking were constraining my thinking, limiting my view. I was a prisoner of my words. Reading Rorty it began to dawn on me that I might do well exploring the vocabularies of some good thinkers. In doing so, I might find new words and new combinations of words that might help me think better about issues important to my practice, for example teacher learning. How we understand such issues hinges on the words we are able to bring to them, our reservoir of "answering words." So, if we want to develop our thinking we may do well looking for new and useful words. And this I did.

I began looking around for good authors, anticipating that they might provide me with useful words for my practice and for my research. In the end, I gathered a group of six people to whom I refer in the thesis as "my guides." Besides Rorty, the list included John Dewey, Jerome Bruner, Jean Lave, James Wertsch, and Mikhail Bakhtin, the Russian linguist and a contemporary of Lev Vygotsky. Exploring some of the works of these authors, I found many new and useful words that enabled me to respond to my records in new ways, e.g. the records that I made when visiting Goldie. My records, we should not forget, were words and ways of speaking and even little anecdotes, mostly my words, my ways of speaking and my anecdotes, words my culture and my mother tongue was handing to me. I was attending to things in a way determined by the culture I was a part of. Now, with the help of my guides, I stepped out of my culture or at least tried to do so. I created – with the new words – an alternative story, namely a story that portrays learning to teach in sociocultural terms – as socially and culturally situated. Visiting Goldie in March 2000 I saw her as an "individual." In the final story (chapter 8 of my thesis) she appears as an "individual-acting-with-mediational-means" to borrow a phrase from one of my guides (Wertsch, 1991). Wondering what and how she was learning, I realized that she was doing her best to develop her own personal teaching vocabulary in a complex interplay with her physical, social and cultural environment. Of particular importance in her social "becoming as teacher" is the fact that she is a speaker of Icelandic and trained in

the language game called "chemistry." These two languages are parts of Goldie's mediational means, parts of the tools that mediate her actions as teacher.

Finished with the story of my visit to Goldie, I felt satisfied. I felt satisfied because I sensed that I had come up with a *useful* story, i.e. a story that might help me improve my teacher educator practices. No less importantly, I feel new and stronger and this may be ascribed to the words and ways of speaking that I adopted through my thesis writing and that are now mediating my thinking about teacher learning. This, I argue, may point to an important aspect of self-study: if well done, it may enable us to expand and enrich our private professional vocabularies and, in consequence, enable us see things new and even re-create ourselves as practitioners.

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You're Wrong and I'm Not! Private Rules and Classroom Community in the Presence of Diversity

INTRODUCTION

Much of the self-study literature focuses on the uncovering of tacit personal theories about teaching and learning, and the examination of those theories in explicit and reflective ways (see for example, Cole & Knowles, 2000; Hamilton, 1998; Loughran & Russell, 1997; Mitchell & Weber, 1999; Russell & Korthagen, 1995). Since 1994, small groups of faculty at our institution have participated in a series of collaborative self-study activities in which we have worked to become conscious of the private theories underlying our teaching. Among other questions, we have asked ourselves, "Is my classroom teaching congruent with the constructivist teaching philosophy I profess to have? If I am philosophically committed to sharing power with my students, then to what degree and in what ways do I provide such opportunities within my classroom? How do I reconcile my professed belief that a major influence on student learning is the creation of authentic interpersonal relationships with my fear that such relationships will let my students take advantage of me in some way?"

Recently, we turned our attention to a perennial problem in our classrooms which did not seem to be addressed through examination of our personal theories of teaching and learning: responding and working effectively with students whose interpersonal behaviors conflict with tacit classroom rules for appropriate behavior held by their peers and/or by ourselves as their teachers. Generally speaking, we find that this situation arises in about a third of our courses. Although in some ways these lack-of-fit situations seem to be relatively minor challenges, the impact on the classroom climate can be quite large. The student who doesn't fit in well with the tacit classroom norms often gets progressively ostracized by his or her peers in subtle ways that cannot be easily confronted. When the student who doesn't fit is also a member of an identifiable marginalized group, then the negative impact of the lack-of-fit seems substantially worse. We are particularly concerned that cases of misfit involving an individual student of color may actually decrease majority students' tolerance for other students of color belonging to the same marginalized group.

AN ILLUSTRATION

For one of us (Melissa), a particularly disturbing example of this phenomenon occurred a few years ago when I had an African American male student in a class where all the other students were white females. Mark (a pseudonym) spoke frequently in class, and when he spoke, he did so at length, using a discourse pattern that was not highly linear, and vocabulary and verb rules that did not match Standard Academic English. During the first week or two of class, the other students seemed quite tolerant of Mark's discourse, listening courteously, responding to the content of what he said, making eye contact and so on. As the semester progressed, however, Mark's contributions became less and less welcome; the other students used a variety of non-verbal signals to indicate their irritation with him, rolling their eyes, actively avoiding eye contact, never responding to anything he said, and whispering to each other as he spoke. There seemed no helpful way to confront the situation. To confront the female students' behavior in Mark's presence seemed fraught with danger for both Mark and the other students. I was concerned that the women would view Mark even more negatively if they thought he was causing them to get in trouble with the teacher. Yet, to confront it privately, student by student, seemed unmanageable and equally likely to create additional difficulties when the students talked among themselves. In retrospect, I believe that the female students in this class were quite certain that Mark was wrong and they were not. The situation with Mark was especially disturbing because it was made more complex by the difficult issues of race and, to a lesser degree, gender. (And why have I named this phenomenon a "situation with Mark," rather than a "situation with the class"?)

This same pattern of silent, yet public rejection of a student who is different occurs in our classes almost every semester. It is easy to view the students who do not fit as the problem, and we can identify a fairly common set of behaviors that trigger a "You're wrong and I'm not" response from their peers. In fact, these same students often trigger a "You're wrong and I'm not" response from us. Yet, as teacher educators, we want our

students to be tolerant of a wide diversity of interpersonal communication styles. We want them to find ways to value and welcome people who don't "fit," whether that is because of physical differences, behavioral differences, ability differences, or value differences. We are concerned that once someone (we or our students) reaches the point of responding, even covertly, with a "You're wrong and I'm not" orientation, that the challenge of building effective learning communities, negotiating interpersonal conflicts, and enhancing general appreciation for diversity becomes much more difficult.

Over the years, we have talked about these events as they happened, struggling with ways to respond helpfully, and yet we believe that we have made little progress. Certainly we did not find any way to use our broader personal theories of learning and teaching to address these problems of fit between one of our students and the rest of his or her classmates. Trying to fix the student that didn't fit by providing feedback regarding behavioral changes seemed disrespectful of the student, and likely to reinforce a notion that conformity is inherently preferable to difference. We are also concerned that trying to fix such a student may well reduce rather than expand tolerance for diversity among our preservice teachers, an outcome we consider quite unacceptable. However, to publicly confront the rest of the class about their behavior seemed likely to aggravate the problem by highlighting the differences between the student who didn't fit (e.g., Mark) and the majority of the class, and implying that the majority was wrong in their judgment of and response to the student who didn't fit. We do think Melissa's students were "wrong" in their responses to Mark, and yet we do not believe that they would have responded well had Melissa shared this perspective with them. Our personal theories of teaching and learning told us we needed to do something, but provided little direct assistance as to what to do or how to do it.

PRIVATE RULES

Recently a colleague introduced us to the notion of "private rules" (T. Kottman, personal communication, spring 2003). Private rules, as conceptualized here, are similar to personal theories in that they are highly tacit, and yet quite different because the rules are rather minor and may not be particularly related to classroom teaching and learning *per se*. These rules are personal expectations about behavior that are constructed through experience, just as personal theories are. Private rules, however, seem so ordinary and obvious that they usually do not merit our attention, much less our scholarly attention. As a result, even when we can explicate a personal theory, related private rules often go unnoticed, and thus unquestioned. Despite their mundane nature, violations of our private rules often trigger a strong affective response, and the validity of the response usually seems above question.

In the fall 2003 semester, we began to explore systematically how private rules might affect our classrooms and our teaching. To help us identify our private rules, we wrote reflections on moments in previous classes when we reacted strongly to a student's behavior. We discussed our reflections, working collaboratively to identify our individual rules. We also wrote reflections about moments in our current classes when students seemed to violate some new rule of which we were unaware, and used these new experiences to test our hypotheses about rules we had tentatively identified already. Finally, we invited our self-study group to reflect with us about the notion of private rules, what some of these rules might be, and whether or not there was any practical value in examining personal rules from a self-study framework. That is, did identifying and reflecting on private rules seem likely to make a difference in our classes, and how would we know if it did so?

Our private rules gleaned through reflection on the past
Based on reflections about past classes, and student behaviors, comments and attitudes that annoyed us, and our discussions with each other, we each generated an initial set of private rules.

Melissa's Rules
• No *whining* about anything!
• Continuous active meaning making is the students' duty.
• No black and white thinking about anything.
• No dismissive attitudes toward class content, my pedagogy, me, or other students.
• It is unacceptable to dislike having to think hard about complex things.
• It is unacceptable to dislike learning in general, or reading and writing specifically.
• Good students recognize that everything we do is a learning opportunity and actively appreciate this fact.

Katheryn's Rules
• Be honest and truthful in your affect.
• Don't make fun of anyone including yourself—no self-deprecation.
• Even if you aren't enjoying class act like you are and then you might.
  • *Corollary*: Trust that what I am asking you to do will help you learn if you let it.
• Be here on the first day of class no matter what.
• Be an active learner.
  • *Corollary*: Don't expect to be told everything and exactly how to do it.
• A good teacher doesn't get caught in the classroom without sufficient activities planned to fill up the hour.
• A good teacher does not talk too much.
• No side conversations when someone else is talking.
• Don't let students leave class early.
  • *Corollary*: groups who are done and want to go early have not worked hard enough.

Some of these rules have to do with our personal senses of self-worth, while others are related to our bigger personal theories about teaching and learning. For exam-

ple, rules about whining and affective honesty may apply to many situations beyond our classrooms. Rules about what a good teacher does are clearly classroom-related, although they are not necessarily related to our personal theories of learning and teaching (e.g., rules about filling up the class period). We suspect that once a private rule has been identified, it is easier to not get annoyed by violations of the rule since we know it is our private rule, one we created for ourselves, rather than a *true* rule — one that everyone shares and thus must abide by.

New rules for M

Experiences this semester with students who don't fit have also provided us with an opportunity to uncover new rules and to watch how our classes respond to these students. For me (M), Darianne (pseudonym) is the student who doesn't fit. In the majority of class sessions over the term (32 sessions in all), Darianne did something that violated either my private rules or tacit classroom norms. For example, in the first class, Darianne disclosed rather personal information about herself and how she got her name. In the second class, I was organizing a game to learn names, and in the middle of giving directions, Darianne announced, "This game is just like one I did this summer, but my game is more fun. We should do my game." I was quite discombobulated by this behavior, and took several moments to think about how best to respond. I thought, "What would happen if I would let Dusty lead us in her game? I want students to feel comfortable proposing their ideas and I do think it is important for teachers to follow students' leads; I want to model that in my class. But, what if I don't learn the students' names or the game doesn't work in some way? Will we have wasted our class time and will we be off on the wrong foot?" I eventually decided to go with my own game, at least in part because my goal was learning my students' names as quickly as possible, and I knew my game would help me do so. Still, I do wonder what might have happened had I made a different decision.

> During the game, Darianne could not keep reasonably still (at least by my definition of "reasonable"). Realizing this was disturbing me, she whispered, "I have ADHD. That's why I can't keep still." During her turn in the game, Darianne (who had insisted on going last to show that she was "really good at this game") added additional commentary about several students, noting information they'd shared in first class, that she knew of them from other contexts, and so on. In the third class session, Darianne responded to a classmate's comment in a very abrupt and critical manner, effectively silencing her classmate. In thinking about and discussing these events, I discovered, with a bit of chagrin, additional rules:

- Don't upstage the teacher.
- Don't show off to the class (if you are a student).
- My self-disclosing anecdotes have education value; students' self-disclosing anecdotes usually do not.
- Don't hurt your classmates' feelings by being thoughtless with your comments.

I found it quite disconcerting to recognize my rule about upstaging the teacher. I had not previously thought about the validity of my negative reactions to students who seemed to upstage me during class. I simply remember feeling justifiably annoyed with them for doing so, and frustrated with myself for letting it happen. More importantly, Darianne epitomized the kind of student I see as "wrong," as well as the kind of student seen as "wrong" by many of her peers. Because she often violated my rules, as well as tacit classroom norms, Darianne provided an opportunity for me to try to find ways of expanding my students' and my own tolerance for difference.

New rules for K

This semester Clark (pseudonym), a student who immediately pushed me (K), came in the first day with his stocking cap pulled down to his eyebrows. In my thinking he had a sneering approach to the class—he actually looked *snarly* to me, daring me to make him like the class or learn while there. He made lots of asides to those around him. His comments, from my perspective, were always delivered *sotto voce* to students near him and appeared designed to entertain by making fun of others. Clark also yawned and sighed; to my mind this behavior made it exceedingly clear that he did not want to be here.

In class, I used an iceberg metaphor with small groups to help them self-assess the depth of their thinking. After group work, students who felt they had "gone below the water line" indicated so and gave evidence for having depth to their work. Clark raised his hand, indicating that his group had gone below the waterline. When I asked him for evidence, Clark said he didn't have any. I tried to prompt him for evidence, giving examples that students might use to justify their assessment of the depth of their thinking. Clark responded, "I don't have any." He obviously didn't want to play, and I discovered that I had a rule about that — students should play and play nice!

During the second class, Clark's sneering and asides continued, despite the fact that I shared with the class my pet peeve about students not listening to whoever is talking. The groups began an activity in which they were discussing an adolescent boy who was having trouble in school and how a teacher might attempt to understand this boy. Clark said, "It is too early in the morning to think." I approached his group to "get them going." I decided to try to make the issue of choosing to work or not work more relevant to Clark by referring to his future actions as a coach. I asked what he would do if one of his players came to practice with an approach similar to his. Clark answered, "I won't ever have early practice because I will be a varsity coach and they never practice early." I asked, "But what if you can't get a varsity job?" "I won't take any other job," Clark said. I described to him how the varsity teams at small schools often do practice early. "I won't ever work at a small school," he answered. I then spun a tale of having a player who is just not an afternoon person and comes to practice yawning and sighing about what he is being asked to do. I asked

Clark how he would respond. He said, "If that kind of guy comes, I'll just say see you later—I'm the coach." I said, "Well, I'm the coach in here."

After our seventh class, I never saw Clark again. Later I was notified that both he and his roommate had withdrawn from the class. In thinking about these events, I see that many of my original rules were involved in the friction between Clark and myself. There were, however, several other rules that seemed to be part of this situation:

- Students should play and should play nice.
- Students should not sneer or yawn.
- In the classroom, there are certain acts that cannot be ignored.
- Students and teachers play by different rules.

It certainly is clear that I might have preferred that this student be a little less honest with his affect rather than using it to challenge the course and me! I can see how I approached this situation by seeing Clark as "wrong," and myself as not (wrong). I also have rules that are somewhat in conflict (e.g., be honest in your affect, but pretend that you're engaged until you are engaged). How do I decide which rule takes precedence when two rules are in conflict? Do I ever use one rule with one student and the conflicting rule with another student? Perhaps most important, did my rule(s) lead me to create an environment that Clark found so unpleasant that he chose to leave? This is certainly not the kind of teacher I want to be nor the behavior I want to model for my preservice teachers, and yet I could not ignore Clark's actions. I also wonder if I would have handled this situation quite differently if Clark had been female and/or a person of color.

CONCLUSION

We can conclude from these initial explorations with our personal rules that we all have them and that these rules affect the behavior and sense making of both students and teachers in the classroom. We have found it beneficial to verbalize these rules and believe that helping our preservice teachers identify and examine their own rules may be equally beneficial for them. Over the coming year, we plan to continue our work in this area, and as opportunity arises, see if the language of private rules ultimately can be used as a way to help students become more tolerant of students who don't "fit."

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Self-Study from Participating in School Integrated Teacher Education Communities of Practice

CONTEXT OF RESEARCH

This research project investigated how school integrated teacher education (SITE) courses (involving the systematic incorporation of school experiences into the teaching and learning of course concepts) created communities to study a sense of self-as-teacher for university instructors, schoolteachers and pre-service teachers. The self-study that this research project advocates focuses not on the individualistic ideas of self-improvement, of being the innovator, but rather a notion of re-framing "self" in communities that re-define the role of teacher, communities that frame learning as grounded in a lived experience shared with others committed to education.

SITE courses included a Language Arts (LA) methods course, two sections of a Physical Education (PE) methods course and two seminar classes. In SITE courses, pre-service teachers participated in lessons taught in local schools as a fundamental part of learning course content. In PE methods courses the university instructors taught school children with pre-service teachers gradually taking over the teaching of one or two lessons in the school; in Language Arts methods classes, classroom teachers modeled their practice before giving pre-service teachers an opportunity to teach on their own. In the seminar classes pre-service teachers visited schools to observe how classrooms functioned and to assist teachers. Staff and principals from schools in the SITE project met twice a term with the research team. In addition university instructors teaching SITE courses (research team) met bi-weekly for two years.

AIM/OBJECTIVES

This research project is an attempt to create communities of practice that allow teachers and teacher educators to study self-as-teacher as they participate in communities of teaching practice. Within teacher education there is a growing body of knowledge about teaching that is based on a collective, action research model for teacher learning in what Cochran-Smith (1999) has called "knowledge-of-practice". This conception does not separate formal knowledge and practical knowledge for teaching. In knowledge-of-practice, the assumption is that through inquiry, teachers across their professional careers make problematic their own knowledge and practice as well as the knowledge and practice of others. Knowledge-of-practice is constructed personally and collectively within local and broader communities. Drawing on Bullough & Pinnegar's (2001) concept of self-study we are concerned with the interaction of the self-as-teacher, in a context, over time, with others who also have an expressed commitment to education. In this paper we are interested in reflecting on "self-as-teacher" from engaging in SITE courses.

THEORETICAL STANCE FOR SELF-STUDY

Lave and Wenger's (1991) theory of legitimate peripheral participation suggests a position for adopting self-study to further our understanding of how we develop ourselves as teachers. In relation to a school context, communities can be created where university instructor and pre-service teachers take up a peripheral stance in relation to the teachers'; this stance creates a reflective space for the study of teachers' teaching in relation to the social practice within a context. Practice within a context creates stimuli for construction and reconstruction of self-as-teacher and knowledge of teaching (Bullough & Gitlin, 2001). The social engagement created by working with novice teachers and university colleagues creates for the teacher a reflective space on their own practice and their community of practice that leads to new ideas, new possibilities and chances to talk about teaching and teacher education in relation to their community of practice.

Lave and Wenger's (1991) work on legitimate peripheral participation critiques the preparation of teachers in a university community where the role of being pre-service subsumes learning how to be a teacher, where being pre-service reproduces university knowledge more than the knowledge of teaching. Practicum experiences in teacher education programs seek to inform the pre-service teacher on how to be a teacher, on how to transfer theory into practice. However, this creates the theory and practice gap, where university ideas are seen as irrelevant, and where teacher education programs are seen as distanced and disconnected from schools.

A key idea behind the SITE courses is the concept of situated learning. For Lave and Wenger, (1991) situated learning occurs as the learner moves from legitimate participation at the periphery of the community of practitioners toward more and more central participation. Situated learning is "more encompassing in intent than conventional notions of 'learning in situ' or 'learning by doing,'" and as such we are trying to understand learning to teach "that is an integral and inseparable aspect of social practice" (Lave and Wenger, 1991, p.31). This research project highlights the power of socially situated learning within authentic communities of practice. Working in reflective communities to learn about self-as-teacher becomes an integral and inseparable aspect of social practice and is an intrinsic condition for the existence of knowledge that provides the interpretive support necessary for making sense of its heritage.

METHODS OF DATA COLLECTION AND DATA ANALYSIS

Five researchers/instructors analyzed their pre-service teachers' reflective journals and e-mail discussions from the SITE courses, focusing on themes arising from comments about development as teachers. Three researchers coded the minutes of the project group's bi-weekly meetings, transcripts of retreat meetings with teachers and pre-service teachers' interviews. Analysis using qualitative software NUD*IST Vivo (Bazeley & Richards, 2000) and paper/pencil memoing created coding used to develop initial data sets. These were integrated and synthesized into a meaningful "data library" for the research program. The research team then examined data sets, comparing coding and checking for agreement and reflecting on personal meaning making in relation to the SITE project.

SUMMARY OF FINDINGS

The research group recognized three emerging, intertwined themes: (1) involvement in a shared context; (2) intimacy within the social practice of the class; and (3) investment that was mutually supportive and influential to the community. Each of these themes interacted within the self-study of the three identified SITE communities of practice: (a) the SITE research team meetings; (b) the SITE course for the pre-service teachers; and (c) the schoolteachers' teaching contexts engaged in SITE courses.

(1) Community: SITE for project team (teacher educators)

The research meetings followed an action research format and provided a powerful site for reflecting on and developing our own individual and collective understandings of learning to teach. Three members of the group taught the PE or LA methods courses to the same cohort of pre-service teachers and then again taught the same cohort of pre-service teachers in the school seminar courses. They got to intimately know each other and their pre-service teachers.

Involvement in the group focused on the belief in meaningful learning that is situated, active and reflected upon by participants. Each meeting had an agenda, developed from teaching experiences with the pre-service teachers, the classroom teachers, and the program administrators; minutes of each meeting were recorded. Members of the group became very involved in the story of each person's course, shared stories on pre-service teachers they taught, and developed common insights on teaching practice at the university and in the schools. The group relied on the discussion to further and deepen personal reflection, to consider the broader goals and intentions of the project and what they were hoping to accomplish. Frequently, larger program issues were discussed; frustrations were noted and progress reflected upon. Discussion focused on insights about how the existing program supported or conflicted with effective practice defined by the SITE courses, and on the complexities of the politics involved in trying to develop SITE courses. There was an ongoing effort to step back from the experience, to notice and identify research issues and patterns, to discover enabling meanings, and to identify the path forward.

One research assistant compared the progress of the SITE project to the early stages of an innovative non-graded program she had work in. As she stated,

"When the program was being envisioned, the 'prototype' year, teachers were closely involved in the planning and implementation of what was a radically different program. It was a very exciting, very much took seriously the knowledge of teachers in schools and their role in pre-service teacher development. It was meant to be a truly integrated model. We started to get into difficulty when the model was imposed in a large-scale way across the system. Teachers who were not invested were expected to follow along, and the spaces for reflective collaboration were no longer (necessarily) created."

The SITE courses spread from one, two and now to four courses, with additional connections made to two community-based courses. This slow and gradual change was frustrating, but represented a readiness from the instructors involved and the schools to support the initiative, and a sense of personal investment. Organizing SITE schools visits, scheduling courses with school cultures, was time consuming and taxing. But as one instructor commented, "Once you have taught this way you cannot go back." For this instructor, the campus-based method of instruction was a pale imitation of the richness afforded by pre-service teachers learning to teach with real children. The intimacy of working with children was revitalizing, each lesson creating exciting and enriching stories.

The benefit of pre-service teachers becoming involved in the schools was not just about seeing good lessons modelled. At times they saw lessons not go as planned, even seem out of control. The key idea seemed to be that they worked together, shared experiences and observed each other being involved. They learned individually

about teaching by feeling a sense of belonging to the school culture and to their peer group. The course instructor worked collaboratively with the teachers. The pre-service teachers became known by name in the school community by the teachers, the children and the principal. Pre-service teachers felt a sense of comfort from an intimate and trusting relationship with a school community as they gradually relied less and less on the course instructor to lead their experience.

(2) Community: SITE for pre-service teachers

A community spirit for the SITE courses formed around involvement with children in schools. In schools pre-service teachers watched their instructor teach, observed and worked with teachers in their classrooms, taught children in lessons they planned or taught groups of children as part of the teacher's lesson. Pre-service teachers became increasingly involved in the learning of the children. They learned to recognize learning before they had to teach. They were able to think about the child as they planned and taught content. When pre-service teachers became integrally involved in lessons they often received warm and intimate responses from the children, who showed appreciation and joy at working so closely with an adult figure. Such experiences inspired the pre-service teachers and reaffirmed their desire to be a teacher. At times this intimacy caused them to question, "Was it appropriate to receive hugs from young children?" "How do I keep my distance but show I care?" However, such dilemmas opened up the complexity of teaching in a way that prepared the pre-service teachers, gave them space to consider the situation and examine their own development and practice.

Each time pre-service teachers entered the schools they reported a sense of excitement. They recognized the breadth of the notion "effective teaching". As one pre-service teacher stated, "A teacher may be very loud and always on the go, another may be calm and quieter." The pre-service teachers invested great time and effort into pass/fail assignments. Unlike traditional university courses there was no sense of a right answer, but many complex possibilities. As one pre-service teacher said, "I must learn to live with questions. Not in a negative sense, but in a way that keeps me growing." A testament to this investment was the quality of work they handed in. Often instead of doing just the one assigned observation assignment, they did all four and typed them; this despite many competing graded courses vying for their time.

As pre-service teachers entered and exited their involvement in the school place they reflected on themselves as teachers in pass/fail journals with the course instructor. The school experiences encouraged trusting relationships to develop between instructor and pre-service teachers. Pre-service teachers revealed their intimate fears about teaching. Could they do what they had seen? Did they act like a teacher? Would they have done it like the teacher? Why did one child behave differently to the rest? Course instructors would engage in written dialogue with each pre-service teacher, sharing

thoughts on issues, showing joy at new discoveries, reassuring them that they would be effective teachers. At times the instructors would reflect on their own sense of teaching with them in attempts to help them question their possibly limiting ideas and assumptions such as "teaching-as-performance" or "noisy classrooms are bad classrooms."

At the end of term pre-service teachers produced readbacks where they read and commented on recurring themes in their own journals. All commented that they were amazed at how much they had learned from the course being in the school. They recognized their shaping teacher identities and realized how they had overcome fears about managing classrooms. The journal captured an attitude change, self-awareness of learning from being engaged. For example, the following quote highlights how the SITE course had for all the students the capacity to totally change a fear of teaching PE.

> "I am totally amazed at the turnaround in attitude I have had over both terms regarding PE. My many positive experiences have turned my attitude of 'I don't like PE, don't want to teach PE and I would like to work in a school with a PE specialist' to 'I love PE, I can't wait to teacher PE, and it would be fun to be a PE specialist.'

The listserv also created an opportunity to extend the class time as a place to connect with class members. As the course progressed pre-service teachers would admit their personal doubts about certain topics with supportive peers, for example teaching dance, then after seeing children taught dance in the school, admit to a change of opinion and a forming belief that they could do it. The sense of confidence developed from an involvement in the school, shared with others, allowed a common passion for teaching to connect each pre-service teacher and support their own individual self-study. As the course progressed pre-service teachers arranged social meetings through the listserv, they connected at a professional and at a personal level.

(3) Community: SITE for schoolteachers

The SITE model had gradually developed in four schools over three years. As the teachers have commented, this integrated involvement worked because they appreciated that their professional contextual knowledge was highly valued. The schoolteachers felt that the SITE model was contextualizing their learning to teach and grounding practice in what is happening in schools and with teachers. A big difference from the school point of view was that instructors were willing to teach children in the school. To them working in SITE courses was an investment in the profession since un-prepared pre-service teachers often created a great deal of extra work for the teachers on practica. The pre-service teachers in SITE courses were not "dumped" off and abandoned, but rather taught and supported in the context of the school. As one teacher remarked, "Who would turn down having 24 teachers teaching their children?"

The teachers commented on how well the pre-service teachers were prepared to teach their classes and enjoyed the sense of respect the pre-service teachers had for their insights. As one pre-service teacher commented, "Each time I have had an opportunity to be around teachers in the school…positive models, I feel as though I have gained a gift from them." There was an intimacy about this comment echoed by many pre-service teachers. They were very impressed with the teachers' openness.

The involvement and intimacy caused "teacherly" conversations between novice and experienced teacher. When pre-service teachers observed teachers' classrooms they learned to recognize the little things that make a difference — material organization, lesson beginnings and closure, management strategies, etc. They learned to question what they did not understand. As one teacher commented, "They make you think about things you just take for granted – Make you ask yourself 'why do I do that?'" As another teacher commented, "These pre-service teachers come in with a different orientation, already with a questioning approach." Teachers interpreted this readiness as pre-service teachers already making the commitment to the profession. In the past, teachers commented, "We have experienced pre-service teachers that often seemed resentful of what they had not learned at university in the first two years, almost dismissive of their own teacher preparation."

For all teachers involved in the project the investment in the SITE project was at times challenging to get organized, "but it was so rich, so important for the children." As one principal commented, it "helps to spark the school…get things going." All the schools felt that the pre-service teachers brought a raw energy to the school. The children saw their visits as special, a sense of anticipation, something different. This energy spread to meetings with the teachers each term. The meetings offered the teachers an opportunity to be truly engaged in meaningful discussion and planning around the development of pre-service teachers. The SITE project offered a model that each teacher was invested in building more and more into their schools and the teacher education program.

CONCLUSION

SITE courses critique the top-down transmission modes of university learning, theorizing an embodied learning located in the participation in communities of practice where participants negotiate a more intimate personal investment, as they become more involved in the community of practice. The SITE courses created a reflexive professional development opportunity for all of the project participants, inspiring collaboration where school staffs became invested in program development. The SITE courses were teacher identity-forming experiences for the pre-service teachers, teacher educator identity-forming for the teachers and university instructors. Drawing on Lave and Wenger (1991), the SITE courses seem to develop communities of practice where learning about self-as-teacher is situated "in the trajectories of

participation…in the social world" (p. 121), where involvement in the inter-connections between the activities of each community informed the development of the participants as they sought to become more reflective practitioners, using self-study to inform and shape their future teaching experiences.

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Dancing in the Dark

INTRODUCTION

If one were to ask me to describe my teaching in a few simple words, I would have to say "dancing in the dark." This haunting refrain, profound yet whimsical, is an apt metaphor that illustrates my teaching methodology with a precision and directness that even John Dewey would admire. I stand before my students – pre-service and in-service teacher education students – eager to engage them in lively classroom conversations about matters profound and mundane, hoping to find a jewel or nugget of information that will, in turn, spark classroom conversation. And more often than not, I do.

Someone says something – a thought, an idea, an amusing remark – and then, we're off and running. The trivial becomes elevated to the profound as together, we probe to learn more about a topical digression. Armed with my own innate curiosity, I ask my students to elaborate on their thoughts, encouraging them to piece together seemingly disparate elements. Dancing in the dark, we glide away towards the illusive truth.

My teaching is a journey towards revealing significant truths in real time. As a college educator, I work daily with undergraduate and graduate students who are or who desire to become elementary or secondary school teachers. This exciting work allows me to influence, and perhaps change, the course of most classroom instruction as practiced by many elementary and secondary classroom teachers. For more often than not, public school instruction is more "telling than showing." Teachers stand in front of a room telling young people what to do without ever once asking them who they are, what they think, or why they think the way they do.

"You must know this because you must know this" becomes the haunting refrain guiding most public instruction. For the most part, the students' job is not to question why, but to listen, absorb, and memorize. Accountability drives our curriculum in a manner that today is unprecedented, leaving the romantic quest for the truth, "the dancing in the dark," as an antiquated legacy that bears no relevance to "real classroom instruction." After all, a teacher's true job, common wisdom says, is to tell, and not to incite.

The purpose of this paper is to reveal my own self-study of my teaching, and to see if I teach what I believe. I want to explore the patterns and themes that have emerged from my own instructional style with my college education classes to see if my teaching belies my value system. This journey towards self-discovery is fraught with danger and stumbling blocks, for as objective as I try to be, I must always acknowledge the fact that it is "I" that I am studying. Nevertheless, this journey inwards is necessary if one is to uncover who one really is and how best to improve upon one's performance.

THEORETICAL PERSPECTIVE

Researchers and theorists (Cole and Knowles, 1998, 2000; Hamilton, 1998; Mitchell & Weber, 1999; Weber & Mitchell, 1995; Whitehead, 2000) advocate consistently the exploring of personal experience as a valid and significant form of knowledge. Much teacher education research states that the individual search for self-understanding leads to a heightened and enlightened awareness of self, and in turn, teacher education practices. In addition, Palmer (1998) and Snow (2001) stress the need to underscore the basic relationship the develops between teacher and students, and more importantly, how this tenuous, yet powerful relationship becomes the basis for the recognition of teaching, motivation, beliefs and style. Indeed, Schon (1995) calls for a new "epistemology of education," where self-realization of the significance and vitality of teacher education work as way to know oneself grows from a continual and persistent realization of how teachers can improve their work and themselves (Whitehead, 2000).

Seeing oneself through new eyes and evaluating one's teaching beliefs and practices demands that individual researchers become more demanding of themselves and their relationship to their students (Greene, 1978). Self-exploration also enlightens the ability to transform mere glimmers of possibilities into defined artistic and aesthetic expressions of faith (Eisner, 1995; Knowles, 1975). This process of becoming (Knowles, 1975) requires that teacher-researchers become introspective, reflective thinker/practitioners (Schon, 1983).

Multiple perspectives on what makes good teaching (Carr, 1998; Cochran-Smith & Lytle, 1999) indicate that valuing the personal, professional, and contextual knowledge in which teachers work is essential to understanding what defines sound teaching practice.

In their seminal work, Bullough and Pinnegar (2001) expound upon the rightness and necessity of using self-study to become a more thoroughly defined and integrated educator. Using an authentic voice, contend Bullough and Pinnegar (2001), requires a strong and rigorous application of self-knowledge to improving teaching practice for both self and others. Understanding context is implicit in rationalizing teacher behavior and essential to offering fresh perspectives and truths.

Finally, in review, teacher education research abounds with the value of reflective practice (Dewey, 1933, 1938; Erickson & Gumperz, 1988; Henderson, 1989; Rearick & Feldman, 1999; Schon, 1983; Valli, 1997; Van Manen, 1991; Zeichner & Liston, 1996). Reflection is a vital part of conscious being, and thus an essential teaching tool to improving teaching at all levels of education. This paper will try to integrate the theory of self-study towards an understanding of one's teaching practice.

AIM/OBJECTIVE

The denial of self—denial of the ever-present element of the teacher inside a classroom in real time, conducting lessons and imparting knowledge—is a violation of what is most special about teaching itself. Teaching occurs in real time with real people in a real context. Hence, the purpose of this paper is to objectify this teaching experience so that this palpable reality of a "teacher standing before a classroom of learners" becomes as real and as significant to an analysis of good teaching as the measurement of student knowledge. Good teaching occurs inside a context, and thus, studying this context is a valid means towards an understanding of what it means to be a good teacher.

This paper's aim is to answer three significant questions. First, what has my self-study taught me about my teaching? Second, what have my students taught me about self-study research? And third, how can I change my teaching as a result of my self-study? These three illusive, yet probing questions define my self-study action research project and my journey to learn more about my life as a teacher educator.

METHOD

This self-study of my teacher education practices follows a naturalistic design (Lincoln & Guba, 1985), which allows for foci, assumptions and groupings to emerge as my study evolves. Relying on three primary sources of data—student writing, student evaluations, and personal journal writing—I collected a wealth of material that helped me to underscore the strengths and weaknesses of my classroom instruction. The said material includes student autobiographical pieces, student writing on personal observations of their own teaching and self-growth, reflective field notes and observations of my own teaching, and formal student evaluations of my own teaching.

My self-examination of my teaching practices follows a classical format of analyzing my gathered information for patterns of words, ideas and perspectives (Bogdan & Biklen, 1992). In addition, I filtered these observed patterns of words, ideas and perspectives through the lens of the now traditional technique of participant observer (Schon, 1983). Deeply influenced by the works of Vygotsky (1978), I considered his seminal concept known as Vygotsky's zone of proximal development whereby, instead of the teacher being the expert, the group within the context of the learning experience becomes the collective "expert." This group, confined to a special place and time, becomes the source for wisdom, for their unique perspective lends credence and validity to one's intuitive self-understandings.

My research analysis embodies the voices of my students because as I deeply believe and as researchers concur, all scientific inquiries must be a collaborative experience that involves its participants in a genuine dialogue of human growth and development (Carr, Kelvin, & Trahant, 1995; Zeichner, 1992). Moreover, modeling teacher research provides a more comprehensive and tangible understanding of what the learner has learned from the action-research experience.

For the sole purposes of this paper, I studied my teacher-education classes for a two-year period (2001-2003). At the University of Central Florida in Orlando, I am an associate professor of Educational Studies, where I instruct undergraduate and graduate students in general teacher preparation courses that include teacher methodology, analysis of critical issues, and human growth and development. My study involved 320 students, 260 undergraduate and 60 graduate students. Based on their writing and informal interviewing, I have gleaned the following conclusions.

OUTCOMES

My study of my teacher education practices has concentrated on three significant questions. They are:
- What has my self-study taught me about my teaching?
- What have my students taught me about self-study research?
- How can I change my teaching as a result of my self-study?

My self-study of my teacher education practices reveals that my students generally perceive three distinctive objectives in my teaching. First, they acknowledge that my teaching implores them to personalize their teaching experience beyond their understanding of explicit textual information. Second, my teaching encourages self-reflective and critical inquiry into moral, social and political beliefs that heretofore have often been left unexamined. And third, my teaching engages my students to cultivate a sense of community and moral purpose so that their learning extends beyond the immediate ramifications of their knowledge being studied.

True, these are generalizations of my teaching practice, and I do not pretend that everyone I teach realizes these three precepts, but as my research reveals, a majority do for they say so in their writing and in their classroom conversations. They speak aloud – to each other and to myself – about my methodology, and how puzzled and delighted they are to learn in a setting where the emphasis is on learning and not testing. I design my teaching so my students tell me what they know, instead of what they don't know, and they can underscore their self-knowledge with self-indulgence, creativity, and wit.

As I reviewed my data and wrote this piece, I realized that much of the same contradictory tendencies that my students demonstrate, I exhibit as well. I am just like my students, a revelation that strikes a nerve in the essence of my teaching and opens an avenue of self-exploration that I had never considered until I did this self-study. Thus, this paper helped me redefine my own strengths and weaknesses as a teacher educator, and empowered me with a desire to clarify, define, and improve my own personal and professional goals.

SELF-STUDY AND MY TEACHING

My first question in my journey towards understanding my own behavior as a teacher educator was "what has my self-study taught me about my teaching?" The answer is manifold. As a teacher involved in self-study of one's teaching practices, I learned humility in the face of complexity. The first impulse of any teacher is to tell students all they know, to pontificate on the truth, and trust that students will absorb. At first, this seems logical, but my review of my own research tells me that my teaching works best when I say less. This is counterintuitive to what good teaching is supposed to be, but my self-study and intuitive understandings tell me that I am at my best when I allow my students to speak freely and openly about their concerns.

Second, I have learned to allow factual material to be an integral portion of my teaching. Since I tend to rely heavily on feelings to guide classroom discussion, I have realized the value of imparting to students just enough factual material to enlarge the discussion and leaven the debate. Although my students spend considerable time answering open-ended questions about the textbook material, I have tended to avoid this material in my direct teaching in favor of classroom discussions. True, such conversations are vital to understanding about educational issues, but they need to be buttressed by factual considerations.

Finally, I have learned to respect scholarship. Coming from a professor, this might seem contradictory, but my interest in self-study stems from an innate belief that feelings matter more than facts. And although I still steadfastly believe that teaching is contact sport, demanding infinite personal energy and dynamic people smarts, I have grown to grudgingly respect how assessing teacher performance must be buttressed by rigorous, analytical, and objective scholarship. Hunches are good, but data is better. My self-study has taught me to respect teacher research and to use it judiciously in pursuing the truth.

SELF-STUDY AND MY STUDENTS

The second question of my self-study is "what have my students taught me about self-study research?" The simple answer is "much, and then some." Intuitively, I have believed in the validity of personalizing all teaching, that teaching is best when students feel intimately connected to their studies. When learners feel a real stake in their learning, they do learn. Thus, this self-study reaffirms for me three essential principles of classroom instruction: (1) all learning is personal, (2) all learning must be self-evident, and (3) all learning must be validated.

Smart instruction personalizes the learning for the learner. Connections are made between the subject matter and the students' interest, and in this connectivity, creativity meets critical thinking. My students write about who they are, what they believe, and why they believe the way they do. They write reflections, reactions, portraits, and critiques about both what they are studying and how they are studying it. This dynamic – both contextual and subjective – informs their impression of not only my teaching, but also their own self-growth. They learn that how you teach is just as important as what you teach, and that when you personalize your instruction, you merge both the cognitive and affective domains of developmental learning.

Second, this self-study reveals the universal truth that all learning must be self-evident. When students see an immediate connection between the printed page and their own lives, they begin to realize that theory and practice are not words, but wedded concepts. They begin to see that learning is a continuous thread that connects the affective and cognitive domains of learning, and that where these competing dimensions meet, knowledge becomes self-evident. My students learn that their own self-exploration implores them to question common assumptions about their knowledge base and their acquisition of new knowledge. They ponder universal truths and reinvent new ones – as they become familiar with what they know and what they want to know.

Finally, my students learn to validate their learning. They learn to trust hunches and intuition, but after constant reflective writing and discussion, they gradually begin to assume that commonly held assumptions are worth re-consideration in light of different viewpoints. They learn that what they believe might not necessarily be what other people believe, and that such rationalizations are often rooted in personal experiences and values, and not universal assumptions. Indeed, validating their learning before their peers becomes a liberating experience for it teaches them to "move beyond hunches and intuition" to doubting pre-conceived notions and theories.

SELF-STUDY AND CHANGING METHODOLOGY

My self-study has reinforced for me the ever-present significance of re-inventing one's teaching to accommodate self-realized inconsistencies and contradictions. A careful review of my data reveals that I need to strike a definitive balance between feelings and content. As mentioned

before, I tend to rely more on the affective rather than the cognitive domain in my classroom instruction. I encourage my students to speak from the heart about the issues of the day and their immediate concerns, hoping that they will see an immediate connection between their learning and their perspectives. I want them to realize that their own experiences about learning and schooling bear a direct relationship to our own discussions about teaching and educating.

At first, my students are puzzled as to why we spend so much time on the personal – at the sacrifice of the subject matter – but as the class progresses, they begin to see the connection between our seemingly intimate conversations and our classroom studies. By probing and prodding, I elevate discussion of personal issues and anecdotes to the more general realm of "how these stories relate to educational theory and social issues." This is a self-affirming, positive task for it reinforces both for me and for my students the relevance of their lives to the world around them. But it has its drawbacks. The tendency to favor the affective over the cognitive is an ever-present dilemma. I have made amends to include as much factual in my class conversations as conceivable without sacrificing my teaching style and core beliefs. It is not easy, but my self-study reveals that it is vital for my students' instruction to be validated in their eyes.

CONCLUSION

This self-study is a journey into the mind and heart of one teacher educator, content with allowing students to reveal their personal side in classroom instruction, yet cognizant that human emotion must be tempered by factual representation. For one trained in the dramatic arts, this is not an easy lesson. My tendency is to always go for "the gut reaction first." But, I have learned to buttress my flair for the theatrical with the flourishes of a content-driven curriculum. Not quite abandoning my pledge for affirming "feelings first," I have made considerable progress to recognize and respect the perceptions of my students and to incorporate the validity of their notions into my own teaching. They have taught me to be a better teacher. And they have learned the validity of true self-study research. Not a bad deal.

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Investigating Others, Finding Myself: True Confessions of an Educational Researcher

INTRODUCTION

This paper arises from my 4-year doctoral study into the "personal practical knowledge" (Connelly & Clandinin, 1988, p. 363) of a Grade 4 teacher in an inner-city school during a time of technological change and curricular reform. In the first year I observed teacher-participant Bob Fitzgerald as he adjusted to a new school, coped with a critical assessment from his principal and adapted to computerized report cards. While I had great respect for "teachers as curriculum makers" (Clandinin & Connelly, 1992, p. 363) and maintained a "sense of detachment" (Wolcott, 2001, p. 32) as I sought to understand how his "tacit knowledge" (Polanyi, 1958, p. 7) was expressed in his classroom practice, my implicit beliefs about teaching and teacher development caused me to judge Bob's practice.

As I investigated Bob's practice, I reflected on my identity as an educational researcher. It was only after finding myself by critically examining my "secret", "sacred" and "cover" stories (Crites, 1971; Clandinin & Connelly, 1995) that I was able to understand Bob's professional practice and, later to act as a mentor in his professional development.

While the primary purpose of self-study in teacher education is the improvement of professional practice and of the overall structures in which teaching occurs (Russell, 2002), the examination of myths uncritically accepted by teacher educators and educational researchers is another facet of self-study (Louie, Stackman, Drevdahl & Purdy, 2002). In this paper, I critically examine my implicit beliefs at the beginning of my research study in order to illustrate the importance of examining the implicit judgments we as teacher educators bring to our research and collaboration with teachers. I also reflect on my journey towards greater self-understanding and "unconditional positive regard" (Rogers, 1961, p. 5) for my teacher-participant.

METHODOLOGY

During my 4-year doctoral study, I observed my teacher-participant 81 times at Lippincott School, with 56 of those visits taking place in the first year. I maintained detailed field notes and research journals during the course of the study. I draw on these texts to convey my observations of Bob's practice and my intellectual and emotional struggles as I sought to find meaning in my inquiry. I then reflect on these experiences in light of my developing understanding of the importance of educational research and teacher development that is non-judgmental and grounded in respect for teachers as makers of curriculum who draw on their personal experiences to create educative experiences for students.

MY SACRED, COVER AND SECRET STORIES EXPOSED!

I confess to Bob Fitzgerald and you, my readers,
That I have erred,
In my thoughts and in my words,
In my deeds and in my intentions…

As a doctoral student preparing to enter the field to conduct research on teachers' personal practical knowledge, I had confidence in my theoretical understandings of teacher knowledge and my experiences as a classroom teacher. I was tentative and uncertain, however, as a researcher negotiating entry, engaging in field research, and interpreting experiences. In this section, I reflect on my understandings as I entered the field and how they informed my practice as an educational researcher. Later, I will consider the implications for educational research and teacher education.

In my thoughts: The sacred story

As a doctoral student, my formative influences were Dewey (1938), Schwab (1971), and Clandinin and Connelly (1992; 1995; 2000). After years of studying my experiences and those of others, I had come to respect teachers as curriculum makers and narrative inquiry as a way of observing the complexity of human interactions on the educational landscape. Yet I had not entirely cleansed myself of the more pervasive sacred story of academics as experts objectively observing and criticizing phenomena based on theoretical frameworks to arrive at generalizable conclusions and rules. This sacred story of academia, a myth through which our "sense of self and the world is created" (Crites, 1971, p. 295), had rooted

itself deeply in my psyche long before I developed my understanding of teaching and teacher development.

Hidden from view lurked a theory-practice divide, a gap between "knowledge as attribute" and "knowledge as expressed in practice" (Clandinin & Connelly, 1998, p. 157). This gap, was evident in an early literature review I wrote in July 1998 which my supervisor dismissed as a theoretical framework imposed on the field research, rather than a "genuine working out" of a puzzle emerging from the fieldwork (Thesis Supervision, November 9, 1998). Throughout the opening months of my fieldwork, I resisted the temptation to move from observation to interpretation too early by observing closely and writing copious field notes.

I sought to make sense of life as lived by observing and living in the midst of another culture. I conveyed my acceptance of the importance of enmeshing myself in a culture rather than penetrating it (Geertz, 1995), of letting the inquiry emerge organically rather than imposing a theoretical framework, by adopting a narrative inquiry as my methodology. I acknowledged that I was immersed in the lives that I sought to understand and that the research was covered in my fingerprints.

These beliefs were deeply held at the time and led me to observe closely and keep detailed records. I was also honest in identifying and reflecting upon the tensions I faced as I positioned myself to view the landscape without judgment. Yet, they do not convey the depth of my struggle to overcome the lingering vestiges of the sacred story of academic objectivity and expertise to become relational and inquiry-oriented in my work as teacher, researcher and teacher educator.

In my words: The cover story
Teachers "live and tell cover stories in the out-of-class-room professional knowledge landscape, stories in which they portray themselves as characters who are certain, expert people" (Clandinin & Connelly, 1995, p. 15). As a researcher, I felt the same way as I struggled with my dilemma as a researcher in the midst of a complex, changing landscape. Speaking modestly, yet with authority, I lived the cover story (Crites, 1971) of a teacher, scholar and researcher immersed in educational theory and practice and well prepared for fieldwork. This cover story was not without its benefits as I negotiated entry into schools. Yet my hidden doubts, exacerbated by Bob's crisis as a teacher, resulting in my crisis as a teacher-researcher.

In my deeds: A secret story of passing judgement
One of my secret stories (Clandinin & Connelly, 1995) is of sometimes passing judgement rather than puzzling over phenomena. While interpreting field notes from the first year, I wrote the following journal entry:

One of the main lessons I learned through my field-work with Bob was the importance of puzzling over classrooms and teachers without judgment. I discovered over and over again that teaching takes place in an ever-changing landscape and that there is no single path through which a teacher can reach students. Whereas I had previously accepted Connelly and Clandinin's teachers as curriculum makers as an article of faith, it was through my work at Lippincott School that I began to fully embrace this philosophy in practice. (Journal, October 29, 1998)

Reading this journal entry reminds me that I sometimes sat in judgment as I observed Room 28. While I continued to write highly descriptive field notes, my journal reveals the tumult in my mind and heart as I tried to make sense of the swirl of events.

It was clear that I sometimes saw Bob's class in a harsh light, concentrating more on procedures than relationships. While the starkness of the observations was a sign that the principal's visit prompted me to observe from a different vantage point and encouraged me to more closely observe the details of Bob's class from a different perspective, the harsh comments suggest that I risked crossing the line from puzzling over a situation to judging Bob.

While the overall tone is not harsh, a critical impatience lies hidden beneath a veneer of objectivity. In retrospect, it seems unfair to suggest that the lesson was "*not carefully thought out*," or "*no effort*," had been made in the selection of vocabulary, or that "*little consideration*" was given to student performance. Also, "*arrived at a good lesson idea*," and "*Bob wandered around*," are phrasings that convey emerging doubts about Bob's practice. Fortunately, I was also aware that my own practice would be found wanting based on ideal principles that did not take into account the daily practical realities of teaching children.

One defense against criticism for being unduly harsh would be to avoid reference to the October 29 journal in my thesis. Yet one of my self-appointed tasks in this study is to be honest, even brutally honest, about my journey as a researcher. I did judge, and I suspect that many researchers make judgments as they observe. I feel it has to be acknowledged and puzzled over.

As a teacher and researcher, I am constantly collecting data and assessing meaning. On the one hand, as my field notes illustrate, I make a genuine effort to accurately describe the events I observe. Yet part of me is continuously sorting and trying to make sense of events, without waiting for a complete set of data. The intensity of this was compounded by my fears for the future of my research and writing if Bob's situation deteriorated further.

…When asked how my research was proceeding, I would be beaming with optimism one day and in the throes of despair the next. While in the throes of despair, I would contemplate my research in the context of the literature on teacher burnout and incompetence. Yet, through it all, I genuinely like Bob and felt that he was a caring teacher. I wished him well and wanted to help him. (Journal, December 8, 2001)

While I generally heeded my supervisor's advice to let "myself get immersed in the research instead of trying to force it into a written form" (Thesis supervision, November 24, 1998), my anxieties sometimes caused me to judge, even as I observed closely and provided unconditional support.

In my intentions: A secret story of teacher development
While teaching experience may heighten a teacher-researcher's ability to observe classroom experiences, a potential negative aspect may be the possibility of judging others based on our teacher preferences, practices and principles. In the field, I wrote:

I am used to being an actor more than an observer— for good or ill—so it is hard to not intervene or suggest things or work closely with the kids. While I will continue to do some of these things, I have to remind myself of my central function, which is observing and understanding. (Journal, October 20, 1998)

Fortunately, my mundane stories (Crites, 1971) as a researcher consisted of long days of frequent observation and recording, leaving me with rich field texts to interpret later.

In the midst of struggling with my secret stories of judging and trying to change Bob, I confided my tensions as teacher-researcher to my supervisor, who warned me away from being a "do-gooder" and suggested writing more "against yourself" to gain greater insight into my assumptions and values and, thus, deepen my understanding of the complex nature of education and educational research. As I suspended judgment, suppressed my "do-gooder" tendencies, and wrote "against myself", I was able to respond to Bob's personal practical knowledge with empathy and respect. As our relationship developed in response to the principal's critical report, I drew on "helping relationships" (Rogers, 1961, p. 49) to develop an approach to teacher development that is based on unconditional positive regard (Kitchen, 2004b).

Investigating others, I found myself as an educational researcher. By finding myself, I developed a deeper understanding of teachers' personal practical knowledge and professional development (Kitchen, 2004a) and, in turn, teacher education (Kitchen, 2003).

IMPLICATIONS
In order to consider the implications of my experiences, I have employed Howard Gardner's *The Unschooled Mind* as a framework for understanding. Gardner's examination of intuitive conceptions of children and the need to educate for understanding resonated for me as I examined my schooled conceptions as an educational researcher and how I moved towards a deeper understanding of teachers and teacher development. As Sternberg (2003) argues, analytical thinking alone seems in sufficient for "expertise" in domains such as teaching; he also identifies creative and practical thinking as being important to understanding.

The myth of academics as experts objectively observing and criticizing phenomena based on theoretical frameworks to make generalizable conclusions and rules is extremely robust. In *The Unschooled Mind*, Gardner (1991) notes "the surprising power and persistence of the young child's conceptions of the world" (p. 5). I wonder, based on my experiences as a researcher attempting to apply an alternative view of teaching and teacher development, if the unexamined conceptions of academics are also powerful and persistent.

Gardner suggests that the "rote, ritualistic, or conventional performances" in schools are ineffective in assuring that "genuine understanding has occurred" (p. 9). Again, based on my self-study, I wonder if learning about self-study through academic performances in a university setting is sufficient to uproot the prevalent myths of academia. Gardner proposes that "performances of disciplinary (or genuine) understanding" in authentic situations and unfamiliar territory are necessary for expertise to be demonstrated (p. 9). Even though I had intellectually rejected many of these academic myths, it was only by applying them in the field and through rigorous self-study that I learned to live my new understandings.

In order for educational researchers to understand the challenges teachers face and respect their professional knowledge, it is important that the baggage we bring to our work be rigorously scrutinized. By understanding our own personal practical knowledge as educational researchers, we can better understand the experiences of teachers.

This understanding, which emerged at the beginning of my research study, has informed my relational approach to teacher development (Kitchen, 2004a; 2004b). I developed a "helping relationship" (Rogers, 1961, p. 49) with my participant in which I listened to his story of struggle and "participate[d] in that struggle as deeply and sensitively as I [was] able" (p. 4). My work as a teacher educator is informed by similar principles (Kitchen, 2002; 2004a).

CONCLUSION
I have confessed my failings as an academic making the transition from knowledge as attribute to knowledge as expressed in practice. I have revealed the underlying theory-practice divide that contributed to my difficult transition to fieldwork in order to underscore the robustness of the myth of academic expertise. Extrapolating from my experiences, I encourage educational researchers who are committed to respecting teachers as curriculum makers and teacher educators engaged in self-study to examine closely how sacred, cover, and secret stories affect their approaches to education.

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My Investigation into the Use of Portfolios as a Teaching, Learning, and Assessment Tool in My Higher Education Classes

Many teachers do not want to rely on standardized worksheets to assess student progress, and view with interest the trend toward portfolios and other forms of what are known as "authentic assessment." Yet many teachers have questions about how to implement a system of authentic assessment. The difficulty is not just moving toward a new form of assessment, but the changes in teaching required. (Osten, 1996, p.14)

While authentic assessment practices are the trend in the world of educational testing and assessment, often the study of how these practices affect the instructional and curricular decisions at the college level are not addressed. In this self-study, I explore the instructional and curricular decisions I need to make in order to implement portfolio assessment successfully. This self-study focuses on the process of portfolio assessment as well as the product. The five components of portfolio assessment (Stiggins, 2002) will be the framework for my decision making – self (student): selection, collection, reflection, assessment, and evaluation.

INTRODUCTION

Looking back to when I started preparing for this self-study, I was not aware of the impact my findings would have on my teaching. Yes, I knew that I do not like taking or giving "tests." And, I knew that many of my peers as well as my students felt the same. Believing there must be a better way, my curiosity pointed me towards the use of portfolio assessment. I initially gravitated to portfolios because of my pedagogical belief to make students more accountable for their own learning. As I worked through this study, I found myself spending much time making instructional and curricular decisions that supported this belief.

My findings led to a link between the actions and choices of the teacher and the student. My reflections started revolving around my decision making in connection with student involvement. The analysis of the data began to focus on questions like, What effect does the use of portfolios have on the content of a course? How do instructional practices interact with the use of portfolios? and, How do the use of portfolios as a teaching, learning, and assessing tool effect learner outcomes?

I have had little experience with self-study research. I knew it was an area within teacher education that has emerged to understand teaching from the "inside," that is from the inside perceptions of both teachers and students. And since, as Loughran and Northfield (1998) contend, self-study "defines the focus of the study….not the way the study is carried out" (p. 11), I chose to participate using a constructivist theoretical approach.

A REFLECTIVE APPROACH

Embedded in self-study is the constructivist theory concept (Brooks & Brooks, 1993) that suggests that individuals need time to reflect to make personal meaning. In portfolio assessment, students must continually self-select, collect, reflect, assess, and evaluate their own work in relation to a set of pre-determined objectives and criteria (Valencia & Place, 1994). The objectives and criteria directly reflect the teacher's curricular and instructional decisions. The cycle of these events cause the student as well as the teacher to personally analyze his or her own experiences. The personal reflection of this self-study is the basis in which one analyzes one's own experience(s) and makes changes where needed (Loughran & Northfield, 1998), just as the implementation of the portfolio process requires reflection and change. It is not the purpose of this paper to study and/or defend this statement, but only to consider the writer's pedagogical perspective as a means to the end.

Qualitative reflective research is always full of surprises. A flexible reflective research design was implemented that enabled the research to be guided by the data. Data was gathered in three English Methods undergraduate educational courses over a period of a year. Data collection consisted of field notes from classroom observations, diagnosis of my curricular, instructional and assessment practices, student interviews, a questionnaire, and student final portfolios.

I found myself continually connecting themes that emerged from the qualitative reflective data, looking for specific patterns from the students' voices as well as my own. The data that emerged pointed to two major themes: 1) the teacher's role, and 2) the students' role.

To implement the use of portfolio assessment required input from the teacher as well as the student. It seemed one without the other did not produce successful outcomes. As the data collection evolved, specific threads began to surface for each role.

UNDERLYING FINDINGS

The participatory element of portfolios interrelates with the constructivist theory to allow the student to become a

member of a community (Zeichner, 1994). When this happened, my students took pride in their performances working for themselves and not just to please me. Many of my students were amazed at the high level of their achievements. Their continued self reflections and inquiry were a guiding force in my curricular and instructional decision making. It was an important part of the study to value my students' point of view as well as my own. This concept led me to investigate what is behind their points of view. This then led me to Dewey's (1904/64) research about predispositions. Dewey divides predispositions into three categories: 1) keeping an open mind, 2) to be responsible for looking inside oneself, and, 3) to have wholeheartedness to work through insecurities. In managing this self-study, my students and I needed to keep an open mind when questioning viewpoints, to be reflective about one's self, and a wholeheartedness to work through the processes of portfolio assessment.

To investigate my students' predispositions about portfolio assessment, I developed several data collection tools, one of which was a student questionnaire. From my students' point of view, I gleaned a lot of unexpected information about the process of portfolio assessment. For example, in Fall of 1998, a student questionnaire asked: How did you feel about non-graded feedback on individual portfolio assignments?

- *at first it really bothered me. However, I have come to like it better.*
- *I felt uneasy at first.*
- *mixed feeling.*
- *at times I felt uneasy ... not sure ...*
- *at first I felt like I didn't know where I was going and how I was doing.*

As I continued to analyze the data, I became increasingly aware of an obvious shift in the above initial perceptions. Near the end of the semester my students seemed to understand the use of portfolios as a learning and assessment tool. In the same student questionnaire (Fall 1998), students answered question #3: Will you use portfolios in your classroom?" (answers taken from the students that were quoted in the above example).

- *yes, to some extent. I want my students to keep some record of personal growth and accomplishments.*
- *yes, I believe portfolios can tell me much about student learning and capabilities than any single test or assignment.*
- *yes, because it is a way all students can show what they learned.*
- *yes, I think it would be neat to build a portfolio over the year, so the students can watch their development.*
- *to begin with I will use portfolios as a method of evaluation. I would have portfolios include writing assignments, tests, quizzes.*

Even though this study was about my own changes, the curricular and instructional decisions I made produced an unexpected result. Not only did I feel I made strides in my curricular and instructional decisions, my students began to transfer their positive learning experiences to their individual teaching philosophies. This result demonstrates that my students kept an open mind about portfolio assessment, took responsibility for their own learning, and wholeheartedly approached an alternative way of teaching, learning, and assessing their own performances.

WHAT HAPPENED

So what curricular and instructional decisions did I make to have such positive student feedback? My data started to move in a more precise direction. Themes now arose, fine-tuning my next steps. One of the themes that arose was the need to refine my course syllabus. In my journal page 0-1 in Fall of 1997, I reflected the following:

… when reading my research notes I remember why I made changes on the syllabus. I wanted to avoid any problems that put many 'ill at ease' last time….which took class time to re-teach and reset a risk free environment. Those that were ok were unnerved by the class time needed to take to be more concrete for those not comfortable…. I found students needed concrete models of portfolios to connect their own meaning of what type we were going to use… this seemed to make all the difference in the world. Hopefully by addressing these issues and changing approach, I will alleviate re-teaching and rebuilding… which takes its toll and time out or the curriculum.

This led to the notion that I needed to take quality time the first day of class every semester to build a climate for this type of teaching and learning. My lesson planning throughout the semester was not enough to set students' minds at ease. This was evident in my 1998 journal that reviewed all my data, page 0-1:

... decisions need to be made before the semester begins… 1) need time in syllabus to teach about portfolios and what to expect in order to help students feel more comfortable, 2) I need a delivery to set up a risk free environment… when giving an assignment must model how they will be assessed and how they will assess themselves….time needs to be spent helping students connect personal meaning from their experiences. By answering a few curricular details before the lesson, course, or year has begun, a teacher can 1) trim the syllabus to consider portfolio needs and course content, 2) address student needs, and 3) provide a continuous review of the portfolio process during the semester.

I began to see a pattern of specific curricular decisions that needed to be made before every semester. The implementation of portfolios during the semester ran smoothly when these specific issues were targeted. The following curricular guidelines were developed as a result of my study. I needed to make these decisions before the final stage of my syllabus: 1) What is the purpose of the portfolio used to assess students in this class? 2) What should students know to enable them to be an active participant

with portfolio assessment? 3) What criteria will be used for the portfolio? 4) What knowledge and skills do the students already possess about portfolio assessment? 5) What information and practice do students need to work toward in order to meet the outcomes? 6) What artifacts will demonstrate learning outcomes 7) when will I conference with the students? 8) Need to develop a rubric to align with the portfolio outcomes. These issues made the difference between a successful portfolio experience and one filled with confusion.

THEN

The analysis of my personal reflections led me to another unexpected result – the importance placed on the role of the teacher as a facilitator. The questions of this study focused on curricular and instructional issues related to my implementation of portfolio assessment. The data that surfaced from the student questionnaire (when answering: What do you see as the teacher's role when using portfolios as the assessment tool?), suggestions that surfaced from video taped interviews and conferences, and, from my personal journal, highlight the continual focus by my students on the behavior of the teacher. I needed to refocus my instruction to accommodate this issue. I came to the conclusion that I not only needed to make curricular decisions to meet the needs of portfolio assessment, I needed to be very conscious of my verbal and non-verbal behavior.

My 1997 Spring journal p. 6 provides further insight: *... need continual verbal connections by instructor and other things going on in class pertaining to portfolios. Students do not tend to make connections for themselves ... the facilitator needs to be knowledgeable about portfolio assessment as well as how to teach students to self-reflect and make connections. In another journal entry, I state ... again the audience must be considered when using portfolio assessment ... the instructor needs to make some decisions on course content and delivery assessment before the semester begins ... considering audience which changes every semester…at the beginning of the semester I redesign the syllabus to give more attention to the teaching of portfolios- the WHY? ... delivery needs to set up a risk free environment to successfully implement a new assessment tool. This will take time and the instructor needs to evaluate the syllabus to see what alterations need to be made for these purposes….need the time for 1) lots of discussion, 2) prompting, 3) conferencing, 4) guidance of content, and 5) peer interaction ... this will change the focus of my teaching as well as drive my curriculum and instruction for each course.*

During the final analysis of this study, I felt my students provided some very interesting insights about their view of the teacher's role when using portfolios in a classroom. Some were repetitious from the content taught in class, some stemmed from their own experiences, and some focused on the environment of the classroom.

These reflections seemed to focus on the issues pertaining to the affective domain and disposition issues described earlier in this paper. The student reflections below are a synthesis of all responses to the questionnaire prompt: What is the role of the teacher as it relates to portfolio assessment? The students' responses suggest the need for the teacher to reflect upon the following: 1) issues that reflect the concept of time, 2) the culture and climate of the classroom, 3) collaboration between teacher and student as well as student to student, and, 4) the art of reflection.

- *the teacher should be a guide—giving requirements for the portfolio, but also giving freedom*
- *have the teacher explain portfolios clearly beforehand.*
- *the teacher's role is to open up the means of communication … the teacher must be flexible and encouraging.*
- *to guide, facilitate, and provide models…raise questions and provide direction while allowing students a good amount of freedom.*
- *explain to the student what a portfolio is exactly … tell them why they are doing it and how it is different than an objective test … allow time and do enough preparation to ensure success … keep a portfolio with students.*
- *provide positive feedback early and often … offer suggestions..*
- *the teacher's role is to define the parameters, set the criteria, and hardest of all—assign a grade.*
- *focus on student ownership.*
- *give clear instruction… I think in initial obstacle in portfolio usage might be a students unfamiliarity with it. For this reason I think it is essential to give clear instruction/guidance and to ensure students of the value of the compilation of their work verses standardized tests.*

CONCLUDING REFLECTIONS

Several important issues that emerged out of my self-study deserve time for further investigation. The unexpected results of time, collaboration, culture and climate, and reflection as it relates to the teacher's role at the college level deserve further study. Because of the overwhelming reiteration of this theme of the role of the teacher emerged during my data collection, as well as uncovering very little existing research on this topic at the college level, this issue of the role of the teacher educator has tremendous impact on the successful use of portfolio assessment for higher education teaching.

During my investigation of the literature surrounding the use of portfolios in higher education, I found that universities tend to use portfolios as admission requirements at the undergraduate level, and/or a requirement demonstrating the outcomes of a graduate program. There is very little research investigating its potential as a teaching, learning, and assessment tool in higher education. What interests me as a teacher educator is having a better understanding of how portfolios can meet performance

standards, to what extent portfolios should be used in a teacher education program, and the teacher educator's role as it relates to time, collaboration, culture and climate, and reflection.

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Peeling Back the Layers: A Self-Study of a Study on the Admissions Process of a Teacher Education Program

Deciding who should be granted admission into a teacher education program is a challenging and complex task. From determining which materials potential students must submit to the commencement of the program, the admissions process reflects the institution's values and its organizational structure. The stakes are high for both applicants and faculty. Interested students may have spent years planning a career as a teacher, regarding admission to the program as the fulfillment of a dream. For faculty the stakes are equally high: once students are admitted they become the faculty's responsibility and ambassadors for the program.

AIM/OBJECTIVES

This self-study was a study of my work on a large-scale research project that examined the admissions process to our teacher education program. At the Ontario Institute for Studies in Education, University of Toronto (OISE/UT) we receive 6,000 applications for 1,300 places in the program. The overall goal for that research project was to examine the OISE/UT admissions process for the 2002-2003 academic year. We had three key foci:

- To tabulate frequencies and averages (mean and mode) from the admissions data collected for 347 students.
- To develop a portrait for a Practicum Level 1 student (low achieving in the practicum) and a Practicum Level 4 student (high achieving in the practicum).
- To determine to what extent the rating given to the written profile submitted by the applicant and graded by the admissions committee is a predictor of performance in the program, especially the practicum.

After receiving approval from the Preservice Admissions Committee to conduct a full research study of the admissions process, I expanded the research team to include a colleague, Clive, and a graduate student, Rosanne. As soon as I began the formal research I realized it was going to be an extremely intense experience which could possibly have a profound impact on me. I became increasingly aware of the multiple layers in the project. Each step of the research seemed to identify another layer of knowledge: personal, professional, or both. I had never been involved in research that was so powerful and personal. By working through each layer with a self-study focus I gained a deeper understanding of myself and my institution. My research dovetailed with the conference theme of risk-taking and journeys.

My self-study had the following objectives:

- To study my approach to a new body of research and literature
- To explore my experiences with quantitative data
- To study my relationship with a graduate student who took a leadership role in the research
- To examine my experience in developing a report on an extremely controversial issue with highly sensitive data

METHOD

I used a variety of methods to study my experiences. First, I kept detailed notes of my work on the admissions project, some notes were extended pieces of writing while others were snippets. Second, Clive, a co-researcher, formally interviewed me. The interview questions included: Why did you conduct this research? Initially, how did you expect this study to unfold? What parts of the research were difficult? How did you mesh the qualitative and quantitative data? In what ways has involvement in this research changed your approach to research? What were the obstacles (personal, professional, institutional) to conducting this research? Do you feel you were true to yourself in the presentation of the controversial data? How do you feel about the institution's response to the report? From this project, what did you learn about research methods, the topic of admissions, yourself as a researcher, and your institution?

Third, Rosanne and I generated a list of questions regarding our work on the project. We engaged in a long dialogue, based on our questions, about the project. Some of the issues we explored in the dialogue were: What surprised us about the project? Why did we enjoy this research? Why did our collaboration work so well? If we could start over again, what would we do differently? How comfortable were we with our role reversal (e.g.

grad student taking the lead on certain aspects)? In what ways was our collaboration different from other collaborative projects we had done previously? How did we feel about the institution's response to our report? Did we feel we were true to the data in our presentation of the controversial data? How have we each changed as a result of our work on the project? Both the interview and dialogue were tape-recorded and transcribed fully.

OUTCOMES

Through the analysis of the data I identified five layers of professional and personal development. Beginning with the growth of my professional knowledge I then moved to a deepening of personal awareness, yet the two dimensions did not remain totally distinct. Although I had conducted substantial research on preservice teacher education I was unfamiliar with the literature on admissions — one layer. The quantitative dimension to the study was much more substantial than I had initially thought. Knowing my limitations with statistics I was required to face this challenge — a second layer. Rosanne, my graduate student, had significantly more experience than I had with statistical data and analysis, which meant a role reversal for us — a third layer. Our data analysis uncovered some controversial findings. We had to present them in a manner that protected us yet was true to the research — a fourth layer. There was an inordinate interest from our colleagues in our research, yet we discovered there was a reluctance to let research guide policy decisions. I had to come to terms with certain viewpoints that led to a rethinking of my "place" in OISE/UT — a fifth layer

Learning the literature on admissions

Although I have researched various aspects of teacher education I was unfamiliar with the literature on admissions. Through this study I was introduced to a new body of research that I found highly informative. Interestingly, the research seemed to provide the connecting links between the practicum, academic courses, teacher characteristics, and failure. It reinforced my belief that no aspect of the teacher education process can be examined in isolation. This connectedness affirmed my belief that we need to approach preservice teacher education in a holistic manner – the whole person must be considered and students must excel in both the academic and practicum components.

I have learned that we must be even more deliberate in our admissions process. Our policies must be made in light of the research on failure (Sudzina & Knowles, 1993), teacher characteristics (Caskey, Peterson & Temple, 2001; Darling-Hammond, 1997, 1999; Griffin, 1999), subject knowledge (Wilson, Floden & Ferrini-Mundy, 2002), and pedagogical skills (Darling-Hammond, 1997, 1999). However, there seemed to be a scarcity of studies that systematically examined the link between admissions processes and student success in the program or ones that analyzed the predictive value of typical admissions requirements. Rosanne and I are planning to conduct further studies.

Using quantitative research methods

I have long had a fear of numbers, having "dropped" mathematics in tenth grade. As a graduate student my studies in philosophy of education did not require me to work with quantitative data. As the admissions study took shape, it became evident that the quantitative aspect would be quite prominent in the report. Naively, I thought Rosanne would handle the statistical analysis; she would write certain sections which I would simply insert into the report. Since the study was so high profile within the School of Education it was unfair to give her such heavy responsibility. When I realized this was not feasible I had serious doubts about the viability of the project.

As Rosanne began entering the data on SPSS which we had installed on my office computer I felt obliged to assist with the data entry. This simple clerical task turned out to be a wonderful entry into quantitative data. As I sat beside Rosanne she gently taught me about SPSS; she was a wonderful teacher who explained the program in easily accessible language. When she conducted a few cross-tabulations of various categories (for example, gender and Level 4, or age and Level 1) she excitedly showed me the tables. I became curious. We both became so intrigued by the data and the power of SPSS we "played" for hours doing crosstabs, looking for patterns, and so on. The findings were presented so easily I could understand them! The data analysis was totally engaging; although this "playing" was probably not an efficient use of time, we became extremely familiar with the data and I started to overcome my fear of quantitative data.

As we worked with the data and the pressure from the university mounted, it became apparent we needed more sophisticated data analysis than Rosanne could handle. I arranged a meeting with one of the Institutional Researchers. Although I was gaining comfort with the cross-tabulations I was terrified of the terminology (chi-square, significance, generalizability) and revealed to Rosanne and Clive that I was uncomfortable going to the meeting alone. They gladly agreed to accompany me. Sue, the Institutional Researcher, asked us what kind of regression studies we were planning to conduct. Rosanne, Clive, and I froze. When we recovered we revealed our limitations and Sue volunteered to run the tests for us. Much to our surprise the statisticians in our research services department were patient and helpful. I learned that it is acceptable to reveal limitations and look for assistance.

The quantitative data strengthened the study because it triangulated the interview data and gave in-depth analysis from another perspective. The statistics and analysis gave me a new lens to look at issues and I am certain that some of my future studies will have both qualitative and quantitative components. This study helped me overcome my fear of quantitative data, uncovered the mystique of data analysis, and gave me another research tool.

Working collaboratively with my graduate student

Rosanne and I were virtual strangers when we began

the study. In our dialogue we noted that we instantly connected both professionally and personally. We had much in common personally: a dedication to fitness, an interest in good restaurants, and a commitment to friendship. As we worked together our meetings included discussion about our lives and interests. In addition we had many common values: high standards, respect for boundaries, and loyalty. On a practical level we had a similar working style: task-oriented, punctual, and thorough. Rosanne was mature; she had an appreciation of the big picture of life that led to us discussing sickness, health, relationships, friendship, and so on. These many similarities made for a high comfort level and a strong relationship. On a professional level, we were both learners. In the dialogue, I note that we were on a journey of discovery together. "This is one study where I had no idea what we were going to find. We were learning together."

Why was this collaboration different from others? We were both passionate about the topic; we worked together on the study from start to finish; and we were both very forthright (in a good sense!). In the dialogue I noted, "I never thought about power differentials… it was never professor-grad student. Maybe that's because I didn't know the topic or the research methodology… We had fun working together… We learned from each other." Given all of these connections and commonalities, I felt that Rosanne was more of a colleague and friend than a student, which made the role reversal a non-issue.

Working with controversial findings

We had some very sensitive data regarding age, gender, and diversity. It would have been overwhelming and scary if I had been working on my own because I would have been unsure how to proceed. Clive, Rosanne, and I debated how to proceed with writing the report. We talked through the implications for including and excluding certain findings. There did not seem to be a "right" answer. We felt that our friendship allowed us to talk openly about our dilemma without fear of judgment. In the dialogue and interview we noted that we used humour and food to help us work through the moral conflict.

We were in agreement that we needed to protect ourselves, so we checked and double-checked our findings with the Institutional Researchers. We went to great lengths to guarantee the conclusions were correct, even asking the Institutional Researchers to read sections of the text to ensure accuracy. We kept returning to a central question, "Is it worth it to sacrifice our well-being or reputation for research?" We had never faced such ethical issues in a research study. In the end, we chose a middle course; we would soften the findings as much as we could and leave enough "hints" in the description to suggest there was more. We learned how to present the findings in a less direct and explicit way.

Understanding my colleagues and my institution's values

Although I had conducted numerous studies on our preservice program, my colleagues had rarely shown much interest in my work. All were busy with their own research, teaching, and professional commitments. I was quite surprised to have fellow faculty stop me to inquire about my research and freely offer opinions on how admissions should be conducted. It seemed that everyone had an opinion, yet many were unaware of the challenges. We receive over 6,000 applications for 1,300 positions, and each written statement (3 pages) must be read by two trained assessors. The complexity of handling so many applicants is staggering. As our little research team received more and more "advice," it was becoming apparent that our findings were not consistent with some of the prevalent views.

Once the report was complete we planned a Brown Bag Seminar to present our findings to the wider educational community. Within days of announcing the seminar I had numerous troubling conversations with colleagues. We began to realize that we would need to provide sufficient background information about the admissions process *before* recounting our research. This would leave little time for discussion that is key to these seminars. The whole format seemed unwieldy and, on another level, we were concerned that the session could be very difficult because many held strong views. Clive and I are established researchers who expect critique, constructive feedback, and debate; however, presenting in such an emotionally charged setting was daunting. We were also worried about placing Rosanne, a novice researcher and friend, in such a complex setting. We took the dramatic step of cancelling the Brown Bag session.

We chose to present our findings simply to the Preservice Admissions Committee. The way in which the session unfolded justified our concerns about the complexity of the presentation and polarized opinions on the topic (e.g., admit only those with the highest GPA vs. setting quotas for select groups). Of the 15 members on the committee, only a few spoke, which is unusual for this group. Initially, we were thanked for our fine work and then we began our formal presentation. Halfway through the session, the discussion got sidetracked. Our research methodology, our findings, and our use of the literature were questioned in a somewhat direct way. As I was responding to questions, I began to wonder if the vocal members had read the report. The session continued to unravel. For this self-study, I have reflected on the presentation that was truly irregular and painful. Some of the normal rules of engagement were not followed. By responding to some rather pointed questions I sounded defensive which was not accurate; however, if I has remained silent, I would have undermined the credibility of the report. I was caught in a classic dilemma.

CONCLUSION

In the formal study on admissions I learned a great deal about the literature on admissions and quantitative data.

On a personal level, I became even more aware of the importance of colleagues like Clive and Rosanne. I discovered that our similar values and working styles supported our work and in all likelihood enhanced our research. Through our collaboration we worked through some moral issues and were able to write a report that was both reflective of the research and sensitive to the controversies the research raised.

As I noted in the beginning of the paper, I had immediately sensed this research would have a profound impact on me. Through the self-study research, I realized that in my heart, conducting high quality research and having it respected are very important to me. Although we were heartily thanked for our research report, I am not sure to what extent it will influence policy regarding the admissions process. Having invested so much energy and time into the preservice program, I worry about decisions that could undermine the strengths of the program. At times we were faced with compromising the research or caving in to prevailing opinions. This deeply distressed me. If I peeled back a sixth layer, at the heart of Clare would be an intertwining of the personal and the professional. My professional life must be affirming if I am to have a healthy personal life. Those of us in leadership roles in preservice teacher education are stewards who safeguard the program for students and faculty; however, this can be very demanding in terms of time commitments and emotional energy. As I write this paper I know that I still have many questions including ones about the next steps of my research and career.

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Using Inquiry as Pedagogy to Understand and Address Equity in Student Teaching Classrooms: A Self-Study in How Well It Works

I am a faculty member in a teacher education program where the achievement of social justice in education is a goal of the program. Our primary focus is the urban school setting with populations of students from diverse backgrounds, ethnically, racially, socially and linguistically. For this study, I examine the effectiveness of my teaching in raising questions of equity through the pedagogy of inquiry in the seminar associated with the student-teaching placement. I defined inquiry as the development of specific questions about practice and the systematic investigation of these questions to understand what is happening and to develop solutions to identified problems and challenges.

I had two goals for my students: first, that they would develop the use of inquiry as a "habit of mind" to understand the challenges they would face and were facing in teaching and to find solutions to these challenges; and second, that they would specifically address issues of equity and the achievement of excellent outcomes for all of their students in their teaching. I had parallel investigation goals for myself: to use inquiry to understand and address the challenges of preparing teachers to work effectively in urban school settings, and to learn to address issues of equity directly within my own classroom. This self-study focuses specifically on the second of these goals, to wit: "How well was I able to help my students address issues of equity directly?"

To answer this question I examined what students did in response to my teaching. I believe a crucial part of understanding my own success in helping my students address issues of equity and social justice was to see how well I was able to do the same thing in my own classroom. Thus, I look at what I did in terms of teaching with regard to both subject matter and pedagogy.

THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

Wertsch (1995) suggests that the unit of analysis for understanding the development of knowledge is the human activity in which that learning takes place. He posits that looking at the learner, or at the context alone is insufficient to understand the interplay between the learner and the context where knowledge acquisition rests. Building on Wertsch's ideas, Rogoff (1995) suggests that learning is a gradual process of participatory appropriation of the concepts contained in the activity. Self-study seems no exception to this idea. As a teacher I participate in a teaching situation along with my students. The seminar is a mutual creation between students and teachers, and cultural expectations and assumptions. Students respond to a question I pose; what I do next depends very much on how they respond as well as on the goal for the session. Thus, I can examine my own plans, actions and reactions to understand what my role may be in that particular classroom setting.

CONTEXT

The context for this self-study is the student-teaching seminar that I taught with 3 supervisors. The seminar met once a week during the 2001-2002 school year. The 13 students were all second-year graduate students in a Masters and Credential program at Mills College. They were all completing two student-teaching placements during this year, the final two of four placements they had had. All placements were in urban settings. All of the students were women; three were women of color and the rest were white.

The instructors in the seminar were myself (a professor of education), and three supervisors who had been teachers in public schools. In addition, a doctoral student studying our program for her dissertation kept a running account and shared her notes with me.

One activity associated with the seminar was a 2-day trip to the Museum of Tolerance (MOT) in Los Angeles to discuss issues of tolerance and equity in order to learn to address such issues better in schools. All 58 students in the credential program were invited to participate. Of the 13 students in my group, only one did not attend.

METHODS

I documented the teaching of this seminar in several ways. Each session was videotaped and subsequently transcribed. On a semi-regular basis, I wrote a reflective journal, based on both my own experience in the class

and on reviewing the videotape. The supervisors and I met each week for two hours to review the past week and to plan. I kept detailed notes on these meetings.

As a group, we needed to define what we meant by equity and, for myself, I wanted to see in what ways I was able to address it. I wondered whether I was able to help the students talk about issues of race, class, and culture, which are among the most difficult aspects of equitable practice to discuss. Therefore, in analyzing the data, I considered different aspects of the issues of equity, excellent outcomes and social justice.

I analyzed the data in a number of ways. I coded the videotranscripts for the following 5 categories: comments or instructions made by either myself or the supervisors that were related to issues of equity; comments by students related to issues of equity; comments by myself or the supervisors that were related to issues of race or class; comments by students related to issues of race or class; and, finally, other comments (made either by students or instructors) that seemed related to these topics, but only by inference. For the purpose of the self-study, I focused on what I did and said with regard to these comments. Secondarily I looked at how students responded, in order to decide "how well does it work?"

To analyze the journals, I looked at the questions and comments I made with regard to equity as subject matter, and also concerns I had about issues of equity arising in the seminar. For the seminar planning sessions, I looked at how often we focused on the question of equity as one of the goals of the seminar.

FINDINGS
Content of the seminar
My initial goal in the seminar was to teach the student teachers to use inquiry to understand and solve problems of practice. I wanted them to make inquiry a "habit of mind". The content to which we applied inquiry included classroom management, equity and access to the curriculum for all students, differentiation of instruction, and organization for instruction. We spent approximately 8 weeks on each topic. The beginning of the discussion on equity and access to the curriculum coincided with our trip to the Museum of Tolerance.

The trip to the MOT paved the way for explicitly bringing up issues of equity, although in our earlier discussions equity had arisen spontaneously. I asked the students to think about particular questions they had (October 24, 2001), and we asked the museum to focus on issues of race. Two weeks later we had what I called a warm-up for the Museum trip. I asked the students to discuss the answers to two questions: What would be difficult to talk about in seminar in relationship to issues of equity and social justice? What should we know about you that will help us to understand why these things might be hard to talk about? In my journal I reflected on what happened in this discussion:

What was interesting was the way most people answered by answering the second question but not the first. Old issues and experiences seemed to come to the fore in this situation…. I got worried halfway through when a few people (white) said they were tired of these questions and talked about feeling victimized themselves and very angry. None of the students of color had said a word, and it took them a long time to say anything. Valerie [our videographer] finally spoke up as a white person with a Chinese husband and a mixed-race child…. She said how even if she was tired of it, she couldn't be because the rest of her family had to deal with it always—as did she as part of this mixed family. In the end, Rhonda and Maria [two students of color] did speak—Rhonda about a personal experience, which she had difficulty finishing because she was so upset, and Maria about an experience in school—which much more answered the first question and not the second. (Journal entry, November 7, 2001). [Pseudonyms have been used for all students, supervisors and observers named throughout this paper]

After the trip to the MOT, which included both elementary school level seminar groups, we met together to debrief the experience. The following week we returned to a discussion of their own inquiry projects. I had asked them to select a topic that related to questions of equity and access to the curriculum. Most of the questions were related to accommodating and meeting individual differences. In spite of 3 weeks of focus on deeper issues of equity, students still stayed in a safer zone of considering individual differences, rather than addressing issues of race, class or language.

In retrospect, I could have forced the consideration of race and class in these individual difference questions. When one student, Ellen, was looking at who participated and who didn't, I could have asked her to try to identify any racial, gender, class or language differences. I did ask her if she found any group patterns, but her results were not so simple. In her very diverse Berkeley classroom, she didn't find any particular participation differences between groups by race or gender, and she had no English Language Learning (ELL) students in that classroom.

During the second semester, I clearly stated my goals as (1) using inquiry to understand and solve the challenges of teaching; (2) understanding what theoretical perspectives they were drawing on and what theoretical ideas they were constructing; and (3) thinking about and actualizing equity and access for students in their classrooms. I raised the question of equity in nearly every class session. All of the inquiry topics that students chose included an equity aspect much more closely related to looking at the access opportunities for different groups of students. Another student, Gloria, asked, "How do I incorporate higher level thinking in the lowest level homogenous math groups?" By implication, these groups were made up of more children of color and also of ELLs. She also raised the topic of including African-American children in immigration studies where children are asked to bring artifacts from their family's country of origin. A third student, Janie, looked at how she treated

different children after one of her kindergarten children who was African-American accused her of treating him in a racist way. These questions presented me with the opportunity to extend students' individual questions of practice to have everyone consider them.

In April, I asked them to bring in a lesson they had not yet taught and to think about how they would make sure that all their students had an opportunity to participate in higher-order thinking as a particular way of addressing issues of equity and access. Ellen and Maria discussed Maria's lesson plan. Ellen asked Maria "How did you select the books you chose [for this lesson in reading comprehension]? Are there things in these texts that all children can relate to? How are you giving them the opportunity to use higher level thinking?" (Observer notes, April 10, 2002). Maria was really clear on her answers to these questions. As she and Ellen continued their discussion, they realized that the equity piece was confusing to them, and they raised this confusion subsequently in the whole group discussion. Students were having difficulty differentiating between equity and access to curriculum, so the following week we discussed this issue. Finally, students specifically named issues such as race, class, language and academic abilities as specific characteristics to be focused on. Here are some excerpts from the notes made by the graduate student observer (April 17, 2002):

> SUSAN (student): I think of issues of equity—are the students of color more out of the loop—can students think of something from their own experience that would be valid…equity is how what you bring from your own experience is valued.
> LINDA (professor): How is that different than access?
> SUSAN: Accessibility is if students have ways to enter into the lesson (multiple opportunities to enter)…
> ALICE (student): I think equity is not just being about culture and ethnicity. I'm imagining what are people discriminated against—so race, ethnicity, sexual orientation, the way they learn..so I'm thinking about children with special needs…
> …
> LINDA: …How do you keep the idea of social justice in mind—does that inform your categorization of equity and access…Equity isn't just about equal opportunity—it's part of it, but we know that it's not enough.
> JAMIE (supervisor): Have the learning goals been changed from one student to another and have one group of students walked away with less education?…
> …
> LINDA: So when you're thinking through your lesson, what assumptions do you question that help you address issues of equity…?

In this discussion I raised questions and asked students to refine and redefine their definitions. I asked them to examine their assumptions and their ways of thinking about how they could help their students connect with the content they were teaching.

Thinking about equity in my own teaching

How did I make sure that all students had fair access to the curriculum, that their perspectives were being taken into account, that I had equally high expectations for all of them, that I made sure that all were included in all discussions? In my journal I reflect ahead of time on how I am going to make sure all students are included in the discussion in a safe and comfortable way, and I reflect at the end about how much students seemed connected and engaged.

I did well at including students of color in a way that was comfortable, yet challenging, for each one. For example, in November when we got ready to go to the MOT. I was concerned with their responses to the discussion. At the Museum, after one of the activities, Rhonda came up to me and said, "I was able to talk to Ellen about that experience I couldn't talk about in seminar last week. I felt safe telling one person, who is also a person of color about it." But she also felt safe telling me, her white professor, she had found a place of comfort to talk about this experience. In another instance, Ellen and Maria (both students of color) talked with one another about what raising issues of equity meant and then brought their question to the whole group. With regard to these sensitive topics, students of color felt comfortable bringing them up, either with me individually, or better still, with the whole group.

With regard to white students feeling comfortable about issues of equity, most were able to bring up fairness and individual needs, and some broached concerns about responding to students of color in caring and respectful ways. Janie investigated her relationships with her students, based on feedback from an African-American student. Susan talked about having conversations with her African-American 6th graders about what it meant to "act white," and raised questions with her fellow students about how it would be best to respond to such discussions. Krissy expressed concern about her own teaching with regard to English Language Learners, not simply that she make curriculum accessible to them in a variety of ways, but also that she look closely at her expectations for different children, to make sure she wasn't underestimating a child's ability or short-changing a child in her teaching. In particular instances, when students themselves raised issues related to equity, I was able to use these instances to include the other students in the discussion.

To assure that students were able to participate at individual levels of comfort, I provided opportunities for small group and whole group discussions, for reflective writing in class, and for students to raise a variety of questions. I let them choose which questions they were most interested in addressing, thus forming interest groups. I made sure that students worked with different students, and that everyone was always included in any discussion, even if I had to invite them to participate. Students were comfortable enough to say "no" if they didn't have something to add, and when, towards the end of the year, I suggested, "If you hadn't shared with the

whole group in a while you might think about doing it now. Learning to share in a larger group is part of learning to be a teacher," those students who hadn't shared in the whole group volunteered immediately, good-naturedly prefacing their remarks with the comment "All right, Linda, I know you are talking to me!"

CONCLUDING THOUGHTS

The question posed for this self-study was, "How well does using inquiry as pedagogy to understand and address equity in student teaching classrooms work?" In examining evidence from the yearlong class, I believe there were many ways that I used inquiry and questioning to help students begin to address in concrete ways the issues of equity that confronted them in their student teaching classrooms. However, there were also many missed opportunities where I might have pushed their thinking, and my own, to examine specifically interactions between race and class and the issues of equity. The students were more attuned to the needs of English Language Learners and less aware of issues of race and class, although when events were blatantly racist or classist, they commented. Using inquiry to address equity helped them tune their antennae to notice when things were potentially inequitable.

I believe the safe context of the seminar, with my own attention to the students' access to the material and understanding of their own individual and group needs, created a context that was a reasonably equitable place to learn. My own antennae were tuned to finding opportunities both to support and challenge them to think harder about complex issues. If I had been braver or more astute, I believe they would have risen to the challenge of addressing the difficult issues of race and class. Using Rogoff's (1995) apprenticeship model, if I, as the *expert*, were able to extend my own questioning explicitly to the issues of race, class and culture, then through guided participation the students would have gradually appropriated more of an understanding of the interaction between these issues, their own teaching, and the school contexts. I think naming issues of race and class and asking the students to look for them in their own teaching and learning contexts may be a way to start.

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"To Be or Not To Be": Social Justice Teacher Identify Formation and Transformation

From *Motherless Daughters: The Legacy of Loss* by Hope Edelman:
Most often, I'm a woman looking for an answer, or at least for a clue, still trying to understand how such a tragic loss could have happened, exactly how it's molded me…. I didn't plan to be this person, for whom loss always hovers at the edge of my awareness…, but there you have it. I've carried the…ache of longing with me long enough to understand it's part of who I am now…. This is a part of my identity that can never change…. Our lives are shaped as much by those who leave us as they are by those who stay. Loss is our legacy. Insight is our gift. Memory is our guide. (McCracken & Semel, 1998, p. 277)

I lost my 21-year-old daughter, Sara, to a rare form of bone cancer on July 28, 2002. As the above quotation captures so well, I was utterly and permanently transformed by this event. From that moment on, I had a new identity—mother of a child who has died. Everyone who knew me before thinks differently about me now; people on the streets of my community look at me through changed eyes. New encounters unaware of my tragedy do engage with me as if life was normal, but I, of course, know otherwise. So these engagements are even more surreal, colored by the obviousness of how little we understand and can assume about one another (yet still do), by the uncertainties of what or when or how or whether to reveal, and by the dread of the question, "And do you have children?" Everything about me has changed—my beliefs, my emotions, my assumptions, my dreams, my goals, my memories.

In the year following Sara's death I was, most fortunately, on sabbatical. Therefore, I was spared the need to address how my personal experiences would affect my teaching until this year. Believing as so many of us engaged in self-study do that teaching is an intensely interpersonal act and that we teach who we are, I knew that my educational efforts would necessarily be impacted—that I would be a different teacher educator. I approached the year with some trepidation, wondering if I would be able to do the work at all. And if so, could I count on my previous strengths? In addition, I questioned whether or not I could impose a new and somewhat paradoxical restriction: Could I avoid bringing my full self to the enterprise; could I protect my students appropriately from my agony? I felt it essential not to inflict too much upon them. Agreeing with Noddings (1984) that I as teacher must be able to act as the "one-caring," I must be capable of being "totally and nonselectively present to the student—to each student—as he addresses me" (p. 180). Could I do so? I was also worried about my resiliency, about my most detrimental former weakness: I had always been overly sensitive to criticism. Would I be more fragile or would I be toughened by having already realized my greatest fear, by knowing that any other pain life could inflict on me would be so minor in comparison?

In essence, I recognized that I would have a new identity as teacher educator; I could either be a passive recipient of this imposed transformation or I could be more proactive with regard to its construction. Already supposing, like many others (e.g., Hamilton, 1995; Palmer, 1998; Wilcox, 1998; Wilson & Berne, 1999), that learning to teach has much to do with constructing an identify of self as teacher, this was an effort I had been used to facilitating for other people, my students. In fact, I had recently become more attentive to this facet of my work due to a programmatic weakness identified by an outside researcher. A graduate student from another institution had just completed her dissertation in which our program was a research site. She was investigating the nature and quality of programs that take a social justice orientation to teacher education. Though she found much strength, such as preparation for work with English Language Learners, she also discovered that our students did not feel as prepared as they would like to be to work with African American students, and thus to realize fully the goal of excellent and equitable outcomes for all learners. I already had the intention, therefore, of attempting to improve upon my ability to help our candidates in the development of their identities as credentialed teachers who are committed to equity and social justice and feel well prepared to act on that commitment. This seemed like an ideal self-study opportunity—I could get smarter about how to support and enhance identity development by not only studying my endeavors to help student teachers do so, but by simultaneously investigating my efforts to reconstruct my own. As Connelly and Clandinin (1994) have noted, teacher identity formation is not a straightforward process; it is not simply a matter of bringing our past selves into the present educational context: "Education is more a process of rethinking and rebuilding the past" by "learning to tell and retell educational stories…with added possibility" (pp. 149-150). Teacher educators with a social justice agenda give particular emphasis to this transformational quality of learning to teach more equitably: "It is marked by a disruption of values or cultural beliefs through critical

reflection" (Schulte, 2002, p. 101). We all have issues to overcome, "isms" to undo, strengths to enhance, limitations to minimize in our ongoing efforts to construct and reconstruct our identities as teachers and teacher educators for social justice. Thus, this research stands to benefit all of us concerned about teacher identity formation and transformation.

RESEARCH DESIGN

The methodology I used is, of course, self-study. As I have defined elsewhere (LaBoskey, 2004), self-study methodology is identified by five characteristics: it is initiated by and focused on self; it is improvement-aimed; it is interactive at one or more stages of the process; it utilizes multiple, mainly qualitative methods of data collection, analysis, and representation; and it conceptualizes validity as validation thus endeavoring to advance the field through the construction, testing, sharing, and re-testing of exemplars of teaching practice, in this case an exemplar of teaching practice aimed at social justice teacher identity formation and transformation. My specific self-study research questions were these:

- Who am I now as a teacher educator?
- How might my post-trauma efforts to prepare candidates for urban school teaching aimed at equity and social justice be characterized?
- What impact are these efforts having on the student teachers—on the development of their identities as credentialed teachers committed to equity and social justice?

I employed research strategies that might best be characterized as narrative personal history. The data I collected included a journal of my teaching experiences; my lesson plans; videotapes and photos of selected class sessions; course evaluations; informal messages from students; and supervisors' assessments of the observed lessons of the student teachers. I also collected much of the student work that was produced in response to assignments and activities in the two main classes I am teaching—the student teaching seminar and the elementary curriculum and instruction course (C & I); this data consists mainly of written work but also includes some artistic representations. Data analysis will be completed in two stages. The first was carried out mid-year in preparation for this report. The second will be done at the end of the year for presentation at the Castle. In the first phase I looked at my lesson plans and reflections on the lessons as implemented in relation to student evaluations, informal messages, student work, and supervisor write-ups of observed lessons. Through this process, the qualities of teacher education conducive to the construction of a social justice teacher identity are beginning to emerge, and by implication, the nature of the teacher educator identity I am and would like to continue embracing and nurturing. Likewise, indicators of the impact on student teacher identity formation are becoming apparent. What follows is a narrative summary of these preliminary results.

THE STORY THUS FAR....

It has been a VERY tough [first] two weeks—much harder than I thought. I am finding that the two things I worried about in my teaching—my personal connections and my sense of humor seem to be okay. But another thing that I hoped would be different and in my favor was not sweating the small stuff…but it turns out I seem to be extra-sensitive to my 'mistakes'; to students opinions of me…. I think it is because I am so needy, so desperate for validation—for some indication that my presence here on earth matters, has ever mattered, can continue to matter at all (personal journal, September 1, 2003).

What became quickly apparent was that this journey was simply an extension of the same struggle in which I had been engaged for the past two years. By implication I might be helped by putting into practice what I had learned from my daughter and the people who supported us through it all, as well as from those who did not. Most particularly, I focused upon the necessity for unconditional, unselfish compassion in caring for others and the need to expect success regardless of the challenge. To that end, I decided to concentrate on building a community in which both my students and I would feel respected and encouraged. The following weekend I made phone calls to all nineteen of my advisees. This effort was extremely well received by the students, who themselves were experiencing some initial misgivings. The following unsolicited e-mail from a student whom I had recently advised about her struggles in establishing a comfort zone for herself in her student teaching placement was representative:

I just want to thank you. Moving across country and entering a graduate program, one wonders if it will all work out, if the program will be good, and among other things, if professors will be supportive, competent, and reliable. What a fortunate discovery for me when I 'found' you. I want to thank you for being all of the above and much more. I already feel comfortable, supported, and CHALLENGED by you and by your courses (and the rest of the program is really good too). Thank you for being a model by being willing to make yourself vulnerable. Thank you also for your classroom and personal manner. Thank you for making a personal phone call last weekend…. I want you to know that I am feeling increasingly comfortable and confident in my role as a Student Teacher,… thanks in part to your support and your words of encouragement and challenge. I know there will be rough times and challenges ahead in the classroom, but I'm trying not to be so hard on myself and take everything so personally (trying. I didn't say succeeding all the time!) (unsolicited student e-mail, September 26, 2003).

In seminar I engaged in community building activities and asked for anonymous feedback on how they were feeling about that context. Eighteen out of nineteen said

that they liked, to varying degrees, the climate being set in seminar: "*I feel safer in this class than in the others because a very {gentle, sensitive, calm} tone was set in the very beginning of the class (different than the others)*." Another student agreed and made more specific reference to the activities in seminar focused very explicitly on the development of their identities as credentialed teachers for social justice:

> "*So far I think that this class has permitted open and equal participation. There are times when I have felt very uncomfortable as with last week's class demographic activity; still, I think that that activity was very valuable for that reason. Does that make sense? I enjoy activities that give us a chance to reflect on our own experience and feel safe to do so…. I feel that many of our discussions have an effect of opening me up, breaking some of my narrow self-images.*"

Reassured, I was able to calm down and engage in the work wholeheartedly, which included paying attention to what such student commentary and the work they were doing and producing was saying to me about the qualities of teacher education conducive to the development of a social justice teacher identity. Apparent throughout was that I was attentive to their emotional needs; they felt respected and cared for, which allowed them to engage fully and take the risks necessary to learning and transformation. Second, I was engaging them in work that was challenging and rigorous; I was setting the bar high and expecting them all to reach it. Interestingly, these are the characteristics of teaching found to be most effective with urban students in general and African-American students in particular. Perry, Steele, and Hilliard (2003), for instance, all emphasize these dual qualities in their respective essays. Perry conceptualizes the task of successfully teaching Black students as "[figuring] out how to develop among African-American children and youth identities of achievement" (p. 100). Steele's suggestions for how to accomplish this goal are consistent—we have to use high standards and tell students we believe they are capable of meeting them in a convincing way that fosters "identity safety" and "racial trust" (p. 125). He refers to such interventions as "stereotype-refuting relational act[s]" (p. 127). Sonia Nieto's (2003) summary of the characteristics of excellent teachers of poor students of color also includes this dual focus on emotional support and high performance, as is particularly explicit in these features: "place a high value on students' identities; have high expectations for all students, even for those whom others may have given up on; create a safe haven for learning; care about, respect, and love their students" (pp. 38-39).

Who am I now then, at this point in my process of reconstructing my teacher educator identity? I seem to be someone who helps my students to feel simultaneously cared about and challenged as is apparent in this representative statement from the end-of-semester course evaluations for C & I: "*Vicki is an extraordinary instructor who puts her heart and soul into her teaching and the discipline of education. She is extremely warm and kind and makes her classes very enjoyable. You actually feel like you are learning something worthwhile*." Given the findings in the literature on equity, this identity seems particularly appropriate to a teacher educator interested in social justice. But what, more specifically, was I doing to act on this identity? How might my post-trauma efforts to prepare candidates for urban school teaching aimed at equity and social justice be characterized?

First, I am overtly passionate about my work: "*Vicki is very inspiring. Her teaching conveys her passion about the subject and the issues facing children in public education*" (End-of-semester evaluation). Second, I model both what it means to show compassion and how to set and require high standards of performance, thus demonstrating that these goals are interconnected rather than contradictory: "*I already feel comfortable, supported, and CHALLENGED by you and by your courses*" (unsolicited student e-mail, September 26, 2003). Third, I model and actively engage students in a variety of pedagogies that the current literature suggests should help to achieve equitable and excellent outcomes for all learners: "*I thoroughly enjoyed the different formats used for teaching…she certainly keeps in mind the different ways that students learn*" (End-of-semester evaluation). Fourth, I make the process of developing a social justice teacher identity explicit to them—they engage in metacognitive thinking:

> "*This discussion helped me realize that to become an effective teacher, you should reflect on your feelings and experiences as a learner….By sharing my experiences as a learner, I kinda [sic] feel like I have uncovered some hidden treasure that needs to be polished and shined to reveal the true beauty underneath the dust that has accumulated for years*" (student reflection on a seminar activity where students shared and discussed pictures of themselves as students, October 10, 2003).

But what difference is it making in their development? What impact are these efforts having on the development of the student teachers' identities as credentialed teachers committed to equity and social justice? First, there is evidence that they are beginning to identify themselves in this way. For instance, in the end-of-semester evaluations they made statements like the following: "*This class has been especially important to me because it is inspiring….I feel challenged by this class to become a teacher who will/can 'change the world.' It is overwhelming at times, but Vicki usually keeps me grounded in practicality and reality*." In an assignment in seminar where they had to review the essays they wrote for admissions and decide what if anything they would add or change with regard to the question, "Why teach?", several students wrote comments like this: "*[I would add] to promote equity in my classroom between different races (since I now look at my classroom as a microcosm of larger societal issues) and to provide curriculum that is more balanced and diverse*." But the true test, of course, is can they do it in practice? The final assignment for the C & I

class in the fall was to plan, teach, assess, and reflect upon a lesson designed to meet the needs of all learners. Twenty-six out of twenty-eight did so at a level far exceeding my expectations. What is more, supervisor write-ups of observed lessons frequently make note of their growing capacity to teach successfully students in urban contexts. One concern that is developing—a potential interference to this development—is the tendency for these students to be overly judgmental of themselves, one another, and their contexts. This could not only jeopardize their own learning, it could interfere with their ability to teach all students in all settings. Therefore, I will be attending carefully to this factor and its reduction for the duration of the program and the study. In my Castle conference session, I will engage participants in an exploration of my completed narrative along with student work samples so that we can deliberate together the goal of social justice teacher/teacher educator identity formation and transformation—its meaning and accomplishment—"to be or not to be?"

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Teaching Against a Backdrop of Mothering: A Narrative Inquiry

CONTEXT

While the influence of personal experience on teaching has been explored (Bullough, Knowles, & Crow, 1991), little is known about how being a teacher influences life story. Most mother and career research focuses on time spent away from home and the interplay of housework and other family demands with professional demands (Walzer, 1997). In a profession that is largely female, a closer view of how the experience gained as a mother impacts the experience of teaching may give insight into the experience of educators and mothers alike.

The identity of a teacher is not easily separated from other dimensions of life. Clandinin, Davies, Hogan and Kennard (1993) studied teaching as a part of an individual's ongoing life story. She observed that the experiences teachers had in their past fields helped them become clear about themselves as teachers. While it is clear that life experience impacts teaching, little has been done to explore exactly how life experience informs and help one better understand life as a teacher. Particularly, how life experiences lead to skills of classroom management, curriculum development, and learning and literacy development.

In this paper, we first explain the value of examining teacher's lives and practice, then look specifically at how teaching and mothering are related, and finally, present the results of a narrative self-study which explores this relationship in closer detail. Specifically, in this paper we examine how what we learn from mothering is highlighted and clarified by examining stories of teaching - anything from classroom management to learning styles to literacy development.

METHOD

In order to enter the private lives of teachers as mothers, we chose a collaborative narrative structure of data collection. For this self-study, we collected stories using a format based on Clandinin and Connelly's (1996) work on narrative cycles. The narrative cycles and analyses help us make sense of mothering and teaching by talking about it in a formatted, planned way.

PARTICIPANTS AND DATA COLLECTION

One complete narrative cycle contains three components. First, each of the four of us writes one story via e-mail to share with the three other teacher-mothers. All participants are given the direction to share an experience about mothering. After we read everyone's stories, we write and send a response. For the responses, we specifically look for how our teaching emerges in the story. Then each individual reads the responses to her story and writes a final response. After participating in a narrative cycle, we read through the narratives and the responses to determine what is common across the stories. After participating in three narrative cycles, we read to determine what is common across the narrative cycles. Collectively, we read through our cycles to analyze what we have learned. The process can then continue. These informal correspondence sessions capture a broader spectrum of life as a teacher and mother, giving a more intimate, realistic view of lived experience. This analytic process holds promise for articulating the personal experiences of teacher-mothers and for adding to what is known about teacher knowledge.

Although this methodology was chosen for its specific strengths, it does have limitations. Any time a project is approached in a phenomenological way, the risk is to over-generalize the experiences of the few. By examining our narratives of motherhood, we hope to capture the thoughts and beliefs of a few teachers at one point in our teaching and mothering careers. All four of the participants are White, married, Latter-day Saint women. Therefore, by nature, this study cannot and does not aspire to represent the experience of all teacher-mothers.

FINDINGS

The angst of inadequacy

Many of our stories deal with our discomfort and self-perceived inadequacy in our roles as teachers and mothers. Often, our experiences reveal us as inadequate, although we also fight or question that inadequacy/weakness. As we looked at specific comments we make in our stories and responses, we find that theme repeated.

As Celina begins the process of infertility treatment,

she questions her ability to be a good and nurturing mother to another child. She also wonders why she is not always content with the statement, *I'm a stay-at-home mom* (Story 2). Candace also relates the discomfort she felt once in her role as teacher and mother. With her not-yet-weaned baby in tow, she felt very different from the older, wealthier, more sophisticated women. Even though the women accepted her contributions, Candace still felt *like a girl plucked from the farm* (Response, Story 3). We question our ability to teach our children and worry about how we appear to others. Stefinee also questions how we as teachers are to teach the children of others: *What obligation do we have for the children of others? What obligation to help them reach their potential? And how do we do it? And how can we be sure since they are not our responsibility?* (Story 2)

These feelings of inadequacy are highlighted even more when obligations as teachers and obligations as parents do not coincide. This tension echoes strongly in Shauna's story of the two girls with crushes on her 8th-grade son. As a youth leader in her church, she was the chaperone at a Youth Conference where two young girls felt the need to proclaim their love for her son to her. While she feels an obligation to teach these girls about appropriate interactions with boys, she simultaneously worries about how to parent her son, and how to warn him of *"the antics of these snake-charming girls."* She says, *I want more for [the girls] than they want for themselves, but as a mother of men I have another allegiance and I don't know how I can sit in both camps.* (Story 2)

Shauna attempts to teach the girls something about being women and appropriate social interaction but feels frustrated when they do not hear her. At the same time, she wonders how she will teach her sons the lessons she wants them to learn about being kind and loving men when girls refuse to accept a polite "no" response. She feels trapped in how to resolve either of these dilemmas, thus making her feel inadequate as a mother and a teacher.

What we realize is that just as our teaching never ends—those lessons may live on a student's life—our evaluations of how well we taught also never end. Shauna describes how feeling inadequate is part of teaching and that feeling of justifying actions and wondering what to do differently never really goes away. The inadequacy theme hits on our angst. Many of our mother stories require us to do the hard thing, and this is the same turmoil we feel as teachers. We know that neither the decision nor the result will always feel resolved.

Vulnerability of a teacher to a student's willingness to learn

One of the themes that came into stark clarity for us as we read our stories and their analysis is how dependent our ability to teach is on a student's ability to learn. One way this vulnerability is more apparent in stories of mothering than it is in stories of learning is in the care we have as mothers for our learners. This deep care is evident in Shauna's second story of the frustration she feels about the young girls she teaches and the crushes they have for her sons. On the one hand, she feels torn between her commitment to teach them about how to be as women in the world and the desire to protect her sons from the actions of the girls. In these tensions that reveal the differences between a mother's love and a teacher's love we are made aware of the deepness of a teachers' love for students through that tension. When we have that kind of care and concern for others it makes us vulnerable to them in ways that most accounts of teaching and learning fall short of capturing.

However, beyond this vulnerability introduced by the deep care we feel and the desire we have to help student's progress, there is a second more basic vulnerability. It is there straightforwardly in Stefinee's story of her daughter entering the pageant. There are many things that Stefinee has wanted her daughter to learn over the years, but her ability to teach those things is always contingent. Stefinee values the ways in which they were able to interact in a tense and potentially difficult situation in such a way that Eliza is able to accept her mother's support and direction in successfully achieving a goal: completing the beauty pageant, not winning it.

In a classroom, our time with students often appears to us to be bound by the time we have together, the immediate tests we are supporting them in passing, the curriculum we feel constrained to teach. We measure our success in the indicators that we gather during and at the immediate end to the experience. In this way, we may in fact bind our vulnerability. We may protect ourselves by setting our standards lower for some students and accepting less than stellar performance as success. Although as students many of us have experienced "a-has" of thinking—when we finally come to understand what a past teacher was teaching us, we often forget this fact as teachers. Our vulnerability to student's willingness to learn is always set in the immediacy and parameters of our bounded experiences with them. Thus, we may not be around to see the fact that our students, even the most difficult and unwilling, learned from us.

The bread and butter of relationship-building

Our stories become evidence that we believe in the value of the small, repeated efforts to build relationships. We also believe in recognizing the value of small, daily joys in the work. This idea stuck when Celina wrote her third story about her daughter. Stefinee identified what was important about this series of two-year old moments:

As I read Celina's story, I was transfixed by the way in which the common ordinary things of life can bring us such joy…In many ways bread and butter brings more joy into our lives than cake (emphasis added). Because we can always share bread and butter even when we can't afford cake and after all, it is the coming together and being together that makes the celebration, not the cake. But all this requires a certain decision on my part to value, to consider, and to revel in the things that happen each day. (Response, Story 3)

As a teacher and parent then, we learn several things. Providing bread and butter to those we are responsible for is a purposeful act, not to be scoffed at or offered apologetically. The daily rituals and effort, the bread and butter, is as much a sustaining element of the relationship as the cake. More so. As teachers, we prepare and teach and act in a setting of shared experiences. This is the bread and butter of what we do. Whether we have success with students in critical moments depends largely on how well we have quietly sustained and nourished relationships along the way. Finally, bread and butter can be appreciated and probably *must* be appreciated if any satisfaction is to come from the labor.

In the classroom, many decisions about what to say or do in an interaction with a student depend on little events or small things. The note on the floor, the look to another student you caught in a second, the casual comment made just outside the door of your class: these often capture what is really going on, better than the most perfectly designed formal assessment. This is the bread and butter of what we are doing as teachers. We choose what to say and do from these small clues just as often as we formally decide a course of action based on test scores.

Classrooms are filled with rituals for a reason. Relationships with students will come day by day. We build rapport daily, or nourish with bread and butter, by getting at who each student really is and not getting sidetracked by poor grammar or low-riding pants. We know that the building of real relationships takes constant and perhaps much humbler-looking sustenance than cake. Celina says that she learned to treat students with respect from her mother Candace, who *made a choice to be a friend as well as mother to her children*. (Response, Story 4)

When relationships are constantly nourished with bread and butter, they can also withstand frustration. Candace wrote about inviting her mother to play a duet with her at her next piano recital and her frustration at how awful they sounded. Yet the relationship is sustained by the realization that it is the time spent together that matters. Candace realizes this when she says, *The recital wasn't as fun as the preparing. We spent lots of time together on the piano bench!* (Story 2)

Along with sustaining relationships in small and simple ways, we also believe the joy in the labor looks more like bread and butter than cake. Stefinee says, *I wonder back to when I first started reading Harry Potter to Eliza. I had no idea it would lead to this* (Story 1). The joy is when we recognize what Candace calls *hold-my-breath sacred moments* (Story 1). Perhaps mothers and teachers, those who enjoy their work, have this in common. They are able to hold their breath for a moment and simply revel in a simple joy. This is what we mean by recognizing what is sustenance and what is empty calories. When we find nourishment in the daily sharing of life, we are paying attention to why we strive to be good mothers and teachers in the first place.

Softening our hearts leads to change

A story can capture a moment. It can be a "hold your breath, sacred moment," such as Candace's walks on the hill with daughter Amanda. While our stories reveal tension, concern, and other angst of the mothering life, our stories also teach us about ourselves. We learned about how our stories soften our hearts from Candace:

Writing down these stories helps me see the events differently. Then reading all the stories softens my heart. What that looks like is that I feel more willing to make needed changes in my relationships and open to other points of view. I see richness in the stories and that helps me feel the richness in my life. (Response, Story 4)

We see in our stories that we are interconnected. By writing and then reading other stories and responses, we have changed perceptions and softened feelings toward past memories. Candace tells the story of her mother giving Stephen (Candace's husband) a light for the driveway so that *she* would be able to see to walk out to her car when she visited. She says, *Stephen told me this week if that light WAS a birthday present, (he already had forgotten,) it was a good one because Mom had come many times now in the dark.* (Story 3). While Candace wrote, recording her husband's sweet response to his birthday present, her heart softened toward her mother. By the end of the narrative cycle, Candace can see *her mother not as the woman waving her cane at the stubborn light but as the person who thinks of ways to bless my life still and I'm 55* (Response, Story 3).

As teachers then, we are reminded that what is significant is not that we are the same as our students but that we find ways to connect with them despite differences. As Shauna says, *We reach back and forth across generations* (Response, Story 3). As teachers, we are looking for creative ways to love our students and teach them what we know they need to learn. But sometimes we forget that students can also teach us, that we may have lessons left to learn, and we have to soften our hearts for this to happen.

It seems that in order to get at who we are as teachers and mothers, there are a multitude of memories and relationships that further define us, even as adults. Stefinee helps us see that *just as we forgive our children and allow space for them to make terrible situations right, we also have to forgive our parents and we have to sometimes make things right ourselves when they do not have the capacity to do so*. (Response, Story 1)

We have this same work to do as teachers. The best part of softening our hearts is that it is never too late to make changes in our practice. Candace says, *I become more convinced that it is never too late. I believe that there is more than one window of time to nurture and grow relationships* (Response, Story 1). Thus softening our hearts allows us to make changes in ourselves and also leads us to teach others in ways that we may not have thought of.

CONCLUSION

The outer appearance of self-study research does not always appear legitimate to some eyes. It is only in the participation of self-study that the value of such effort is realized. In our reflections, we have learned as we wrote, learned as we read others' interpretations of our accounts, and again learned as we re-examined the whole narrative cycle. What teachers who engage in self-study know is that as we inspect our practice, we become better equipped to meet the needs of others. So that by being a little selfish—carving out time and energy to reflect on and analyze what we do—we actually become more self-less, a better servant to others.

These informal correspondence sessions captured a broader spectrum of life as a teacher and mother, giving a more intimate, realistic view of lived experience. We noticed many parallels between ourselves as mothers and ourselves as teachers. Our stories recorded our weaknesses, giving us the opportunity to re-think, forgive, and see our teaching and our mothering in new ways. Our stories revealed our care toward students and therefore our vulnerability to students' willingness to learn. Our stories revealed the great value we place on building real relationships with our students, children, and each other. And our stories also helped us soften our hearts and make needed changes.

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Alternative Route: The Journey of a Teacher Inductee and a Program

In the USA, nationally and locally there have been large numbers of teachers who enter the profession with no teacher education preparation. Jerald (2002), referring to an Educational Trust Data analysis conducted by Richard Ingersoll, reports that out of field teaching is too pervasive and the impact on middle schools is detrimental. Nationwide, nearly one third of mathematics teachers are out of field and that number rises to almost one half for high poverty/high minority schools. Even more alarming, middle schools that serve high poverty and high minority student populations have 70% of mathematics teachers who are out of field. Out of field teaching may help explain Smith, Baniflower, McMahon & Weiss' (2000) conclusion that nationally, mathematics and science education content preparation for teachers of grades 5-8 has been declining over the last seven years. Jerald (2002) also points out that little progress has been made from 1993-1994 to 1999-2000 in reducing out of field teaching. *Education Week* (Olson, 2003) rated states on improving teacher quality and their ratings indicate minimum progress in this area. In this report, only nine states were rated a "B" and no state was given an "A". The vast majority of states earned a "C" rating on improving teaching quality.

By-in-large teachers without teacher preparation courses feel inadequate to teach and are not sufficiently prepared to handle the details and intricacies of diverse student populations, classroom management and student assessments. Ball (2003) succinctly states that, "We cannot afford to keep re-learning that improvement of students' learning depends on skillful teaching, and that skillful teaching depends on capable teachers and what they know and can do" (p.1).

Understanding the need to have capable, qualified middle-level science and mathematics teachers in our schools, the University of Central Florida began a new program, Transition to Mathematics and Science Teaching (T-MAST). T-MAST is a program that prepares and certifies bachelor degree holders who will work as teachers in a job-sharing paid internship, while completing a Master of Arts degree in middle grades mathematics education or science education. The program is grounded in a large body of research that has identified extensive mentoring, induction support, and reflective practice to be components of a high-quality program (Darling-Hammond, 2003; Fullan, 1999; Ingersoll & Smith, 2003).

This is a multi-layered story of one person's journey in "becoming a teacher" through an alternative route, T-MAST, and the journey of the evolving practices of the two authors in regards to this innovative program. A case study approach was used. A case study, as defined by Yin (1989), is an empirical inquiry into real-life context in which multiple sources of evidence are used. Multiple sources of qualitative data were collected from October through April. Being intimately involved with T-MAST from the genesis of the idea, to actually implementing the program, has given the two researchers unique perspectives on the development of new teachers transitioning from fields other than education and the components of the program that helped shape the participant into an effective teacher. The researchers kept a journal throughout the period of the study, as did the teacher whose story is at the center of this research. In addition, data were collected through interviews with the case study participant, her cohort group, her mentor, and her administrator at the school where she participated in a paid-internship position teaching ninth grade mathematics. By sharing what we have learned about putting together an innovative and successful alternative route for people to become teachers we strive to elucidate challenges and strengths of the first year of operating T-MAST. The case study resulted in the compilation of rich, thick field notes that describe program participants' experiences and the program components. The data were analyzed for recurrent themes and patterns.

HISTORY

T-MAST is the result of a long and fruitful partnership between education and industry. Beginning over a decade ago, the endowed Lockheed Martin/UCF Academy offers a degree in K-8 Mathematics and Science Education. As a result of the success of the Academy, in 2002 Lockheed Martin approached the University of Central Florida again, looking for a way to build on the strengths of the

K-8 program in the Lockheed Martin/UCF Academy. After numerous discussions and a plethora of ideas, it was decided that the creation of T-MAST would leverage the infrastructure from the initial program to support the transition of personnel from industry into mathematics and science teaching. Once again, Lockheed pledged a generous endowment, which means that T-MAST will exist also in perpetuity. However, during the giving period of the endowment, other sources of funding are needed to run the program. Realizing the need for funding that would fill the gap between the endowment giving periods, we sought additional funding sources. Hence, Toyota USA Foundation provided support and funded T-MAST for two years, beginning in 2003.

T-MAST is designed to be a fast-track, four-semester program that prepares and certifies bachelor degree holders who work as teachers in a job-sharing paid internship, while completing a Master of Arts degree in middle grades mathematics education or middle grades science education with an embedded certification. T-MAST features several components to ensure a successful transition from industry into education including a cohort design, paid internship, fellowships, and mentoring.

This case study focuses on one of the T-MAST Scholars, Patricia, and her journey in becoming a teacher and the journey of two researchers who were integral to the implementation and facilitation of the program.

THE JOURNEY

The journey for Patricia began with her acceptance into T-MAST and her subsequent growth throughout her internship. The journey for the two researchers began when they first sat as part of a small group discussion about the possibilities a program like T-MAST could have on the quality of mathematics and science teaching and learning in middle schools throughout central Florida area. In the following sections we discuss the interplay among several themes that emerged from the data. First, we discuss the importance of leveraging partnerships; second, we provide lessons learned about the importance of including T-MAST Scholars with strong leadership qualities in the program; and third, we share three lessons learned about the importance of mentoring buy-in.

Importance of leveraging partnerships

Although many support structures were in place to ensure an easy transition from the business world into teaching, Patricia was put into a context that could be challenging for most experienced teacher. Many of this novice teacher's students spoke English as a second language and were suspected gang members. Patricia referred to one class as her "ecstasy class" since she suspected that some of the students came to school high on drugs.

Patricia taught a mastery pre-algebra curriculum to this diverse, low achieving student population. She sheds light on the kind of students she taught. "I started out not knowing what kind of kids I was going to be able to get and I got the kids that are almost throw-aways and had

always failed in school. They had failed algebra 4, 5, or 6 times and this was their last chance. They gave me pre-algebra and these kids ranged from 15 years old to 18." The pre-algebra mastery program left little room for a creative or constructivist approach to teaching. In this depiction of Patricia's first T-MAST experience, she has the challenge of not only learning to teach, but teaching some of the most difficult to reach students, using a rote curriculum and facing student personal challenges that go beyond the four walls of her classroom. We did not want our teachers to have to face these many challenges as they learn to become "teachers."

After the first year of T-MAST, we have a much better understanding of how to introduce our Scholars and our program to principals in hopes of getting placements that are more suited to the needs of our teachers. Orange County Public Schools (OCPS) is a huge and diverse school district. The first year of the program, we worked with the upper-level personnel in recruitment at the district and waited for them to let us know about vacancies that needed to be filled. Our concern was one of not over-stepping our bounds and offending our partners at OCPS by 'pushing' our T-MAST Scholars into schools without going through the proper channels. However, we were too reticent and not proactive enough in placing the Scholars. Consequently, many of them were placed in the most difficult to fill classrooms and schools.

We have learned from this first year experience of having our students placed in schools we would have preferred that they not have been place that we must do more to leverage the partnerships. We must leverage partnerships among OCPS central office directors, principals and our staff. Although placement in schools for job-sharing was a challenge, it is expected to be remedied by purposefully expanding the scope of the partnership to include principals as integral to the placement phase. Principals hire teachers and our Scholars are part-time teachers during their job-sharing internship. The Senior Director of Professional Development, with whom we have worked closely, helped us host the executive middle school principal committee meeting at UCF. This meeting gave the Senior Director and us an opportunity to tell principals about T-MAST, and also to gain their insights into how to make the program work best for their schools. At the principals' suggestion, we hosted the following regular middle school principals' monthly meeting, which gave the executive committee and us an opportunity to disseminate information on the program and gain input as to how to go about having the Scholars hired for the paid-internship. At the suggestion of the principals the placement process for the second group of Scholars began in April. It is in April that principals begin to get a pretty firm idea of the teacher openings for the upcoming school year. We worked with our contacts at the district office to bring the program to the principals and built a foundation of support within the middle-school principal executive committee who then helped to create support from the larger group of principals as a whole.

During this first year of T-MAST operation, we saw the importance of having a teacher, like Patricia, who was flexible, not afraid to make decisions, liked a challenge, asked questions that we may not have had answers to, and serve as a liaison between T-MAST Scholars and program facilitators. As researchers and program facilitators we have learned that we must be open to the input from all of those involved with the program (novice teachers, seasoned principals and district staff), become proactive and make informed decisions based upon our best available understanding of what is effectively working and what is not. Change is not a "bad" thing in our program. We have learned just as much from our challenges and failures as Patricia has.

Leadership/dependency

Patricia has several qualities that make her stand out as a novice teacher. She is a decision maker, enjoys challenges, and is a voice for those who will not speak for themselves. In addition, her strong leadership qualities kept resurfacing in many different situations throughout the program. For Patricia and others in her cohort, the most surprising aspect of learning to become a teacher was the amount of paperwork involved. Although it was very time consuming, Patricia would seek out help of others at her school to understand the protocols, the nuts and bolts of things such as turning in grades. Although these problem-solving activities frequently took a lot of her time, she would share with her job-sharing colleague. Quickly, he came to depend on Patricia to let her teach him about all of the paperwork. By the end of the first semester, Patricia was beginning to become frustrated with her job-sharing colleague's dependence on her. Patricia felt that her job-sharing colleague learned to rely on her to find the answers and would not seek them out himself. The more she helped him, the less he helped himself.

This same sense of Scholar dependency is a theme that emerged in the program as a whole. In the first year of T-MAST, we have learned that there are four levels of bureaucracy to be navigated: university, school, district, and state. Each level of bureaucracy presented its own unique challenges. While we have tried to ease the transitioning from the business world into education for Scholars, there is a fine line between facilitating process and engendering dependency. We have a special relationship with the T-MAST Scholars that students in other master degree programs may not have, and our Scholars quickly learned to come to us whenever they need help. In retrospect, we had assumed that these people who have been successful in the business and/or the military world would know how to take care of personal work-related problems. Instead, we found that many came to us for assistance with such concerns as work benefits and contractual issues that were school district concerns. The same dependency that was evident by Patricia's job-sharing colleague expecting her to seek out and find answers rather than exploring problematic situations existed on the program level too. Similar to Patricia's job-sharing

colleague, some Scholars found it easier to ask us questions and expect us to find the answers.

Understanding the fuzzy boundaries between our responsibilities to the Scholars and a Scholar's responsibilities as a student, a school district employee, and in service of the state should help to strengthen the program. The first step in meeting the challenge of differentiating roles and responsibilities is to admit the issue exists, which we have done. This dependency on others to find out the answers and "tell me what I should do, or better yet, do it for me" mode of operating by some adult novice teachers was quite unexpected and surprising for us. We have learned that we must begin the process of clearing up these fuzzy lines of responsibilities and roles. We must make it explicit to Scholars from the beginning of their acceptance into T-MAST that they have multiple roles: (1) students of the university, (2) employees of OCPS, and (3) in service of the state and hence have numerous distinct responsibilities and regulations.

Patricia understood how it felt to be perceived by her job-sharing colleague as the one with all the answers, and we did too. We must promote a culture in T-MAST that says that we expect that we are here to assist, but as adult professionals, Scholars too, must take the initiative to problem solve for themselves. In the real world of schools, teachers are expected to problem solve situations daily, in a myriad of contexts. We would do our teachers a disservice if we did not expect them to be capable, thinking people who know how to navigate difficult situations and seek out answers even when the answers may not be readily attainable.

Mentoring/buy-In

Probably the most powerful outcome of this self-study was the realization of how incredibly difficult it is to create real support for new programs. One crucial component of successful programs that aim to transition people from business into education is mentoring. Every Scholar was assigned a mentor at his or her school. Unfortunately there were many well-intentioned administrators and teachers who seemed to really want to help the T-MAST Scholars, but just were overwhelmed with complexities of their own positions. We have learned that we must make direct contact with supervising teachers and have clearly defined mentoring responsibilities for them. We want the mentoring teachers to feel a sense of purpose and understand how important they are to the success of the individual Scholars.

Patricia provided substantial mentoring to her job-sharing colleague. This same mentoring spirit that Patricia demonstrated with her job-sharing colleague also became evident with the other T-MAST teachers. Patricia became the voice for the collective group in many instances. She would initiate calls to program staff and ask questions that the other teachers would only ask of each other. Because of Patricia's leadership we came to better understand some of the challenges the teachers were facing as they related to their job placements.

For us as program facilitators, finding university men-

tors was difficult. Often times creating a sense of ownership can be difficult. Knowing this, we actively sought the input of faculty from the very beginning of the program. Because mentoring people who are transitioning from industry is very time intensive and much more involved than supervising a regular internship, a sense of buy-in is crucial. We have worked hard to create a cadre of interested, effective faculty members who are willing to make the time to do the type of work associated with T-MAST. T-MAST offers multiple research and grant possibilities which are attractive to some faculty members. Importantly, we clearly acknowledge and value the different areas of expertise that different faculty member possess.

The data from Patricia definitely portray a novice teacher who has been quite successful during her first year in an extremely difficult teaching context. Her duties at the high school quickly expanded beyond teaching two classes of math to including the extra workload of tutoring. In addition, by November, Patricia was teaching Saturday School. She comments that Saturday School students are for the most part the students she teaches Monday through Friday. "So, I teach Saturday and most of the time I have all of these kids 6 days a week." By January, Patricia was offered a full-time position, which she accepted. During February, she was asked to informally mentor another new math teacher.

We saw that the T-MAST Scholars wanted to appear competent in every aspect of teaching. They tended not to openly share some of their challenges with us. For example, during an end-of-semester one-on-one meeting with Scholars, they were asked to share how we could improve the program. They immediately began to share their frustrations and it became apparent that they did not understand the delineation between school district and university responsibilities as it related to their job, and they needed more concrete examples of things they could implement to assist them with better classroom management. We have learned that we must have Scholars participate in more one-on-one sharing with staff.

CONCLUSION

Throughout this first year of T-MAST, we continue to learn from Patricia, other teachers and from our own successes and failures. We continue to evolve and grow as we learn from all participants and stakeholders in this program. Patricia has had a remarkably successful transition to the teaching profession. She possesses strong personal and leadership characteristics, has a commitment to doing her best, and seeks out her own answers. We believe all of these characteristics have contributed to her successful transition to teaching. As facilitators of the T-MAST program, we have faced many challenges since its inception. We have learned that we must be proactive in seeking appropriate placements for our teachers, provide students with information to help them navigate the fuzzy lines in an emerging alternative route to teaching and build strong collaboration across all aspects of the program including district staff, participants, and

college faculty. We have overcome many challenges and as we continue to learn and grow in our understanding of what is needed to develop and implement a successful alternative route to teaching, we will remain open to creative alternatives to what we are currently implementing. We can wholeheartedly say, our journey assisting these teachers in transitioning from business to teaching has been well worth all the challenges we have faced.

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Informing Practice: Developing Knowledge of Teaching About Teaching

PURPOSE

The purpose of this paper is to explore ways of making the learning from self-study accessible to others in ways that might highlight not only the value of self-study itself, but also the resultant learning from self-study in ways that might be useable, applicable and informing in the work of teaching about teaching. In so doing, I hope that the episode that is the data source central to this paper is understood as not just a story, but an insight into growth in the knowledge base for teaching about teaching in ways similar to that illustrated by Clough (2002).

BACKGROUND

One important purpose of self-study is that both teaching and research should inform one another in ways that will lead to valuable learning outcomes for both teacher educators and student teachers (Loughran, 2004). As such, self-study inevitably focuses on experience and, in so doing, hopefully causes participants to carefully reframe (Schön, 1983) events and episodes in order to enhance their understanding of teaching and learning about teaching. For me as a teacher educator, the need to revisit teaching and learning experiences is important as it is one way of being reminded about my taken-for-granted assumptions of practice. The value in reconsidering the taken-for-granted is in recognizing how the interpretation that one has of a given situation can be very different from that of another and that in so doing, I might become better informed about practice.

Briefly, this paper is concerned with an approach to pedagogy being developed and articulated through the experiences in a third year Double Degree subject EDF3002 Developing Pedagogy (for full details see Berry & Loughran, 2002). In this subject, the teacher educators (Berry, Loughran and Tudball) have explicitly sought to create meaningful learning experiences for their student teachers within the extended micro-teaching that forms the basis of the subject. One way of doing this has been for the teacher educators to learn to respond to teachable moments (van Manen, 1991) in their student-teachers' teaching. At the heart of this pedagogy (previously described as confrontational pedagogy) has

been a desire to help participants begin to see and feel aspects of practice that they might otherwise not fully apprehend. As a consequence of this approach to teaching about teaching, a number of assertions have emerged that guide and inform our pedagogy of teacher education. These assertions (continually being developed and refined) are:

1) Start as if you're halfway through the subject.
2) Be confident to be responsive to possibilities in learning experiences.
3) An uncomfortable learning experience can be a constructive learning experience.
4) A shared experience with a valued other provides greater opportunity to reframe situations and confront one's assumptions about practice.

These assertions have been derived through a process of learning through teacher educators' pedagogical interventions in student-teachers' micro-teaching episodes and have led to the development of approaches to intervention that have created powerful and apparently positive learning outcomes. However, like many shaping factors in teaching, sometimes actions contradict intentions as aspects of practice gradually become taken-for-granted rather than being more thoughtfully considered. This paper examines one such episode in which my actions as the teacher had consequences that unsettled my view of practice and impacted student-teachers' views of learning about teaching. I therefore present a vignette of the episode constructed from the video record of the situation, student teachers' and teacher educator's e-mail responses over time as well as extracts from student teachers' written work. The purpose of the vignette is to portray the differing perspectives in such a way as to encourage insights into learning about teaching about teaching that emerge through this particular approach to pedagogical interventions in teacher education. Hopefully, links between the assertions and actions will be clear to the reader – the impact of these on practice being points of learning for later analysis.

The second group was ready to launch into their micro-teaching and I was a little uneasy. Although the first group's teaching episode was O.K., the class had been polite and compliant in ways that seemed to limit the learning possibilities for all (student teachers doing the teaching and the student-teacher learners that comprised the class). The teachers seemed unaware of their students during the teaching. They didn't answer questions and were more concerned with doing their teaching rather than genuinely responding to students' learning needs. We were only a couple of sessions into the semester but I felt that if I did not act soon, the class would become comfortably numb with one-way presentations. Marion, my teaching partner and I swapped knowing glances.

Regina's group started hesitantly as Suzie introduced the topic of treating a snake-bite. Suzie's approach seemed limited as she talked about things that could have been so much more engaging if they were role-played or involved members of the class in some way. Students' interest had been aroused but was in danger of being lost as Regina who had now taken over the teaching either ignored them (despite looking right at them) or offered responses that begged further inquiry – none of which were followed up. I wondered if this would this be a repeat of the first group.

I had experienced these situations many times before in this subject and so felt confident to push the issue. I interjected. I could sense Regina becoming flustered but I pushed on trying to make her respond. I wanted her to feel what it was like to be in this situation but expected her, or other members of her team, to deal with my now persistent inquiries by inviting responses from the class or doing something that would illustrate a breakthrough in her teaching behaviours. "Surely she would do something different soon," I thought.

The situation was becoming very uncomfortable. The semester had barely started and Regina was really struggling. What started as response to a teachable moment was deteriorating. She seemed unable to respond. I too was starting to panic. Regina was in trouble. I was making it worse. Other students responded to my cues and joined in asking their own questions (some designed to help her find a way out, but alas she did not grasp these 'life-lines'). The pain was too great. I stopped being the persistent student and assumed the role of teacher and tried to explain what I was hoping for through my actions, desperate to make the purpose clear and to recover the situation.

I asked the class to 'step out' of the teaching episode for a moment to debrief the situation. There was much discussion about what to do, what it felt like and how one might respond differently. The class was genuinely engaged so I decided to go back into the episode and asked Regina to "give it another go." I'd done it before in similar circumstances and knew it worked well. I was confident of the value of these actions so invited Regina to replay the situation again with me and to do some of the things we had all discussed. I sought closure of the kind that comes when the student succeeds at doing that which she previously she could not. It didn't happen. She struggled again and relived the same awful experience. I felt even worse. "Surely she would get it soon," I thought, desperate for a positive outcome.

I finally backed off and made some flimsy attempt to review the situation again and draw some important points of practice from the whole debacle. It seemed like hours. I praised her efforts and reminded everyone that this was an experience for all of us, not just Regina, then encouraged her to resume her unfinished teaching.

As the class began to write their reflections on the teaching and learning just experienced, I rushed forward to talk to Regina and her group. I could tell that they were shattered. I had created an outcome that I was always so careful to avoid. Regina was hurt, the situation had become me "telling" the class what they should have seen and learnt and now I was telling them how well they had taught when it had been obvious they had really struggled. Contradiction followed contradiction. But, in conversation with Marion, my concerns were much greater than hers.

After class I e-mailed Regina and the group to try and explain – again! They were all going on their school teaching rounds (practicum) and I wouldn't see them again for 3 weeks. I was in uncharted waters. No chance of revisiting this in class next week.

I logged on and wrote:

I just needed to write to reassure you that what I was doing in class today was not designed to make things too difficult but to hopefully help you experience a situation that you could grow through and learn from although I am feeling that that is not probably how you feel and so I am wanting to apologize to you if you don't feel as though what I did was of any help. I know how hard it is to work through those situations but you did do it very well and what you illustrated in the way you handled things was excellent for everyone in the class. You did teach well and you did get your message across and you did create a good learning environment and you did show a style and flair that was smooth and relaxed and very engaging for all of us….Please try to take a few deep breaths and think about what you experienced and how it can be so important in helping you think about your teaching (and what you can see in others) and build on it as you develop your own teaching style…you have so much to offer. I hope you can enjoy your teaching round and put some of the things from today into practice in new and different environments…again, sorry if I was too much today, I never would want you to be hurt from any of these learning about teaching experiences.

I waited for a response. I took five very long days.
Thank you for the message, I appreciate what you were trying to do but at the time it felt as though it was a personal attack. However, I did learn from the

experience and will have plenty to say in the report. On a different note, I am having a lot of difficulty…my supervising teacher is struggling to find a suitable class [for me] to teach…if I can't teach [what will I do?]… Regina.

Weeks later, Regina wrote further about the experience.
I walked away from the session feeling slightly pessimistic, however, John made us aware of the fact that we had actually made great insight into a number of things that happened in the session in which we had to feel what it's like to be on the edge of in and out of control…We learnt that when a student dominated the class we didn't know what to do with it. I found it very hard to deal with the situation because I felt on the spot…I felt embarrassed. However, it became clear to me that we often feel that we have to answer every question that is thrown our way but in actual fact we don't. The students can answer them as well…we did not give the students the opportunity to actually answer the question…it would have been a good idea to turn it around and say, "well that's a good question, does anyone else have input?"…I was feeling very nervous and frustrated, with heart racing and sweating palms…It was very hard to confront him because of the unrealistic situation and the power imbalance (lecturer-student) which inhibited my ability to see him as a student.

At the end of semester Regina wrote again.
The teaching experience immediately left me with feelings of self-doubt toward my ability to be a good teacher, and a bruised ego, even though I knew it wasn't the be all and end all…in all honesty though, whilst I had not been able to deal with the situation in the most effective way, at the time it didn't really bother me as we simply moved on and continued with our plan. It wasn't until the debriefing session that I started to really panic and feel quite deflated. Re-enacting the scenario was fine the first time around, but as I was encouraged and almost pressured to do it for about the fifth time, my heart was racing faster. I was increasingly nervous and my hands were extremely clammy. I was worried that others thought I was a really bad teacher. I also wondered why other members of my group were let off so lightly and why none of them seemed to jump in and come to my rescue by demonstrating what they would have done. When I reviewed how I felt a week after the experience, I felt like my feelings at the time, and the way you [John] felt, was a bit of an overreaction to the situation as I was really ok about it all. The more you felt guilty about what happened the more I kept thinking, "Gosh, was it really that bad?" I recovered from my 'bruised ego', saw what I had learnt and pushed it aside…I didn't expect to be able to deal with every situation in teaching yet, how could I. I felt I learnt about teaching, learning and myself, and I will incorporate this into my teaching practice. (It has made me feel better

seeing you do the same thing to other groups, but this time I get to watch and see how others deal with the experience!)

DEVELOPING KNOWLEDGE OF TEACHING ABOUT TEACHING

The self-study literature is replete with extensive descriptions of experiences of teaching about teaching that have been crucial in shaping the practice of the teacher educators conducting the work (e.g., He, Walker, Mok, Bodycott, & Crew, 2000; Tidwell, 2002; Wilkes, 1998). In one sense, this paper could be seen as adding to that storehouse of experiences. However, as Hamilton & Pinnegar (1998) remind us, there is an ongoing need to build on and develop our knowledge of teaching and learning about teaching from self-study. In so doing, it is anticipated that changes in teacher education practices might then be enacted beyond the individual because of the access to the learning from practice documented through such self-studies. This paper offers one way of interrogating learning outcomes previously reported in just the way Hamilton and Pinnegar (1998) suggest in order to further explore the notion of a pedagogy of teacher education (Korthagen et al., 2001).

In this case, the impact of my teaching actions, derived partly from a confidence with, and familiarity of, the value of the assertions for practice embedded in the notion of pedagogical interventions (confrontational pedagogy) led to new understandings of teaching for me as the teacher educator. I acted in accord with what I knew had been helpful in the past by starting as if I was halfway through the course. The episode (above) was early in the semester but there was a need to respond so I did. I was confident to react; to be responsive to possibilities in the learning. I clearly generated an uncomfortable experience in order to create a constructive learning experience. But in the midst of all of this, I also lost confidence in these actions because of my concern for the student's feelings and sense of worth. I apologized, I inappropriately praised actions and, in so doing, perhaps only exacerbated the situation – or created a greater sense of doubt for all.

However, this was a shared experience that helped to offer alternative perspectives. Marion viewed the impact on Regina and the group as far less personally damaging (if at all) than I did. She thought what had happened highlighted a positive and important purpose in living through teaching and learning experiences. Marion spoke at great length about what she saw as the "value" in the episode for the class. She saw things I did not.

In the weeks that followed, the class became much more lively and "real". I was also surprised (relieved) to hear from the two groups that would be teaching next. They sought to ensure that I would not "hold back" on them. They wanted the chance to try to deal with this sort of situation and were excited about the possibility of being in the crucible of practice similar to that which Regina had just experienced.

At the time, from my perspective, caring (Noddings,

2001) had been compromised by actions. We experienced many situations in which students learnt about their teaching behaviours in powerful ways but my sensitivity had been dramatically heightened through this experience. Interestingly, Regina often spoke confidently in subsequent de-briefs often linking back to her experience. Over time, learning outcomes became clearer and stronger for many of us. I was reminded of the importance of recognizing my taken-for-granted assumptions of practice – and how, just like my students, I too sometimes responded in surprising ways "under pressure."

CONCLUSION

The point of this paper is to highlight how important it is for teacher educators to continually question that which they do and to actively seek to make their pedagogical intentions clear to themselves and their student teachers. In so doing, that which is commonly seen as the very personal aspects of self-study might (hopefully) be helpful to others and illustrate how important it is that a pedagogy of teacher education be developed so that teaching and learning about teaching can be shared in meaningful ways across the profession. Teaching about teaching is not just about creating experiences or the retelling the stories inherent in these. It is about the learning from experience that genuinely shapes practice so that intentions and actions are more closely aligned in order for pedagogical purposes to be more likely to be achieved. Like Clough (2002) I too hope that, "readers will feel encouraged and enabled to develop inquiries which not only throw light on their objects, but also simultaneously transform the means by which they do this" (p. 5).

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Walking the Labyrinth: Journey to Awareness

STARTING THE JOURNEY

I am a doctoral student and a research assistant. In this role, I am a participant observer in early childhood classes that include children with disabilities. Being a research assistant allows me to observe and learn from educators who have inclusive pedagogies and philosophies regarding children with disabilities. These settings and practices differed from my own as a teacher in segregated special education classrooms. My experiences in the inclusive and segregated settings have convinced me to advocate for inclusive education for children with disabilities. My hope is to use the knowledge gained from these experiences to educate preservice teachers to be competent and comfortable in educating all students.

For 15 years prior to my returning to life as a full-time student, I taught special education in public elementary and junior high schools in the midwestern United States. Although I was hired as a "teacher of learning disabilities," my students had been identified as having autism or mental, behavioral and learning disabilities. Each of the three schools in which I taught had similar policies regarding the education of children with disabilities: remove the children from the general education program and educate them in segregated classrooms. What I experienced in the various school districts did not support my beliefs about valuing students and preparing them for the world beyond school. Students who entered the special education system rarely left; my elementary and junior high students continued their school years in the special education system. Segregating children from the wider school community created a group of children who were made "special" by their removal from the social and curricular life of their general education peers. I understand that, although the Education for All Handicapped Children Act (P.L.94-142) was created with good intentions, it and its reauthorizations have essentially legalized segregated schooling based on disability. This knowledge acted as a catalyst for me to engage in self-study. In the rest of the paper, I tell how I began in self-study, compare my journey to traveling along a labyrinth, and discuss the outcomes of the journey.

METHODOLOGY

My "official" self-study began as autoethnographic research (Ellis & Bochner, 2003; Glesne, 1999) for one of my university courses. Ellis and Bochner (2003) define autoethnography as "an autobiographical genre of writing and research that displays multiple layers of consciousness, connecting the personal to the cultural" (p. 739). In my study, I used emotional recall, in which I imagined "being back in the scene emotionally and physically" to remember details (Ellis & Bochner, 2003, p.752). To begin, I wrote about the main events in my preservice training, founded on behaviorist epistemology, and my years of teaching students with disabilities. Then, to learn more about my research persona, I consulted field notes in which I recorded my personal reactions to observations and interactions in the field. I also spoke with other graduate assistants and a colleague with whom I had taught. Finally, in conversation with the professor and peers in class, I gained a deeper understanding of my professional self in relation to the larger forces of societal attitudes toward disability, as well as the federal, state and local policies affecting special education and its students. I included my interpretations of these events in my narrative.

Through my autoethnography, I started thinking about the interwoven relationships that occur in teaching and in my role as a student researcher. This, in addition to conversations with mentors (to be addressed later), led me to self-study and my meditations along the labyrinth.

THE LABYRINTH

My labyrinth has three lobes, each of which represents part of my learning. The lobes have sharply acute curves at the ends; these curves represent major turning points in my journey. The lobes portray: (1) social constraints and ideals; (2) the personal self; and (3) collaboration. The middle of the labyrinth is the intersection of these three: clarity of self and its impact on my teaching. I will explain how I started my self-study journey, then explain each lobe, elaborate on what I learned and how that affects my current role as a researcher or may influence my future teaching.

Lobe of society: Mandating second-class citizenship - Navigating a tight curve

I came to realize that the concept of "disability" is socially constructed (Hayman, 1998), and that children with disabilities are viewed as defective rather than schools being viewed as inadequate to meet these children's needs (Armstrong, 1987; Cuban, 1989). My understanding of this affected me on a professional and a personal level. The labyrinth path that had been broad and gently curving became constricted when I realize this.

In my professional life, the knowledge of social constructs partly explained why I had become increasingly frustrated in my teaching position. I knew my students possessed competencies and talents, but other educators often did not perceive them. The segregation of my students removed responsibility from many other staff for interacting with and understanding my students. My students were removed from many social and curricular aspects of schooling, and they were denied opportunities that I could not reproduce in my multi-grade classroom. Resources such as time, materials, and access to general education were allocated differently for my students (usually at a level I considered to be "too little"). General education classrooms were given preferences in scheduling. Therefore, instructional time for my students became a series of staccato interactions punctuated by the comings and goings of students with general education peers for classes such as music, art and physical education. On a typical day, my students left the room10 to 16 times to join their general education peers. This did not include interruptions from children returning to my classroom or the times when the whole class went to lunch and recess. As a result, my students had little time for sustained engagement with concepts or peers. In addition, they were never exposed to all of the curricular concepts that their grade level peers were. My students were the last to receive new technology and curriculum materials. Likewise, students were integrated, but rarely did they have the opportunities to come to know their age-mates and to build friendships in the general education classroom. My students frequently were "forgotten," and therefore not included in special events. Because they had been identified as having disabilities, my students receive fewer resources (time, material, social) than their peers. The constraints of the educational expectations (segregated classrooms had been the norm for decades) in the schools and in the larger society resulted in my students being second-class citizens. When I realized this, the walls of the labyrinth encroached on me, seeming too narrow and not giving me enough room to take a full breath. I felt as if I were suffocating. I believed education for all children could be different, but I did not see how this would be possible given my position as a segregated classroom teacher.

As a research assistant, I have the opportunity to interact with teachers who purposefully include children with disabilities in their classrooms. In observing and talking with these teachers, I understand how their own life philosophies drive their practices and their abilities, desires, and commitments. These teachers have the presumption that all children are literate citizens (Kliewer, Fitzgerald, Hartman & Meyer-Mork, in press) and valued classroom members. This disposition refutes the more common social attitudes toward people with disabilities. My interaction with these teachers helps me understand how environments can be made inclusive and makes me hopeful for the future of children with disabilities. This knowledge allows me to take a deeper breath and travel back toward the middle of the labyrinth.

Lobe of the personal self: Contemplating and making my way

In my ethnographic study, I felt I had only explored the "professional me." I was somewhat perplexed that I could examine my professional role, yet still address very little of the "personal me." I believed that my study left much unsaid. Somehow, I felt that by acknowledging only the societal forces, I was still ascribing my actions to something external. In my teaching, I had brought in my personal interests to share with my students, but I still believed that the professional and personal were separate entities. To a friend one day, I professed dismay at having taken so many years to realize that my personal self could not be separated from my professional self - that they can both inform and strengthen one another. My friend said, "But how could you? Teacher education doesn't teach one to do that." She matter-of-factly pointed out that perhaps I just was not ready to understand this at an earlier time. Another friend and mentor then suggested I investigate self-study. In *Self-study for Teacher Educators: Crafting a Pedagogy of Change*, Samaras (2002) defines self-study as the "critical examination of one's actions and the context of those actions in order to achieve a more conscious mode of professional activity, in contrast to action based on habit, tradition, and impulse"(p. xiii). Cole and Knowles (2000) describe self-study as being reflexive, not just reflective. With these ideas guiding me, I tentatively entered the lobe of the personal self. My first steps into this lobe were slow and with leaden feet; I was filled with trepidation. This lobe seemed to have no path to follow; yet, hesitantly, I started in a direction. I felt compelled to acknowledge two aspects of myself: my personality and my attitudes toward disability.

I tend to be rather quiet and reserved, especially in new situations. I am a private person and find being in groups quite threatening; therefore, I often miss opportunities because I do not respond in a timely manner. These opportunities may be in adding to a conversation or joining people for an event. As with all personalities, mine has strengths and weaknesses; while I can be observant, nurturing and creative, I am usually quite comfortable to let someone else lead. I was comfortable teaching children, and I would step out of my comfort zone to acquire what I needed for them. However, I had

to, and still have to, work hard to assert myself with adults. Therefore, I took few leadership roles outside of my immediate school environment, and even now I have to actively challenge myself to reach beyond my natural tendencies in order to advocate for issues I believe are important. The idea of advocacy leads me to my attitudes on disability.

Even though I had taught children with mild and moderate disabilities, I still harbored fears of interacting with people who had more serious disabilities. This discrepancy had to be explored since I advocated for inclusive education but had been unwilling to practice it. When I was teaching, I was to receive a child who was coming from a segregated school for children with severe disabilities. Although I acted calmly upon hearing the news, I was angry and terrified at the prospect. I was terrified due to my inexperience with children who had severe disabilities, as they had always been educated in separate schools in my area; I really did not know whether children with severe disabilities should be in my classroom with my moderately disabled students. I was angry due to overcrowding in my room and the knowledge that adding a new child might mean weeks of uncertainty as everyone adjusted to changes in class composition and scheduling. However, upon meeting the child, visiting him in his school environment, and consulting with those who knew him, my fears diminished, and I learned to enjoy his individuality when he came to my classroom. Coming to understand this child and helping him obtain citizenship in my classroom helped me to acknowledge how my attitudes influenced my interactions with and the opportunities I provided for people with more severe disabilities. Societal and institutional factors were enmeshed with my personal attitudes toward disability.

My role as a research assistant is helping me to change both my personality and my attitudes toward disability. I have to step outside of my natural reticence to interact with teachers and am becoming more skilled in asking them hard questions about their practice. I have also had the opportunity to teach techniques to teachers and to talk in public meetings about the importance of inclusive education for children with disabilities. I try to let the "authentic" me come through in my interactions with teachers and their children. I find I am able to form comfortable relationships more quickly and am able to delve deeper into teachers' thinking about their practices. I have observed teachers interacting with children with severe disabilities, and I have had the opportunity to do so as well. Hearing people with disabilities present at conferences and acting as a caretaker to a severely disabled youth during respite have influenced my thinking and action. I have had to acknowledge what is weak or conflicting within me in order to change, but doing this remains a challenge. So the paths on this lobe of the personal self have been defined somewhat, but they remain wide and nebulous. I am still working at accepting and changing, but the process is slow and requires much room for making mistakes and negotiating the feelings that result.

I have learned from interacting with other educators and reading books by Samaras (2002), Palmer (1998), and Cole and Knowles (2000) that the professional and the personal are integrated, not compartmentalized. I have come to appreciate this integration because of others, which propels me toward the last lobe: collaboration.

Lobe of collaboration: Journeying together
As a classroom teacher, I collaborated with parents, children and other professionals to help create the best education for my students. I derived the most satisfaction from working with parents. In these relationships, the parents and I learned how to help each other understand the children and create opportunities to develop their potentials. That enjoyment is one I continue to experience now as I interact with teachers and their students. It is one I want to project as I work with preservice teachers as I want to maximize the chances that preservice teachers will be prepared to meet the challenges of educating all children.

In my research role, I have opportunities to observe and talk with teachers, professors, and students about our interpretation of events. Sometimes, the collaboration presents confirmation of my thoughts; the path is smooth and the conversation easy along the labyrinth. At other times, obstacles (questions, new observations, additional insights) are presented and challenge my thinking. The path then becomes narrow or is strewn with stones, and I have to stop, retrace my steps, or turn in a new direction in order to learn. Either way, I arrive at that new understanding with someone else's help. Hopefully, the "someone else" also travels to a new place in his or her thinking.

As I work with teachers now, I may ask them to interpret an observation. This leads to new questions for them or for me, prompting a wider view or a narrower focus. I hope to do this with preservice teachers in the future.

THE LABYRINTH'S CENTER: INTEGRATION OF THE LOBES AND OUTCOMES IN TEACHING
Through traveling the lobes of Society, Self and Collaboration, I also repeatedly return to the center of the labyrinth. In the middle, I construct knowledge of myself in relation to societal norms, and "collaborative others," which sometimes challenges my beliefs and practices. No longer do I believe that education has to be as it is currently. Although society dictates much of what occurs in schools, I know that through collaboration and action, changes can be made. My knowledge is changing and requires that I consider new understandings in my teaching and interactions with others. By being more willing to explore the fears and discrepancies in my attitudes, I create the opportunities for more turning points and learning. Palmer (1998) states, "I will always have fears, but I need not teach from a fearful place – for there are other places in my inner landscape from which I can speak and act" (p.57). My biggest obstacle will be to acknowledge that fear and the travel to those "other

places" (Palmer, 1998, p. 57). The knowledge I have gained so far will influence how I view and respond to future challenges in my professional role, as well as in my personal life. As I start into a new phase of my teaching career, I will be fortunate to work with others who are intent on self-study. This fall, I will have my first experience with teaching college students. Conversations with my mentors and writing a journal of my experiences and thoughts will create a basis for dialogue and continued self-study.

As a teacher educator, I hope to help preservice teachers understand early in their education that societal structures, as well as their own theories and attitudes, impact what and how they teach. By prompting them to look at inclusive practices and read autobiographies, I hope students will explore underlying personal and societal assumptions and develop their teaching based on these insights. Specifically, I hope to help preservice teachers understand issues related to people with disabilities and to issues of diversity in general. By being reflexive in my own teaching, by challenging students to explore their ideas and by creating opportunities to consider multiple views, I hope to help students to be reflexive in their own practice. My experiences have led me to believe that teachers will be better prepared for and more resilient in the face of societal and institutional forces if they are made aware of these early in their teaching careers.

Throughout this journey, I have realized that the metaphor of the labyrinth is too static; its walls are too confining, and the symmetry too perfect. The external and internal forces that influence my teaching and me are fluid and can be transforming with my increasing awareness and with my commitment to change.

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Swimming Upstream Together: Exploring New Depths of Self-Study

A chinook salmon asks thousands of other salmon, "Who will come with me up the river?" A pink salmon replies, "The river is not deep enough to swim upstream yet." A chum salmon eagerly jumps forward and says, "I will swim with you even if the water is not high enough yet. We can sense the path."

THE RIVER OF MY PRACTICE

After a first year as a teacher educator I sensed a need to make some changes to my teaching so that I could connect with students in more meaningful ways. I began by seeking written responses to my teaching after every class. The use of reflective journals in teacher education programs is often common practice (Hoban, 2000; Loughran, 1995; Russell, 2002), though the ways in which they are used differ markedly. In year 1, students responded on large recipe cards with a small space for questions or comments each day. In year 2, students responded in reflective journals twice weekly and I provided written comments on post-it notes twice weekly. In year 3, students responded in reflective journals weekly and I provided 15 minutes of class time for them to do so. Although I provided written comments only once weekly, I also wrote my own reflective notes before and after each class. This same year I conducted my first self-study of my teaching practices. Presently, I continue to engage in a cycle of inquiry, reflection and action (Clarke & Erickson, 2004) to improve my teacher education practices.

In the current 2003/2004 academic year I am teaching four sections of elementary science & technology curriculum methods classes (160 students). One important element of my practice involves experimenting with an on-line assignment designed to facilitate dialogue about learning to teach with my teacher candidates. I am thankful for examples of on-line assignments used by other teacher educators (Hoban, 2000; Russell, 2002). Specifically, the reflective practice assignment (EST-STORY) involves teacher candidates responding to five or six questions on-line after each on-campus experience. I provide written responses to their reflections as I learn about their learning to teach experiences. Across the year

there are four required written reflections on-line. This assignment is designed to foster a beginning reflective practice in novice teachers that will grow throughout their teaching experiences. Simultaneously, this activity of reading and responding is professional development for me as a teacher educator. Therefore, the current self-study described in this paper focuses on what I am learning from responding to teacher candidates' written reflections to specific questions on-line. This is a work in progress and at this point in the semester I have read and responded to each student twice (160 x 2 = 320 responses to date).

A second critical component of my practice involves meeting regularly with a teacher educator companion to share teaching dilemmas and successes across the year. In short, planning to meet with a caring colleague who not only listens with a kind ear, but is willing to interrogate problems with me, has been pivotal for my learning this academic year. The following changes to my practice emerged directly out of our conversations across the year to date:

- Changing the design of my major reflective practice assignment
- Changing the nature of my responses to teacher candidates
- Taking more time for discussion in class
- Being explicit in classes about what I do as a teacher educator
- Allowing myself to make changes as the need arises

Although we encourage and actually insist that teacher candidates share stories of teaching, it is rare that teacher educators create such a forum to advance their own learning. Self-study is actually a lifelong learning endeavour for me now that I have discovered the wonder of swimming in deeper friendlier waters.

THREE STREAMS OF CHANGE IN MY PRACTICE
Stream I - Developing the nature of my feedback

In my first self-study (Mueller, 2003) one of the areas I focused on included attention to how I respond to students' written reflections. I wondered to what extent my

written comments challenged teacher candidates' ideas about teaching and learning. Schon (1983) might describe this as an aspect of problem setting. I also wondered what kind of guidance I provided for students to initiate change in their practice. Hamilton (2002) reminds us that students need guidance in the reflective process. However, upon examining my responses to students in this calendar year I notice that I have begun to ask more direct questions intended to prompt students' thinking about their teaching and to make explicit suggestions to help them. My written responses to one teacher candidate are provided below:

First responses to a teacher candidate (October 2003)

- *Great beginnings!! So I wonder why you chose these elements as being the most helpful for preparing you to teach?*
- *This is a VERY tricky one and we all develop ways to structure our time. OBSERVE and ask lots of questions. This is VERY important and requires genuine caring and thoughtfulness.*
- *Wonderful!! Spread that confidence around to your peers.*
  We will learn more about design & technology across the year so you will become more comfortable with it.
- *Excellent!!!*
- *OBSERVE your teacher and ask how they plan for the split grades. Perhaps you can co-plan and co-teach.*

Second responses to a teacher candidate (December 2003)

- *Awesome! This really makes a big difference in how we plan as teachers. Each school can be so different. Lucky you!! This is a wonderful skill to have as a teacher. And as you do it, you get better at integration as it comes naturally.*
- *Wonderful!! It is great that you extracted the positive aspects and put them to use.*
  A context always helps. I wonder how often we provide kids with the context they need to learn?
- *Great! There will always be some who do not or can not attend all the time. They need to know what their options are too. For example, some kids really can not sit the whole time.*
  Be kind to yourself. It is tough to do integration well. What is important is that you are thinking about it.
- *Fantastic!! So you are teaching one another about what works and does not work in various teaching situations. Great initiative!! It is amazing how much we can learn about our peers and kids by organizing activities outside of the regular school day.*
- *Awesome!! You will experience two more full examples of the Big Question approach in our classes this term.*
- *Excellent!! I wonder if some kids just need more time to show us that they understand topics?*
- *I would love to hear about it.*

Stream II - Trusting my teacher educator senses
As I read stories about learning to teach by 160 teacher

candidates in my classes, I noted what really surprised me or I had questions about. Simultaneously I recognized that I wanted teacher candidates to hear these same comments and think about what they meant. How could I revisit what they had written and where they were now after returning from a five-week practicum? I thought for a long time about how to create a learning environment where they would learn from one another. Similar to Berry and Loughran (2002), I sought to develop a pedagogy where professional critiques of practice might occur. At the same time I was aware that teacher candidates would likely share practicum experiences in most of their classes. I wanted to go beyond only sharing teaching stories by prompting attention to their reflections on teaching.

I settled on the idea of what I called "Coffee House Conversations" to help teacher candidates explore their perceptions of practicum teaching (Russell, 2004). In the past intellectual conversations often took place in the coffee houses of Vienna and Tehran, for example, so I set the scene with white tablecloths, background music from the coffee lands, chocolate covered cranberry treats on each table and an envelope with the title "Coffee House Conversations." I used anonymous one-sentence comments from teacher candidates' first set of written reflections to invite teacher candidates to read comments to one another in small groups. I encouraged informal conversations around what the person might mean and how they felt about it as teacher colleagues. A few teacher candidates' written comments are listed below:

- *I don't remember learning S&T in elementary school so I am nervous about teaching it.*
- *I am worried about making science fun – to counter personal negative experiences.*
- *Teaching is not just about knowing stuff but I lack knowledge about many topics.*
- *I used to think of science more as the framework of how I was taught—learn these facts, do these experiments.*
- *I am eager to develop my teaching philosophy and find out what it is about teaching that fascinates me.*

I walked around "listening in" on their teacher conversations. They shared personal experiences from practicum, voiced tentative pedagogical opinions, and raised questions about teaching. I tried not to jump in and stop the flow of their conversations. If only I had them on tape. This was what teacher education was all about. The five-week practicum session had helped them experience what it meant to teach and now they had all kinds of emerging questions. I felt empowered to return to the idea of "Coffee House Conversations" each time the teacher candidates returned from practicum.

While reading the second round of stories of learning to teach I found myself paying particular attention to the questions about linking theory and practice. It seemed that teacher candidates often did not understand the question or they did not address it. Then I wondered how clear I had been in my classes about theory and practice. I also

began to ask myself what exactly I meant. I began to interrogate this with each comment I read and changed my written responses to try and better understand their experiences. This round I selected complete responses instead of just one-sentence responses for our "Coffee House Conversations." See two samples below:

Teacher candidate A

The ways that the November on-campus weeks helped me to make links between theory and practice are as follows. In language I have learned to integrate the curriculum into a learning centre, which is where students have the opportunity to explore language in different areas such as math, social studies and science. I have also learned to use creative approaches in teaching such as using rhyme to have students memorize concepts and having students do art to help them understand different subjects. I have also learned to integrate different curriculums together in order to teach science. For instance, I can teach science and language at the same time, or science and social studies at the same time. This was really neat to learn in science and technology.

Teacher candidate B

I think that the November weeks only helped in minimal ways. I had 5 assignments due that week and because of this I did not have much time to stop and reflect on links between theory and practice. I personally think that the on-campus weeks were not helpful. I think it would have been better to stay at practicum, or to not have so many assignments due and just use the time as debriefing.

As I walked around I heard incredibly rich conversations about teaching and learning. I felt like I was in a room with 40 teachers all discussing teaching and learning (rich examples were used from classroom experiences). As a class we discussed 2-3 of the quotes teacher candidates talked about the most. If a certain quote I felt was important did not come up, I asked teacher candidates what they thought when they read it and shared why the comment prompted me to think more deeply about my practice. I hoped to model my thinking process, as well as my attempts to understand their responses. I encouraged them to ask professors to teach them specific things if they felt it would help them as teachers. I too would be willing to change course plans if they expressed particular concerns they still need to learn about.

Stream III - Inviting timely feedback

I have started inviting teacher candidates to share their thinking about teaching and learning informally. This is in contrast to my previous formal plan for written midterm and end of term feedback with specific questions. For example, last week I sent out an invitation to respond by email to the three questions below:

1. What did you learn about yourself as a teacher while planning for and/or teaching in Science Wow #2?

2. What did you learn from the children while teaching them during Science Wow #2?
3. What did you learn from your colleagues while planning for and/or teaching science for Science Wow #2?

Approximately 20 teacher candidates responded within 48 hours providing me with critical feedback before a meeting with teachers at the local school. Teacher candidates' responses helped me to communicate exactly how important the recent learning experience at the school had been for them. I began to realize that I could and should invite teacher candidates' comments on a regular basis to keep ideas flowing about teaching and learning experiences.

In the next two weeks of classes I will invite teacher candidates to remain for the second half of class if they wish to participate in an open informal discussion about teaching issues. I feel a strong need to connect with them before they leave for the final two practica and I also feel the need to slow things down even if only for an hour of concentrated reflection time. Currently the entire building is running around trying to teach and complete assignments with no time to stop and critically examine teaching and learning. It is one of the central problems I struggle with in a compressed 8-month teacher education program.

GOING DEEPER: WHERE IS SELF-STUDY TAKING ME?

As a teacher educator the "some how" or "fifth commonplace" of self-study (Clarke & Erickson, 2004) is always on my mind as I search for the best ways to provide learning opportunities for my students. Put another way, Hoban (2000) reminds us that a deeper understanding of personal practice is at the heart of self-study. I find myself openly taking risks I challenge my students to take. For example, I admitted that I had never taken 160 students to a local school to teach science to 364 students, and I was not yet sure what my teacher candidates would do on the second visit. However, I sensed that it was a good idea and that my students would teach interesting creative lessons. I was prepared to support them in any way I could and to trust that they would be incredible. And they were beyond fabulous. Was it simply because I provided them with time to collaborate and told them I believed they would teach wonderfully? It is important to note that teachers at the local school also trusted my judgment leaving me with an open invitation.

If I make a mistake or notice that I have been unclear, I feel totally at ease pointing out that I have made a mistake and I will learn from it. I encourage my students to pay attention to how I teach and to let me know where I could improve. Whenever possible, I try to model that I have not perfected every idea and that I am constantly thinking of ways to improve my teaching.

As I write this paper we are just past the halfway point of our 8-month teacher education year. Reading two sets of responses about learning to teach from 160 teacher candidates has taught me an immense amount about their experiences of learning to teach. I am convinced that this

self-study is a mode of professional development for me as a teacher educator. Each time I read a story of learning to teach I am confronted with what teacher candidates are learning and what they are not learning both in our teacher education program and specifically in my classes. At the same time I reflect on how I might support and/or challenge assumptions about learning to teach as I compose my written feedback.

Not surprisingly, I found it immensely challenging to respond to 160 teacher candidates. I would ask myself why I had chosen to do this crazy thing. And then I would read another story of learning to teach and realize just how much my students were teaching me through this process. Whenever my teacher educator companion and I shared 'moments' around the amount of time involved to respond to our students, it was with a knowing glance that it was worth it to us. At the point when it no longer seemed possible to complete all responses before the semester began, I offered my apologies to students and completed them as I found the time. Interestingly, finishing about 20 or so stories after term started again had the effect of spreading out what I was learning. I felt that I could apply what I was learning from their responses immediately in class. Next week I will share some of what I am learning from this self-study in a class mini-education conference.

Perhaps I am learning to be kinder to myself and to allow myself to make changes and openly point out why. Self-study gives me permission to inquire into my practice and to make explicit how I am changing my practice. As Bullough and Pinnegar remind me, "the aim of self-study research is to provoke, challenge and illuminate rather than confirm and settle" (2001, p.20). I would add that self-study is an adventure with surprises always guaranteed. Ultimately, I sense that I am returning to the river that is my home by trusting my teacher senses.

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Marx and Education: Exploring the Teachings of Marx in the Context of My Role as a School Experience Liaison Tutor in Initial Teacher Education

INTRODUCTION

In this short self-study (Hamilton, Pinnegar, Russell, Loughran, & LaBosky., 1998) and forthcoming conference presentation I aim to draw on prior work and senses of self in order to make visible and come to a new understanding around the influences of Marxian teaching that inform the work I do as a teacher-educator. I intend to focus on student school placement - 'school experience' - and my role as a university liaison tutor, working in the south east of England, to explore these underlying interests and concerns; this paper will thus form the basis of further discussion at the Castle conference.

A brief autobiography

Firstly, where I see myself as coming from, paraphrased from prior writings (e.g. Perselli, 2004; Perselli, in press): I was born into a working class family in a rural environment. I had a strongly capitalist upbringing, albeit with liberal individualist/humanist influences, and a progressive, comprehensive secondary education, following Crosland and the social revolution of the '60s. My motivation to become a teacher involved strong values around issues of equity (Hill, Cole, & Williams, 1997) and social justice, as derived from this optimistically progressive era - although these are terms I would not have been aware of in the early stages of my career as a teacher in west London.

More recently, as a teacher of special educational needs and as an academic, I find myself dismayed by the ways in which methods of testing, assessment and categorisation of the learner, together with hierarchical assumptions about knowledge and an ideology of "key skills" and "higher order skills," seem to have disenfranchised some teachers and pupils and, paradoxically perhaps, increased social divisions in schools between those who have the right cultural capital and those who do not; with a visible economic distance extending also between the very rich and the very poor in society at large. I am often dazed and confused by New Labour policy in relation to schooling, not least because it no longer aspires towards independent, autonomous and self-transformatory learning - as might have been presupposed by

prior attempts at education for a democratic society ('liberatory curricula') - but rather towards partial, uncomplimentary skill-sets dictated largely by the status quo: the continued medicalisation of "difference" and "difficulty" (response: the phonic teaching of reading) and the economic demands of late capitalism (response: key skills). These quick-fix solutions to problems - perceived to be residing with the learner, rather than with a reified and outmoded curriculum - seem to miss the mark every time when compared against the quality of experiences a good teacher seeks to offer in the classroom in relation to the cultural interests, desires and concerns of the learners. It is, therefore, the cultural and social aspects of teaching which are uppermost in my mind as a school experience liaison tutor, and the possibilities of Marxian narrative and discourse towards the improvement of my practice in this role.

A CRITIQUE OF THE STATUS QUO IN RELATION TO MY EDUCATIONAL VALUES

Here I will outline some initial thoughts on the quality of experiences that I believe children should be offered in the classroom, beginning with education policy and relations between the teacher and what is to be taught.

I believe the teacher should perceive herself as a catalyst for social change (Balibar, 1995), through a curriculum better understood as a verb than a noun; an ongoing dialectic of doing and making/remaking the process of education. The teacher needs to show deep respect for learners' cultural backgrounds, taking account also of prevailing sociological constructs of identity: gender, sexual orientation, ethnicity, social class; but without being driven by these factors alone, since her intention is to offer the possibility for self-transformation, not repetition. The teacher has to make important professional judgements on behalf of learners regarding curriculum design and delivery: about when and how to offer challenge and when to maintain stability, continuity, opportunities for rehearsal and the practice of skills. However, I need constantly to remind myself that within the English system as it stands she will have very little say in the content, delivery or timing of curriculum sub-

jects, which appear largely as given. Furthermore, present methods of assessment and evaluation inhibit opportunities for children to enter into real dialogue about the process or content of their learning at school, apart from what feels to me like putative (and at times coercive) target setting exercises.

Concern: As an educator I need to recognise the many challenges for the novice teacher: pace of policy change, contrasting agendas within and beyond individual schools, school culture in contrast or opposition to home culture, and the irreconcilable demands of differentiation and individualisation of learning within "whole class teaching." Indeed, a subtle understanding acquired over time would resist polarisations like these, which misrepresent the complexity of how knowledge is presently transacted in schools. At its worst, both children's and teachers' classroom experiences can be fragmentary and incoherent, but also repetitious, didactic and unconnected to their world of lived experience, their language or forms of words.

Response: In terms of environment, I would hope to see the classroom as a collective; a heterogeneous group (DeMartino, 2003) made up of an identifiable school culture and catchment with distinct characteristics (Gibson-Graham, 2003), as well as of persons whose interactions and struggle largely determine events - often in ways which won't be best understood by naming what children appear to be doing in the technical sense of the subject matter they are working with (learning objectives, learning outcomes, etc.). By the end of their final practice, I should like student teachers to have some awareness of the culturally embedded nature of children's behaviour and experiences, both outside and inside the school environment, especially when thinking about street culture and its implications for interpreting gendered and racialised behaviours, and about social mores in general. In particular, children living in poverty may be at risk in the street and in the classroom (Dance, 2002). Do we unwittingly expose children to new dangers when we impose a set of behavioural expectations (for example, in the context of gaze: the demand to "give good eye-contact" when spoken to, perceived as polite in the classroom but provocative on the street)? Does the curriculum push us towards a quick fix technology of order and control (for example long periods of "carpet time" in Literacy Hour, which then becomes a site of power struggle: teacher to pupil, pupil to pupil)?

Concern: Even as I write this, I become uncomfortable with this representation of teaching and learning, which begins to feel like yet another kind of checklist of competences; however, I'll continue since it does have some value in enabling me to identify aspects of ITT which preoccupy my mind; not least the necessity for some self-consciousness around economic and socio-cultural perceptions and how they influence what we do as teachers.

Response: In terms of interpersonal relationships, I think really good teaching involves a high level of pedagogic knowledge, but that this develops most satisfyingly through discussion and dialogue - in experience, about experience. At its best, student supervision would involve ways of working that offer space and time for the dialogic nature of teaching and learning to emerge. Students would come to deep recognition of the modes of expression (physical, sensory, linguistic) children need in order to become proactive in their learning progress (Goodson, 1998), in the sense of doing and making as much as in the sense of intellectual discussion or debate, achieved via a wide variety and balance of curricular practices. But I would emphasise that this outline is very provisional and should remain so; as a teacher one would expect to form and reform one's own ideas, values, beliefs even, as they interact with the grounded reality of practice. I do not see this willingness to hold our agenda open as in conflict with "professionalism;" professionalism for me implies a sustained, overarching desire for education - albeit in times of adversity.

MY PRACTICE AS A UNIVERSITY LIAISON TUTOR

In the actuality of school experience supervision, these ideas translate into a positive discomfort: How to challenge my students not to be too quick to make moral judgements based on what they experience in the classroom; how to come to terms with the realities of the present social order, as understood through lived experience over time, that may well contradict my ideological positionings or prior beliefs; and, what the implications may be for me as a liaison tutor. School experience supervision in initial teacher education is probably the most important aspect of my role as a teacher-educator, to which Marx speaks a useful language. This is especially so, if and when it enables myself and my students to reinterpret poverty in order to understand notions of "deviance" or "disruptive behaviour," where these present the only authentic means of protest available to children who may be experiencing a strong sense of powerlessness in their lives. This somewhat provocative line of thought could, I suggest, lead us gradually away from behaviourism and individualisation of the learner towards a better explanation of home and school as an economic and social construct, and curriculum as a potential *barrier* to learning; but more of this later.

THE RESEARCH: A CRITICAL FICTIONAL NARRATIVE OF SCHOOL EXPERIENCE

Next I will present my story of school experience, which I hope will enable readers to gain a practical hold on where I am coming from with this paper. This is a lightly fictionalised account of a visit I made last summer to a final-year student teacher, previously unknown to me, at a school with which I had no prior connection; so therefore, no particular expectations.

It's early summer. I leave my home town heading along the trunk road towards the South Coast. After about thirty five miles I exit via a steep downward slip road into "chocolate box" countryside. There are cottages and an oldie pub attached to a working water mill. The impression is immediately rural and stylised: meticulously

tended farms, elegant cars in wide sweeping driveways - redolent of Home Counties affluence and gloss. I follow signs for the village proper, which take me up the other side of this little valley. After twisting and turning through several narrow lanes I come out onto a village green and a large 1940s housing estate. The school, probably built in the mid '60s, is off to the left opposite some other older cottages, a Women's Institute hall and a row of warden-assisted bungalows. Visually, there is a marked contrast between the village and its environs; this estate looks like a poor inner city development, but surrounded by gorgeous countryside and private property. The school is located between the trunk road on one side of the hill and a famous girls' public school on the other.

I introduce myself to the secretary and sign in at reception. I am met by the deputy head teacher who initiates conversation by reassuring me that everything is fine, but that I need to understand the kind of children they have here, because it would be unfair to judge the student's performance without appreciating how difficult the situation is. Many children have extreme emotional needs; many are from one-parent families. There are children who don't have enough food or sleep; some don't even know who their biological father is! A large proportion of the class are on the Special Educational Needs register and three boys have statements of SEN for attention and behavioural difficulties.

At this point there are so many things I would like to say in response, but I'm keen to arrive on time to observe the student, who I have not taught at college. She comes hastily to the door of the classroom and also seems anxious - has the deputy had a word with me? She will, she says, do her lesson in a different way to how she would normally, because of the situation here. Except there is no normal for this student; it's her first teaching practice in Key Stage Two, (children aged 7-8), so I think she means as compared to what she would do in a more middle-class school. After having observed the lesson, which is design and technology (DT), there is time for discussion and for me to give her my written feedback; I also have a standard checklist of specific things to find out and offer commentary on within her files.

Here, too, I have a number of issues uppermost in my mind regarding the lesson, but first I'm interested to know how she thought the lesson went? Very well. She feels relieved. The children succeeded in completing the task she had set and, apart from one boy who fell asleep, which frequently happens in the afternoon, they had done it exactly as she wanted. I have to make some instantaneous judgements and decisions now about how to respond, because this is, in fact, a very short practice, and I will only be present for four out of the eight formally observed lessons before she finishes and gains her qualification. There are various questions I'd like to raise: Was she aware that she talked for nearly 25 minutes? Did she notice how little of the children's voices was heard? Was it OK that although the lesson was DT, there was no movement around the room or selection of materials; that the teaching assistants collected up equipment, did the

washing-up and supervised the children with Statements (of SEN), mostly by telling them what to do or doing it for them?

From the records in her file and from her presence in the class I gain an impression that this is a strong student who will become a very good teacher; I can also see that at an individual level the children respond really positively to her dramatic style of deliver. However, my feminist take on all this is that actually it was she who did the work during the DT lesson; the children were passive and looked at least partially disengaged. The piece they produced on this occasion was formulaic.

There isn't very long for us to get to know each other and I'm torn between being up-front with my impressions or seeking another way to raise the student's consciousness regarding my difficulties with the lesson. Most of all, I need to recognise the tendency to fall back onto traditional forms of teaching and control in the classroom as a reaction to "challenging children;" especially when being assessed by an unknown outsider: myself. In addition to the deficit modality of the prior conversations, I recognise that there are some normative assumptions being made in relation to my role as supervisor, i.e. that I am here to judge, that my judgements are based on Teacher Training Agency (TTA) criteria and in isolation from personal knowledge and prior experience as a teacher. So there are some role constructs which, ideally, ought to be demolished via discussion of the observed lesson. As it's already late afternoon, we're able to spend some while talking through- deconstructing really - our different perspectives and impressions...

INTERIM CONCLUSION

From this microcosmic illustration of supervision I am able to identify some specific challenges in the role of the liaison tutor, whereby I am making constant adjustments along the lines illustrated above, weaving in and out of familiar discourses with arguments that seek to intercept patterns of reification. Uppermost in my mind, still, is the curriculum, which insists on large amounts of didactic information being disseminated to learners; but also this student teacher's resilience and ability (proven over time) to stretch the material, using her creative energy to engage the learners. Then there are conversations about the act of teaching (Allman, 2002; Griffiths, 2003; Griffiths, Johnston, Bass and Perselli, 2004); a performative which constructs our identities (Griffiths et al., 2004) even as we contemplate what constitutes the curriculum. Paolo Freire (1970/1993) is adamant that, whilst co-operation and collaboration are important, teachers must use their position of authority to teach. This has important connotations for me as a teacher of teachers, as I come to realise how disfavourable my circumstances can be, with so many tick sheets to complete and so little time to talk, never mind introducing "provocative" ideas about education. Pupils' behaviour and social circumstances are frequently cited in the press and even in some research reports as the explanation for lack of innovation, demotivated teachers, drab conditions in schools; and yet, to my

mind it is at a systemic level that static occurs. Ironically, I also realise that my ideology of Marx or Freire (Perselli, 2003) could be obstructive to either hearing a student's message to me or inviting her to consider alternative perspectives: there must be an exit from ideology in order to allow ideas to flow.

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Positioning Ourselves in Researching the Understanding of the Positioning of Beginning Teacher Candidates: An Odyssey of Positioning and Being Positioned

Pre-service teachers come into teaching with idealistic visions of both teaching and their identity as a teacher. These visions form one basis upon which pre-service students position themselves as teachers: who students become as teachers must emerge from who they are as people (Bullough & Gitlin, 1995).

In 1994, our university began a formal application for the secondary English education program. This process asked pre-service teachers for autobiographical responses about their decision to teach, their current and past experiences in teaching roles, their beliefs and opinions about adolescent learners, and their own belief about their ability to teach. At that time, Stefinee Pinnegar began collecting the documents to study them in contrast with autobiographies requested when they apply to student teaching. The assumption was that contrasting the narratives might provide insight into teacher development. Celina Lay was conducting a self-study of narratives of student teaching with Stefinee as her advisor. Then academic life happened and other concerns intervened. During that period, Stefinee moved these documents four times: from one office to another to another, to her house when her office was demolished for reconstruction and then back to her office after a three-year assignment. When she returned to teaching, she joined a study group on positioning theory from the perspective of Harre and van Langenhoven (1999). They argue that the positions we take up are in some ways determined by the positions that are offered to us. We find ourselves on the outside of conversations or without a "position" in a community because the discourses of the community do not provide positions that we are willing to take up. The formation of this paper began not with the study of the work of Harre and van Langenhoven (1999), but it emerged later. It began after we (Celina, Emily, Courtney and Stefinee) completed our first presentation of our analysis of these narratives. As I (Stefinee) drove home that day, I was struck with the ways in which this group of researchers had developed into a research group.

I wondered about the discursive practices of our group: how we had positioned ourselves and how we positioned each other so that we arrived at this point. As

Harre and van Langehove (1999) argue "The act of positioning thus refers to the assignment of fluid 'parts' or 'roles' to speakers in the discursive construction of personal stories that make a person's actions intelligible and relatively determinate as social acts." I thought back about the structure of the group as conceived and the structure of the group we had discursively constructed. This paper emerged from this dual perspective.

The group began when I approached the research study group about writing a proposal for an AERA symposium in which we would partner with others in the study group, use existing data (we all had some) with positioning theory as a tool to explore the development of teachers. The group members who had been working together for a year accepted and positioned themselves and I ended up without a partner. They had constructed me as an outsider to the group with no position for me to take up. I found myself with no real role to play in the symposium unless I repositioned myself.

I decided not to try to re-position myself as a member of one of their research teams. Instead, I contacted Celina Lay and asked if she was interested in working on analyzing some autobiographical data I had on pre-service teachers, using positioning theory as our analytic tool. In this way, I positioned myself outside the teacher education research group membership circle and I opened up a position for another participant. Celina responded:

Hi Stefinee,

Esther and I are excited about our project with you. I was wondering if you could forward me the proposal… so I can get a better vision about what we are planning to do with the autobiographies. I'm interested to see what will happen with the triad (position/act-action/storyline) since our data is written as responses rather than recorded as conversations. The moral positions will really show up in the autobiographies, I'm thinking, as well as the significance of what the applicants to the program think they need to say, like you mentioned…

I can see how significant it will probably be to look at the subject "I."

Since the autobios are written-out essay responses,

I think the two things, declarations and narrations, will naturally emerge and probably be blended together at times. Not just separate and isolate. Probably the questions were designed to get at declarative and narrative responses in the first place. Were they? I mean, what was your (or the department's) rationale for collecting autobiographies in the first place?

Anyway, I'll continue reading. I thought that perhaps it might help me to write down a few things to you as I went along. You can respond if you have a chance or we can wait and discuss them next Monday

Love,
Celina

Recognizing the amount of data that would have to be scanned in and then analyzed if Celina and I were to complete this project by the deadlines we set, I approached the department chair and requested funding for a student. He agreed but suggested that I apply for college funds first. At this time, the college sent out their yearly request for faculty to write proposals for projects in which they could use an undergraduate research trainee(URT) whose hourly wage would be covered by the college. I wrote a proposal. One of my friends from graduate school was in town visiting her daughter. The daughter was looking for work. I told the daughter, a special education major, about the project and asked if she was interested. She said yes and so Courtney Wilkes joined our team.

Celina and I had done research work together in the past and we had recently started a new project on mothering and teaching. I had known Courtney since she was about five. I knew that she eventually planned on going to graduate school and so I began to wonder whether or not Courtney might not want to take a more active role in the project.

My colleague running the URT program contacted me and told me that I could have two URT's if I were interested and I immediately agreed. Almost the next day I got an e-mail from Emily. Emily's reflected on this beginning:

Dr. Pinnegar's research intrigued me when I first read the proposal hung out for students to read in the IP&T office. I was going through a time when I felt unsure of why I wanted to teach. I knew that I did— but I could not defend my position. Dr. Pinnegar's research proposal stated that she would be reading application essays written by pre-service teachers for acceptance into the secondary English teaching program at BYU. She would be determining through positioning theory their perceptions of teaching and how they saw themselves as teachers. I looked at this research first off as a learning opportunity for myself. I wanted to use it selfishly for my own growth and understanding. I also knew I had talents in English which I could share with Dr. Pinnegar and use in this type of research. So I e-mailed her. It never really occurred to me that she might not hire me. When I was hired, I did not expect to be doing grunt work. I

knew I could do this. And I acted accordingly. I positioned myself initially and continually as capable— almost indispensable. And thus believe that I allowed Dr. Pinnegar to accept this positioning of me. And she did.

We held our first meeting. Celina arrived at the meeting having read the first chapters of the positioning book and having e-mailed me interesting commentary about exactly what was meant by positioning. While I had always respected her intellect, this positioned Celina even more clearly as an equal partner in this project. We decided to analyze the material using Harre and van Langenhoven's (1999) triad: position, storyline, illocutionary force.

At the second meeting we began to discuss the triad. Celina and I both clearly understood position and storyline, but we were struggling with understanding "illocutionary force." Emily told this wonderful story about her roommate who had a fight with her boyfriend because she had said to him when they were going someplace together, "Are you thirsty?" Emily explained the point of the question (the illocutionary force) would be for him to say, "X, and then say 'Are you?' The boyfriend simply said, "No," and brought the girl home.

This immediately positioned Emily with Courtney as a serious contributor to the project. At the end of the meeting I printed out copies of the proposal for the Castle Conference. It did not yet have names on the proposal although I had already discussed it with Celina and Courtney and I asked Emily if she was interested in joining us.

We began interpreting our first autobiography. We each read the response to the first question and began trying to work out how the student was positioning herself in the program. This work soon made me realize that if Courtney and Emily were going to be partners, they needed to read the work we were basing the project on. I ordered the book for them.

At the next meeting I gave them their positioning theory books and binders which had my notes from my reading, an article entitled "What's wrong with this woman?" about positioning ill people, and the material from the web site Celina had sent me. The following notes directed our discussion.

Position (in conversation [as a subset and more intimate form of discourse]) = metaphorical concept in which one places oneself or is placed by others in a role in a particular story line. What accompanies the position either taken on or imposed on you are the moral duties, obligations and rights of that role and the expectation of enactment of these. (Harre and van Langehnoven, 1999, p. 17).

Ironically these few phrases now explain much of what happened to each of us during the process of becoming a research group. At this session, Courtney, Celina, Emily and I considered exactly what kind of positioning we were asking students to do. Emily revealed

her understanding of the idea of how people in the pool are arguing for their uniqueness and that everything in every essay she had read shouted to her the underlying message "Take Me." Courtney argued that while each person was trying to position herself/himself as unique, most of what they said about their past experience was similar to each other. We began to discuss what assumptions lay under the first application and how the preservice student positioned herself. In the process, they began to explore how the repetitions and commentary the girl provided positioned the teacher educator (me) as not very bright.

We realized that we needed to work with the essays at a sentence level rather than a paragraph level, because the careful reading was what revealed the shifts in positioning, illocutionary force and contradictory storylines proposed by the students. We divided into partners. I assigned myself to work with Courtney and I assigned Celina to work with Emily.

Celina and I belong to a writer's group. She was leading an exercise at writer's group. In the exercise we were asked to describe a person. She described me and positioned me as a person who brought out other's strengths and was not afraid to be revealed as having weaknesses myself. This was when it struck me that I had paired Celina and Emily because I was in some ways wary of working with Emily's intellect. So I fessed up and Celina and I both laughed about it. I also had an experience with a colleague. When I mentioned that I was working with Emily, he said to me "She's such a sweet girl." I wondered what kind of positions he opened up in his class for Emily and I wondered further about what kinds of positions were available for students in my classes to take up. For while Emily is sweet, she is also one of the most brilliant women I've ever met and sweet is not a word I can imagine coming up in any description I might give of her.

We met separately for the next several weeks, touching base on Mondays and reviewing what we were learning about positioning theory and what we were discovering about the papers we were analyzing. As Courtney and I met together, we reached the end of the first question answered by the girl we were interpreting. In the first paper we analyzed together the girl changed from I to we at several points in the paper. Although I was aware the girl did it, I hadn't paid much attention to it. Courtney said to me, "Why is she using we here but not here?" We then went back to the text and realized that her use of "we" occurred whenever she was making a point that she wanted to shore up. Somehow just using "I" would not have enough power. What we realized is that her use of "we" showed us how tentative she was about herself: calling on other sources of authority for her most important assertions about teaching. Courtney linked it to her statements about teachers being powerful and influential and magical. She pointed out that maybe the girl wanted to position herself as a teacher because she did not think of herself as influential, or powerful and she wanted to have that. Courtney pointed out that the first question in the autobiography asks the students to

articulate how they decided to teach. Instead the illocutionary force of their response was assertive—arguing why they would be a good teacher. As we worked together in interpreting this girl's essay, Courtney increasingly positioned herself as a researcher. These experiences revealed to me the ways in which I considered Courtney, Celina, and Emily equals on the project and placed me in a learning role with them.

The research class that paid Emily and Courtney required that an ambiguous "we" present our semester's work. As we started to design the presentation, I had thought through what I thought we should do: I thought we ought to do a PowerPoint presentation. I even had the PowerPoint screen up. But I started the meeting by saying that I thought we needed to plan our presentation. Celina, Courtney, and Emily immediately gave me input. While I had positioned myself as "in charge", their discourse positioned me differently. Emily just stated that all the other presentations in the class were boring. Courtney said that everybody just did PowerPoint's. Celina said that she thought if we wanted people to understand what we were doing we had to give them some experience with the data. Their response indicated that our discourse positioned them as equal in our semester's work. Just like me they had already thought through what we should do in this presentation and our planning became a negotiation of our ideas about the presentation rather than my directing their work. We planned the presentation, designed the materials, and decided how the presentation would proceed. We decided that Celina and I would be there as supportive observers.

On the day of the presentation, my colleague asked me as I came in how I wanted to be introduced. I said, "Well I'm not really doing anything here today but observing." He was a little surprised. Then Emily and Courtney started the presentation. As it unfolded, it became evident that we were a team. Each of us played a part. Sometimes Celina and I "rescued" Emily and Courtney when they were caught off-guard by a question, but just as often Emily and Courtney "rescued" us, when our explanations lost power or became inarticulate or entangled.

I had begun this project positioned as a university researcher living the story line of the in-charge researcher professor who "involves" students in the research project. My illocutionary force was directive. We ended the project with me positioned as a member of a research team living the story line of discovering what positioning theory could teach us. Courtney's statement of her own experience captures my experience as well:

Positioning me as a learner, I think, is what this research is sometimes about. You can't expect the first time you read an essay to automatically gain this magical and instant insight into these students lives. The light bulb doesn't automatically turn on, in my experience at least, it has taken my a couple re-readings, continuous communication between all of us working on the research and collaboration to come to the conclusions of the positions these students are taking. Sometimes we agree, sometimes we don't. That is the cool thing about

positioning theory is that everyone doesn't have to agree for it to work. The more you disagree, the more different positions you get, the more data you have, and the more insight you get on these students.

As teacher educators explore the ways in which pre-service teachers position themselves, they also come to understand more clearly the ways in which they position themselves as teacher educators, pre-service teachers, and practicing teachers in the part of teacher. As teacher educators, pre-service teachers, and teachers examine the ways in which their roles are positioned by others they begin to understand the storyline their own positioning tells about the obligations, rights, and duties of teaching, teachers, and teacher educators.

SESSION

In this session, we invite you to learn about the analytic tool of positioning theory. We will work together to explore your own understanding of you position yourself as a teacher educator, researcher, faculty member.

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Woodstock to Hip-hop: Convergent Lifelines and the Teaching Journey

This is a story of two teachers telling stories about becoming teachers. It is about the personal and situational intersecting with the professional so that a multitude of possibilities for effective and transformative teaching result. It is about Woodstock, Hip-Hop and the journey where they meet up with Joni Mitchell, and emotionally disturbed students, and hope dealers, and Lauren Hill, and Merrill Lynch, and Jesus, and cemeteries, and kicking ass. It is about a middle-aged white guy with memories and a young black guy with hope for the future, and about the teaching attitude that energizes them both. It is ultimately about the convergent paths that we walk when teaching "calls" us and we listen, and about the "strong poet" within us that we want to keep alive (Rorty, 1989, p. 28).

Andre is 29 years old, unmarried, and comes to teaching with a BA in history and career experience in finance. He acquired his certification through an alternative teacher preparation program designed to place qualified college graduates on a track leading to a Master's of Arts degree in Early Childhood Education. He is considered "a prize" by his principal because he represents a rarity in education; a young, black, male elementary school teacher. His school is well over 90% African American, and Andre is the only male teacher, so he is often called upon to be more than his job description strictly delineates. He commented to Patrick one day, "Sometime, I'd just like to be Andre the teacher and not Andre, the young black male role-model teacher." He also writes poetry and performs Hip-Hop music. His most recent album is titled, *The Negro School Project* (2002).

Patrick is 53 years old and recently divorced. He comes to college teaching via 1960s idealism, a 14-year career as a carpenter, and 15 years teaching in special education. He directs the program that Andre is a part of. He is a musician as well. He considers himself to be an alternatively prepared teacher because of his background. He's convinced that his diverse life experiences have been invaluable in his work preparing future educators to face the changing demands of teaching confidently. He believes that when teachers shut the doors to their classrooms they have a moral obligation to teach to the needs of the child and not primarily to the demands of the state.

This is not a typical self-study project. It certainly does fit into the category of "identity-oriented research" as described by Louie, Drevdahl, Purdy and Stackman (2003, p. 152-153), but part of what we are examining is the possibility that teacher stories may require a more complex form of expression than the typical academic paper in order to be true to the tellers. Dyson and Genishi (1994) suggest that, "Storytellers often craft the sensual and metaphoric, rather than the literal properties of speech, as they work to convey their feelings about their evaluation of the world. Feelings, after all, are not reducible to specific words, but are often conveyed best through the musical and image-making features of language by rhythm and rhyme, figures of speech and revoiced dialogue" (p. 4).

At our first planning meeting, it became clear that, if this project (preparing to present at the 2004 Castle Conference on Self-Study of Teacher Education Practices) was going to be true to the title and true to our own teaching lives, it would have to be more than a typical reading of an academic paper. We concluded that we would be better able to convey the complexity and layeredness of our journey if the presentation itself contained some of the affective and artistic elements that are central to our own stories of teaching. So, we decided that this would be a dramatic spoken word event with live music and autobiographical vignettes.

For months we have been meeting regularly to edit, refine, rehearse, and learn how to tell our stories to each other. We have discovered the value of trust as we tell stories fraught with vulnerability, self-doubt, proud successes, and strangeness. We experience life in the manner described by James Olney (1997), "Life is a text whose living is its reading so we go on incessantly returning to the texts of our lives, revising, reinterpreting, and narrating again the story so often rehearsed, in the mind if not on paper" (p. 555). We want to utilize more than the literal aspects of storytelling since our lives have more dimensions than words alone can accurately describe.

In this paper, we discuss three of the most important teacher stories that we are exploring. We call these

stories, *Hope, Calling,* and *Why We Teach.* It must be remembered that this paper is a description of a process that leads to a public performance. The performance and the responses to the performance are the products of this process, but that is another story.

HOPE
Andre:

This is a profession of a chosen few. It takes a certain temperament, a certain disposition to deal with the moods, attitudes and personal problems of the kids. We have the opportunity to breathe life into a corpse called poverty. This cat from Atlanta once said, "I don't deal dope, I deal hope."

Hope dealers work in the inner city.
Hope dealers get our kids hooked on hope at an early age.
Hope dealers have a major effect on how far our kids get in life.
I watch kids get high on Hardy Boys Mysteries and Lauren Hill lyrics.
Lately my class has been writing goals for the year, the month, and the week.
Lydia wrote, "I'd like to learn how to speak English better, and write better in Spanish."
Jacob wrote, "I want to stop getting in trouble and make only on [one] F this six weeks."
Sarah wrote, "This week I don't want to talk so much."
Finally, in the neatest print you've ever seen, John wrote, "I want to start writing everything in cursive."

I'm not a glamorous drug dealer, but I try to give kids the hope and the vision to aspire to even greater things without the risk, the detriment, and the downfalls that go along with the other side of things. We have to make academics as attractive as the streets.

Patrick:

Then the child moved ten times round the seasons.
Skated over ten clear frozen streams.
Words like 'when you're older' must appease him,
And promises of someday make his dreams.

And the seasons, they go round and round,
And the painted ponies go up and down.
We're captured on a carousel of time.
We can't return, we can only look behind from where we came,
And go round, and round, and round in the Circle Game.
(Mitchell, 1969)

Joni Mitchell's song, "The Circle Game," was my introduction to the idea that life may just be one big developmental process, a 70 or 80 year dance with endless variations, always coming back to the original theme. I've taught this song to dozens of my students over the years and many of them have told me that the

words made them realize that life is made up of cycles, and that means another chance to do better. I'm still hoping for myself that, as the song says, "there'll be new dreams, maybe better dreams and plenty, before that last revolving year is through."

Pignatelli (1999) quotes Herbert Kohl affirming the centrality of hope in teaching, "After all, seeding hope is at the center of the art and craft of teaching…Creating hope in oneself as a teacher and nourishing or rekindling it in one's students is the central issue educators face today" (p. 337). "I deal hope." Did Andre learn this in EDU 201? Is Joni Mitchell cited in any child development texts? Should Patrick really be teaching his students songs from the 60s when there are tests to prepare for?

CALLING
Andre:

I think I privately nurtured a love for literature and history, though it never seemed to mesh with what the people around me considered a career. It was always out on the periphery of what was really going to pay off in the long run. At 25, working as a highly paid bean counter, I'd begun to outgrow my cubicle at Merrill Lynch. I was one of those cubicle zombies filling the train stations with the morning paper and a cup of $4 coffee in hand at 8:45 am. After the excitement of college, the discussions, debates, the poetry readings, and all the eclectics of academia, my life had become this one gigantic routine… I'd complain, but I'd return each day for more misery. Out of this experience I decided to pursue my passion for reading and learning as a profession.

Andre's unsatisfying, but well compensated, experience with the world of Wall Street created a backdrop against which older, more fulfilling memories seemed to compel him in a different, but riskier direction. As Andre told his own story to himself, he remembered a way of life that seemed truer to his own version of the good life. He was able to imagine himself as a teacher, as someone who pursues "passion for reading and learning for a profession."

Patrick:

In 1979 we moved to an amazing place… a commune…called The Bruderhof. It was in the mountains of Western Pennsylvania. The people there were old-time socialists. They believed in Jesus, but they were quite anti-religious. They had been driven out of Germany by the Nazis, driven out of England by the government at the start of the war, lived in the Paraguayan jungles for 20 years, and finally, in the mid 1950s, moved to the northeastern United States. Basically, I fell in love with these people. And if I fell in love with the people in general, I fell hopelessly in love with their school. The school teachers talked about Comenius, Pestalozzi, and Froebel as if they had just had tea with them the day before. The school day looked something like this: Arrive at school at 8

am. Go to the auditorium for "Kinderschaft," a time of singing, sharing, and reading aloud that set the tone for the day. Be dismissed to the classrooms where everyone worked very hard on academic work until noon. Eat lunch with your class, and then play or explore outside for an hour. Then end the day working on projects, either at the school, or in the adult workshop where a thriving wooden toy business had its home. My children went to that school. I was a happy father. More than that, I knew that I wanted to spend the rest of my life making school a place where children thrived. In 1981, I returned to college after 11 years of working with wood to learn how to teach kids.

What Patrick saw at the Bruderhof school was a curriculum based on the power of human imagination. It was a demonstration of what Egan and Nadaner (1988) proclaim in *Imagination and Education*, "Stimulating the imagination is not an alternative educational activity to be argued for in competition with other claims; it is a prerequisite to making any activity educational" (p. ix).

WHY WE TEACH
Andre:

I see adolescents in a hallway at a school or walking down a street with a certain attitude. I hear rap or hip-hop music in the background, and I wonder if the two are inherently linked. Well, know this; all in hip-hop don't wear baggy pants. All with baggy pants aren't part of hip-hop. Teachers and students often get confused when this comes up in a conversation because of the popular, but negative, images that surround our culture, hip hop culture. Notice I used the word, "surround." To surround something is not to become a part of it. To surround something is to block the view of what's at the core so that bystanders only see that which is surrounding.

So you see Hip-Hop being surrounded by thugs.
So you see Hip-Hop being surrounded by scantily clad women.
So you see Hip-Hop being surrounded by drug abuse.
So you see Hip-Hop being surrounded by kids who can't see what it's really about.
So you see adults who despise Hip-Hop.

We teach to clarify with the understanding that teaching transcends the standards. It infiltrates that life that starts at 4 pm.

People in the mainstream tend to identify Hip-Hop with angry, young black men. MTV culture has capitalized on this image by adding the more sinister abuse and sexual domination themes. These thuggish dimensions combined with the power of electronic media are far more interesting (and therefore more profitable) as a mass-market product. However, at its roots, the anger expressed in hip-hop is a compelling form of social protest, no matter that it's been hijacked by entrepreneurs. As Sonia Nieto (2003) suggests, "…anger is the other side of hope"(p. 17). Nieto goes on to say that, "students' identities do not disappear simply because schools refuse to acknowledge them. Teachers' caring promotes an essential sense of belonging for students whose backgrounds differ from the mainstream" (p. 17). Hip-Hop is a medium through which Andre affirms the identity of his students, acknowledging theirs and their parents' anger at lingering injustices present in the school and society while offering a way of teaching that standards cannot capture, and which "infiltrates that life that starts at 4 pm."

Patrick:

As Educational Coordinator of Fair Play Camp School, a facility for seriously emotionally disturbed adolescent boys, my classroom was the mountains, hills, and streams of South Carolina. At times it was difficult working with children who came from such abusive backgrounds. I've actually heard parents say to their own kids, "I don't want you any more. You're the cause of all my troubles."

I visited camp recently when I was asked to come and spend the day reintroducing the boys to the Old Maxwell Cemetery, the site of my dissertation project. It is an antebellum African American burial ground on camp property. It is a place of memories, a few of them discovered by my students and me, many of them yet to be discovered. When I arrived at camp I was met by the "Explorers," the treatment group comprised of 9 and 10 year olds. A little boy named Daniel asked me, "Did you write that big black book, Chief Pat?" (Therapeutic staff persons are called "Chief.") "What big black book?" I asked. "You know, that big one about the cemetery that you had to write to get your doctor's license. That is a really interesting book! The whole group read it and we know all about Tenus Maxwell, and Ol' Primus and Pompey Keels." These were the names of former slaves buried in that lonely place high on a hill, with graves marked mainly by rough field stones.

We hiked up the old road bed to the cemetery. It had recently been cleaned up by one of the treatment groups, but still had that air of mystery that only truly sacred places have. We walked to the grave of Tenus Maxwell and looked at the inscription:

Tenus Maxwell
Born 1818
Died May 1, 1885
Husband of M. Maxwell
For 20 years a Baptist preacher
He died in full hope of eternal rest.

"Was he a great man, Chief Pat?" one of the boys asked. "Yes, Tenus Maxwell was a really great man; a good man. We should all remember him." We just stood there quietly for a while, a college professor and a group of so-called emotionally disturbed boys who had read his dissertation for God's sake…and liked it.

I stood there, unable to speak, eyes brimming, filled with thankfulness. I am a teacher.

We teach because we have discovered that we share a longing expressed by William H. Shubert (1999) as he describes his "calling" to teach. "I knew somehow that there was something deeper, more wonderful, and mysterious than mere instructing and testing—something that resided in the personal encounter with each emerging life that made the real connection between teaching and what I wanted to do in life. This knowledge filled me with enthusiasm. I discovered that I aspire to help others create their lives. I wanted a high calling in life and could think of none higher than that of helping new generations meet the world" (p.4).

In the telling of our stories of teaching, we have become ethnographers of our own lives and the sub cultures we represent. Patrick had never particularly cared for Hip-Hop music, but now he understands how it empowers Andre to teach. Andre's perception of the Woodstock Generation was that of idealistic, but clueless, white kids gone wild. He now can actually be heard humming the tune of "The Circle Game" as he walks the halls of his school.

We have not attempted to merge our teacher selves in the use of the word "convergent." We use it as a metaphor to describe the diverse teacher identities that can bring power and hope to students as long as those identities advocate "help[ing] others create their lives" (Shubert, 1999, p. 4). We have also affirmed the notion that our stories of teaching and the truth they tell are more at home with the layered and varied forms of expression that don't rely merely on the literal qualities of language.

A colleague who has seen and heard our presentation commented that, "What's best for me about the presentation is how it bridges Hip-Hop and folk music in a way that tells a grander story; revealed to the audience are the many spaces in between the two, not limited to music that might help anyone of us with our own particular despair and hope." (J.S. Allender, personal communication, November 19, 2003).

Finally, learning to tell our stories in the truest ways has helped us to trust ourselves and not be intimidated or embarrassed to approach teaching in ways that are counter to the prevailing pedagogical fundamentalism. We want to practice teaching with the energy of Esme' Raji Codel (1999), who boldly exclaims, "I will kick pedagogical ass…" (p. 19).

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THERESA RAINES
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Sharing My Lover – Mathematics

> … the products of our educational system do not know how to learn — they only know how to be taught… some learning results from being taught this way, but it keeps the learner in a dependent role and limits the learning to the boundaries set by the teacher. (Knowles, 1978, p. 76)

In 1989, I became a literacy volunteer with the Chicago City Colleges. Early in my career, I was assigned a student (I'll call him Michael) in his mid-forties who was totally illiterate. At the beginning of our student/teacher relationship, Michael did not recognize the letters of the alphabet. He drew his signature. However, in spite of his literacy issues, this student was married with three children, owned his home, and drove to work everyday. Learning how to read had become a big priority because he wanted to accept a promotion on his job; the new position would require him to read and write various forms of communication.

Although he tried very, very hard, Michael was not mastering the skills of reading and writing quickly. He became quite frustrated with his slow progress. In retrospect, I believe he had a learning disability. However, as a new volunteer without formal training in special education, I was ill-equipped to meet the challenges of this student.

My frustration level was also very high. I had encountered a willing pupil whom I could not help. Both of us felt like failures – he could not learn and I could not teach.

Numerous clichés regarding success began roaming uncontrollably in my mind. The most persistent one was "winners never quit and quitters never win." To turn this into a winning situation, it was critical that I find something that would provide Michael with a feeling of success.

Basic arithmetic is an integral part of the literacy curriculum. I cannot remember when I was not involved in a love affair with mathematics. When you have a lover that makes you feel good, you enjoy sharing how and why you have those positive feelings. Mathematics, Michael and I became a ménage a trios. Through using math as the primary topic, and reading and writing secondarily, my student grasped the concepts more quickly.

Specifically, I learned that mathematics was easier for Michael to understand because:
- There are only ten digits (0 through 9) and four signs of operation (addition, subtraction, multiplication and division), as compared to 26 letters in the alphabet and, depending on how the letters are arranged, endless pronunciations.
- Unlike reading the English language, there are no exceptions to the rules in mathematics.
- Everybody loves to count and calculate money.

Assisting Michael helped me realize how much I loved mathematics. This awakening resulted in my commitment to share my love with other adults.

Currently, I teach mathematics on five levels:
- Pre-service elementary school teachers
- In-service elementary school teachers
- Postsecondary students
- Parents of elementary school students
- Elementary school students (1st first through 6th grade)

In my initial 5 to 7 years of teaching, I was excited about sharing my love of mathematics with everyone who would sit still long enough to listen. Around the eighth year, the sparkle began to fade. I was less spontaneous and I began to buy into the theory that persons born and raised in the United States were not capable of acquiring the necessary math skills in the same amount of time as their European or Asian counterparts. I discussed my concerns with various educators who confirmed my fears – students currently entering college were less prepared than those from the previous decade. This situation was exacerbated by the fact that mathematics requirements were increasing.

For example, in 1991, the postsecondary mathematics sequence consisted of two courses.
They were:
- Basic mathematics – whole numbers; fractions; decimals; percents; integers; and basic algebraic concepts
- Beginning algebra – factoring; quadratic equations; and graphing

By 2002, the following courses had been added to the postsecondary curriculum.
- Plane geometry
- Intermediate algebra – quadratic equations

(advanced); inequalities; systems of equations; rational, irrational, and imaginary numbers; graphing (advanced); and functions

These increased requirements, which were mandated by the State of Illinois, have had a ripple effect with regard to the certification programs at two-year institutions. In order to enroll in programs such as nursing, electronics, welding, computer science and teaching, students are required to have evidence of passing (with a "C" or better) all of the above courses.

The majority (70 to 80%) of my students – with the exception of the 1st through 3rd grade students – do not hesitate to relate the fact that they hate mathematics. They hate my lover! As is often the case, I realized that this hatred was based on a lack of understanding. I knew that once the true nature of mathematics was known, everyone would fall in love (or at least become infatuated) with mathematics.

A fundamental underpinning of my philosophy of teaching is that in order to internalize a concept, information must be presented in a manner meaningful to the student. With regard to adult students, it is particularly important for there to be recognition of a connection between what is being introduced and what has already been learned.

I decided that a fine tuning and/or revamping of my teaching methods was appropriate. Although I have always been a strong advocate of student-centered learning, I realized that, for me, turning theory into practice would be a challenge. There were several issues that needed to be addressed. First, although the National Council of Teachers of Mathematics (NCTM) has developed standards for teach mathematics, these standards do not address those students who "didn't get it" prior to leaving high school.

Second, the length of time spent on topics covered in math methods and postsecondary courses is far less than the amount of time devoted to the same topic in elementary and high school. For example, traditionally the study of fractions begins in the 1st grade and continues through to the 8th grade. At the community college level fractions are covered in two weeks. Similarly, the study of fundamental algebraic concepts begins in the 6th grade and continues through the second year of high school. At the college level, these concepts are normally addressed for two weeks. And, according to the NCTM, the study of algebra should begin in pre-kindergarten.

Finally, the assumption is that students in postsecondary classes have been exposed to the concepts previously. Consequently these courses are designed to provide review and remediation. This notion may be true for students under the age of 25. However, the majority of students I have encountered over the age of 30 indicated that other than the initial basic mathematics course, the concepts discussed were new to them.

There is a significant difference between how adults and children learn. Adults must be able to attach new learning to previous knowledge in a meaningful way (chunking). If this does not happen, concepts are misplaced or forgotten. It is not difficult to demonstrate how the majority of mathematics covered in the basic course is used in everyday life. On a daily basis, each of us encounters concrete examples of how addition, subtraction, multiplication, division, percents, decimals and even rudimentary algebra are used. However, beginning with integers (positive and negative numbers) or more specifically, with the rule, "When you multiply two negative numbers you get a positive number," mathematics becomes a sorcerer and an aura of dark magic imbues all subsequent concepts.

In order to be successful in transforming students I had to consider those things that change hatred into love. By reflecting on the past, I learned to identify the primary difference between successful and unsuccessful relationships. I realized that the higher the level of understanding, the greater was the likelihood of positive interaction.

Since I had a positive relationship with mathematics all of my life, it continues to be a challenge for me to appreciate why others do not understand the true nature of this course of study. Based on my research and personal experience, I learned that today's math students in the United States are not the same as those in the past. I knew that I had to learn how to think as my students were thinking so that I could provide the proper method to relate the concepts.

The question became, what were the aspects that made me fall in love with mathematics? I came up with three things that gave me the most joy. They were: a) playing with the patterns; b) relevance to everyday life; and c) seeing beyond the skill and recognizing the application. I knew how and why I loved mathematics, but how to clear away enough misunderstanding to cause others to love it was my challenge. There were three interventions I used to accomplish my goal: a) learning logs; b) Blackboard, a computer program for enhancing course content delivery; and open-ended test questions

LEARNING LOGS

At the close of each class session, each student was required to submit a brief written summary of at least one item learned that day. This was one method I used to take attendance. If a student did not turn in a summary, they were not present, at least not mentally.

Through use of the logs I learned that I had the opportunity to have a personal interaction with each student. I felt more connected to their learning process. I was able to correct misconceptions on an individual level.

Initially, I did not require students to provide an example of what was learned. However, I realized that students can provide the right answer for the wrong reason. By having students provide an example, I was in a better position to analyze what was being learned. Their entries helped me perfect my explanations and presentation of a topic. I learned what things worked and what things did not work.

On several occasions, things noted in the logs were background material for the lesson of the day. For example, several students made the same entry in their log on one particular day, *"…any number divided by zero is undefined…"* Although this was a valuable lesson, this concept was stated as background to the lesson of the day. I had assumed that this algorithm was learned in the previous course. The fact that so many of the students had the same entry made me acutely aware of the fact that it was very important to always provide a link between previous knowledge and the lesson of the day.

However, there was a down side to using the learning log. When your objective is to win over a new aficionado, it is often necessary initially to spend more time in cultivating the relationship. The reading, analyzing and commenting on student entries took a considerable amount of time. However, since greater understanding was the result, the extra time was worth the effort.

BLACKBOARD

I did not immediately embrace the use of the Blackboard program. Other than using a calculator and a word processor, technology was a low priority for me. However, I learned that in order to be in touch with today's student I must expand my love of mathematics to include technology. This facilitated relevance to the student's everyday life. The majority of my students enjoy using technology. In order to help others develop a positive relationship with math, I realized that I should use technology as a liaison between the students and their mathematics understanding.

Development of problem-solving skills is essential in understanding the true nature of mathematics. Each week I posted a problem of the week (POW) for student response. My primary reason for using Blackboard was to provide a forum for discussion of concepts. Initially, I used overt math problems (E.g., what is 20% of $600?). However, I learned that more practical questions could get at the same concept but had greater relevance to the student (E.g., what percent of your income do you pay in taxes?)

Now, I not only used the Blackboard for POWs I also used it to post grades and accept and grade papers (via the assignment drop box tool). I have been using Blackboard for four years. Each year I add to the features used. I learned that I did not want to be overwhelmed by the technology. I have learned how to accept (and like) technology.

OPEN-ENDED TEST QUESTIONS

Even though I used the learning log for confirmation that students were "getting it," I found that when tested, the reasoning was not necessarily appropriate. This discovery was made near the end of a term. At that time, I decided that rather than always giving students specific problems to solve, I would "flip the script" by giving the students the concept and requiring them to provide a problem that suited the designated criteria. The following question was on a recent test: "Write the equation of a

vertical line and indicate the slope of that line. Provide an explanation of why the slope is the value you have indicated." Although many of the students got the first part of this question correct, the explanations were very insightful. Some of the responses I received were:

- The slope is undefined because a vertical line is flat (straight) up and down with no definition.
- Because in the book [it] says x = 5, y = 0 so it will be no slope or undefined.
- The slope is the value because it is the distance between the two set of ordered pairs.

It should be noted that all of the above responses were given by students who answered the first part of the question correctly. These responses made me aware of the fact that many of the students were merely memorizing the rule and not gaining an adequate understanding of the concept.

This realization was devastating to me. If the students do not understand the rule or see the pattern, how would they be able to apply the concept to similar problems? Although I found some of these responses entertaining, I also experienced a high level of frustration. What had I done wrong? Why had so many of the students (approximately one-third) got the right answer for the wrong reason?

My ongoing challenge is to determine the appropriate strategy to insure that students have a profound understanding mathematics that will result in at least an infatuation.

CONCLUSIONS

Through the learning logs and the responses to test questions, I gained a more thorough understanding of the challenges facing students in the study of mathematics. My enthusiasm has been renewed. I learned that students are very creative in problem solving. Blackboard, open-ended test questions and learning logs, were my helpful guides as I assisted the student in developing a personal relationship with mathematics.

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How Critical Are Critical Friends and How Critical Should They Be?

The notion of critical friendship is central to self-study (Loughran & Northfield, 1996). A critical friend acts as a sounding board, offers opportunities for reflection, is a co-learner, and asks challenging questions. In this paper, we consider ways of being an effective critical friend, giving particular attention to just how critical a critical friend can and should be. A case study of one author's self-study of his practice and the second author's role as critical friend provides the context.

The authors of this paper are teacher educators in Canada and Australia, both concerned with studying and improving their teaching. Tom is a professor in science education in Queen's University's Faculty of Education and Sandy is a senior lecturer in mathematics education in the Faculty of Education, University of Technology, Sydney. We share an interest in self-study of teacher education practices. In Tom's ongoing self-study of his teaching practices, he enlisted Sandy's aid as a critical friend for one semester. Tom faced an unexpected teaching challenge when he took over three secondary science method classes from two other teachers at the midpoint of an eight-month postgraduate pre-service teacher education program. Weekly e-mails were exchanged over a five-week period.

THE ROLE OF A CRITICAL FRIEND: PROBLEMATIC ISSUES AND ASSUMPTIONS

One problematic issue of self-study concerns the difficulty of assessing one's own practice and reframing it. Personal practice has grown out of the practitioner's belief system and thus tends to be comfortable. It is often difficult to make changes or to ascertain if those changes have improved practice (Russell, 2002). Hence the need for the critical friend to act as described below:

> A critical friend, as the name suggests, is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work. (Costa & Kallick, 1993, p. 50)

It is our shared view that a critical friend is essential if self-study is to involve critiquing existing practices and rethinking and reframing practice; a critical friend also provides essential support and maintains a constructive tone.

When Tom approached Sandy to act as critical friend, she was pleased to do so. The project had several aims. For Tom, there was a desire to enlist the aid of a critical friend to assist with his self-study. Sandy brought an interest in enhancing her skills as a critical friend and an interest in what she could learn from Tom's experiences and apply to her own teaching. Over time, several implicit assumptions became problematic for Sandy.

The first problematic assumption was that Sandy fully understood Tom's expectations of his critical friend and the role she should play. While Sandy was interested in the role of critical friend, she was not completely sure of the expectations Tom had for her role in the project. She had acted as critical friend to a colleague in the past and both had found that the role raised problematic issues (Schuck & Segal, 2002). She was also approached to act as a critical friend to a colleague in another university, and the guidelines given to her in the latter case were very clear. In contrast, Sandy often found that she was unsure how to meet Tom's expectations. She was aware that the role of the critical friend was to encourage reflection and act as a sounding board, but this seemed a passive role. The problematic area for her concerned challenging Tom's practices, for she was uncertain that Tom was expecting this of her.

The second problematic assumption was that Sandy would be able to carry out this role without difficulty, even though she perceived herself as having lower academic status than Tom. In the two earlier instances, this difference had not arisen. In the case discussed here, Sandy was not sure that her role in critiquing Tom's practices and encouraging him to reframe his practice was seen by Tom as being of much value given their shared understandings of their differing statuses as academics.

Thus Sandy was eager to learn from the experience of being a critical friend and would have welcomed feedback from Tom about any shortcomings as a critical

friend. Indeed, what she required was a critical friend who could inform and challenge her in her role as critical friend. Although participating in the project was a valuable learning experience for Sandy, she was unsure as to what she was contributing as critical friend to Tom.

DATA COLLECTION AND ANALYSIS: A TEACHER EDUCATOR IN CRISIS AND IN NEED OF A FRIEND

In hindsight, Tom should have anticipated the complex challenges of taking over from two people who had taught the first half of the chemistry and physics courses. First and foremost, teaching is a relationship. Student teachers frequently report the challenges they face when taking over from the experienced teacher who is the "real" teacher in a practicum setting. Tom quickly felt himself in crisis, struggling to get to know his students and to let them get to know him. His initial reflexes from many years of full-year teaching seemed inappropriate. Having Sandy as a critical friend quickly became invaluable; she was sympathetic and would comment constructively!

Data were created in files sent weekly by Tom to Sandy, who replied as quickly as possible to each file. Data concerned reactions of students to Tom's practice, including their angst in some cases about not being told what to do and also their emerging insights into Tom's beliefs about teaching and learning and how and why these differed from their previous teacher. Tom set up his reflections in tabular format, leaving a blank column for responses by Sandy. These tables were exchanged quickly as email attachments.

Examples of data illustrating the problematic nature of the critical friendship follow:

In week 3, Tom discussed ways in which he challenged his students' views about teacher education courses. He invited a former student to talk to the group:

Megan spoke for an hour about the experiences of being a new teacher. Very well received. Megan and I talked back and forth a bit after the break, as I wanted them to hear her sense that [our] program provided neither enough "theoretical" (as in I really can read and think) nor enough "practical" (this is exactly how you do X). (Tom, week 3).

And Sandy critiqued his reflections:

This emphasis always disturbs me somewhat – I know I mentioned it before. I don't see the point of establishing that the teacher education program does not achieve enough in either the theoretical or practical sense. Does any program? Is it realistic to raise the expectation that the program will supply all the answers? Shouldn't we be emphasising that learning is life-long and only a taste can be provided in the program, and more gathered from experience in the classroom. In my work with beginning teachers I see that no matter how much we do in certain areas, it is never enough because of the context—they are not actually teachers in a classroom. When they realise this, they develop useful strategies to help themselves,

rather than develop a blame culture which is not useful. (Sandy, week 3)

At the time, Tom did not comment on Sandy's response. Almost one year later, recalling this discussion reminded Tom how many approaches there can be to this fundamental issue of "theory and practice." His personal view is that teacher education programs already have problems with perceptions of their quality (Segall, 2002). Tom hoped that by signalling that he knows the program is less than perfect, his students would explore more fully how theory and practice interact. Tom accepts Sandy's view as an alternative and does not intend a culture of blame, as Sandy inferred. This issue reminds us that we are not only individual teacher educators but also individuals working in different contexts that shape our assumptions and beliefs.

Over a five-week period, Tom sent emails to Sandy and received responses from her that were either supportive or challenging. At week 3, Sandy emailed Tom asking for his reactions to her responses as critical friend and received an enthusiastic reply:

Love to get some reactions from you (I know it is ever-growing to write, get feedback and respond to that....). (Sandy, week 3)

Your comments on my teaching notes have been wonderful—they show me so much and they keep me hanging on!! (Tom, week 4)

After week 4, Sandy attached some questions to her responses so that she might draw some conclusions about her role as critical friend:

Now for my So-What? questions: How has my feedback fitted into your framework of learning about your teaching and reflecting about it? Has it changed anything? Was there any value to it? How can I improve my role as a critical friend? (Sandy, week 4)

Tom replied as follows:

Sandy asks some good questions… relevant ones and also ones that I've been thinking about. Her file came back so quickly that I've printed it and underlined the phrases I like best—it's impressive that I have the opportunity to read this before starting the week's classes—this being the last of five weeks, with two more to follow in April.

I like Sandy's comment about needing time for the new relationship to build. I wonder how I would have done it differently if I had realized how big a hurdle we all had to leap. I was probably feeling several things—a need to establish some sense of competence in their eyes and a need to get going quickly because I had so little time with them. Both of those probably interfered with relationship-building.

I'm very glad that Sandy flagged the issue of "HOW one finds the balance between telling and discovering—I can already see that this week will have a pace that could interfere with any progress on that front. At the very least I should signal the value

of their keeping that issue in mind as they move into two three-week experiences in different [practicum] settings.

Yes, Sandy—there's a big So What to your replies. We seem to value self-study for similar reasons, which in itself is very refreshing. (Tom, week 5)

OUTCOMES
What Tom learnt
Having a critical friend forced Tom to maintain a reflective journal and document his weekly experiences in teaching, even when he was tired and could easily have postponed his writing.

All I want to do is go home and collapse… I have to be here at 9 a.m. for ChemB. But I also know I need to WRITE. (Tom, 27 January 2003, 9:35 PM)

Sandy's responses provided insights into the situation that enabled Tom to take positive actions that might have been impossible otherwise. This exchange also illustrates the potential of critical friendship with respect to self-study of teaching. After his fourth meeting with one class, Tom's report to Sandy showed him working to establish an overall agenda as well as teaching approaches.

It was only yesterday in ChemB that I was able to get a clearer sense of what is happening when they work in groups like this. The class is so small that they worked in only two groups. I was struck by the fact that they sound like teachers engaged in group planning. Why shouldn't they sound like teachers? Sure, there are the side topics that inevitably arise—that's human nature. Why shouldn't they work this way while they are in "teachers college"? At the same time, this is only our fourth class and they naturally have questions about where we are going. (Tom, Week 2)

Sandy's response framed a tension that has long concerned Tom: How much should he determine the course agenda and how much should he ask students, soon to be teachers, to learn to set their own agenda for learning to teach? This was a significant issue for students who had been accustomed to other teachers who did set the entire agenda.

I am interested (and a little surprised) that you have not given the students an outline of the program. They are working to your agenda to a large degree (and quite justifiably as you have a better idea of what is valuable knowledge in this area) so I think they are entitled to know what that agenda is and how you expect to achieve it. After all, teaching them how to learn through their activity and reflection is what you have decided is important and you have chosen the processes you will use. Interesting that in our courses we are putting more emphasis on our outcomes and program. This leads to the paradox of needing to be responsive to students' needs but also wanting to accomplish our own agenda. This raises the expert-

novice contributions dilemma again. We value what they know but we do have more expertise and have spent more time thinking about this. What are our roles here? (Sandy, Week 2)

This early comment from Sandy generated a focal point for Tom's continuing deliberations about his teaching, initially inspiring discussions of these issues with his students and ultimately leading to an explicit focus on self-directed learning in his physics course in 2003-2004.

What Sandy learnt
Sandy gained ideas for her teaching from reading Tom's descriptions of his teaching and reflections. Tom wrote reflectively after week 3:

University education certainly sends a message that learning happens in lectures. . . . Even though lectures are criticized for being tedious and boring, there is little or no discussion of the quality of teaching and learning, with the result that alternatives to telling appear empty, inefficient and unproductive. Classes are meant to be planned well in advance without learner input. Alas, I've taught myself over 25 years that I must reduce the structure my teaching provides—to ensure I am not providing too much and also to encourage self-directed learning—a goal that many new teachers seem to believe is appropriate for the students they will soon be teaching. It simply will not happen in schools if we cannot experience it here, feel it, discuss it, learn from it, and develop strategies for helping students begin to make the transition. (Tom, week 3)

Sandy responded enthusiastically:
This section hits the nail on the head and has provided me with a lot of thought for my own teaching. I find the structure that I offer the students is valued by them, and we do little or no lecturing or telling. Most of it is done with activities in which students collaboratively engage. However, the tension between providing too much structure and encouraging self-directed learning is present. (Sandy, reply to week 3)

She also learned more about the process of being a critical friend by participating explicitly in the role and through writing this paper. She learnt that trust, support and flexibility are essential elements of a critical friendship. She also appreciated the importance of frank and comprehensive discussion about roles. In writing this paper, an opportunity arose for discussion of the critical friendship and it appears now to Sandy that her contribution to this friendship was more in the area of offering support and encouraging reflection than in challenging and provoking Tom's practice.

How could this critical friendship have been improved?

Perhaps the greatest constraint on this critical friendship was the short duration of the project. Tom was teaching for only seven weeks, and only the first five

were the focus of this study. The remaining two occurred after a practicum break of seven weeks, and continuing the study would have been a case of 'too little, too late.' Electronic mail itself is also an obvious constraint on the quality of our communication; had even one face-to-face observation and discussion been possible, we expect the quality of our critical friendship would have improved considerably.

The process of critical friendship could have been improved in several other ways. Frank and thorough discussion *before* the start of the project makes it possible to explore expectations and concerns of both parties. The friends' relative status and levels of experience in the field should also be considered. Lastly, a third dimension can be added to the project: In addition to the practitioner reflecting on and deconstructing his or her own work and the critical friend critiquing it, the practitioner could provide feedback to the critical friend on how his or her needs are being met. Thus the critical friend can learn from the experience and improve practice as a critical friend.

CONCLUSIONS

These insights emerge from our data:

1. Personal friendship and shared assumptions about teacher education provide a strong beginning but are no guarantee of a successful critical friendship.

2. A critical friendship works in two directions. It is not solely for the person whose teaching is being studied; the critical friend also expects benefits.

3. A critical friendship becomes an additional layer of self-study and should be documented and revisited just as one studies teaching.

4. Critical friends need to regularly test the relationship as it proceeds, checking for clues about the level of critical commentary with which each feels comfortable.

5. While written records are essential and can be shared electronically, a critical friendship may be more successful and mutually satisfying when it includes face-to-face interaction as well as electronic communication (which provides a valuable trail of discussions).

Because self-study is an inherently critical activity that seeks to challenge one's fundamental assumptions about personal professional practice, we believe that a critical friend should take risks and be as critical as possible within the context of "reading" the comfort level of one's friend. While self-study is inherently risky and potentially threatening, the point of self-study is lost when one starts to neglect relevant data and perspectives. A critical friend is a significant part of a self-study; both practitioner and critical friend should push each other to ensure that all relevant perspectives are brought to bear on the self-study.

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Learning to Be a Gender Equity Consultant: Listening to Teachers

INTRODUCTION

I currently work as a gender equity consultant to government schools in the New South Wales (NSW) Department of Education and Training. My role includes working with teachers to implement the policy, *Girls and Boys at School: Gender Equity Strategy* (Department of Education, 1996). I am also a doctoral student focusing on a self-study of how I can improve my practice as a consultant to teachers.

Although the gender equity policy has been in place for eight years, there are many principals and teachers who are not sure of how to implement the policy. Many teachers' knowledge of and/or their attitudes toward the area of gender equity indicate that gender equity is not a particular focus within their professional landscapes (Clandinin & Connelly, 1995).

My struggle has been with authenticity of experience for teachers, my own identity as a consultant, and contributing to the professional learning of teachers in a real and valued way (Elijah, 1998). My self-study as a doctoral student has supported my own professional development as I have sought ways of making connections for teachers with the gender equity policy, in that I have sought to improve my practice in ways that are "meaningful and fruitful" (Loughran, 1997, p. 5) for the teachers with whom I work. Whilst my research differs from the much of the self-study in teacher education practices in that the focus is on working with practicing rather than pre-service teachers, the focus on my own professional learning is the same. One element that many self-studies have in common is a sense of dissatisfaction with existing practice and a desire to improve that practice (Loughran, 2002). It was a sense of dissatisfaction with my practice as a consultant that drew me to self-study as a frame for my research. I wanted to find ways of connecting with the disparate understandings of the array of teachers with whom I worked across a variety of schools. I assert that self-study provides the means of examining and reflecting upon the assumptions I bring to my work with teachers and colleagues and how these assumptions might work to either enable or constrain the consultancy process.

Previously, gender education was focused upon girls' education and the provision of equal opportunities for girls, particularly in the areas of mathematics and science. There was considerable funding available for this early initiative. Whilst the gender equity strategy is framed from a position of gender as socially constructed, few classroom teachers seem to understand the concept of gender as a social construction. The strategy was sent to all schools across NSW in 1996 in a kit that included professional reading that detailed the ideology behind the document. However, this occurred at a time in NSW when decision making about the professional development of teachers was devolved to individual schools. Whilst implementation of the policy was mandatory, professional development for teachers on the implications of this new approach to equity for boys and girls and how to apply this perspective in a practical way in the classroom was not. The result has been that many schools simply placed the material into their libraries, and there it has remained.

My position is not one of blaming teachers; rather I see this as an example of teachers being represented as the objects rather than the subjects of reform (Ball, 1994). The assumption that teachers will implement a strategy without the necessary understandings that underpinned it is a naïve one. However, my role as a consultant entails working with teachers to implement the policy.

What follows is a description of the ways I have attempted to enhance teacher threshold knowledge about gender as an educational issue (Lingard, Martino, Mills & Bahr, 2002) within one primary school setting where I worked with teachers during 2002. The focus for this paper is upon teacher understandings about gender equity in terms of their own classroom practice and the ways in which their varied understandings have assisted me to reframe my practice as a gender equity consultant.

METHODOLOGY

The study is framed as a narrative inquiry, using in-depth interviews with teachers and field notes to develop stories of teacher understandings about gender equity. The data were collected after staff development sessions with

the teachers were held with a focus on gender equity issues. I also used critical friend conversations to assist my reflection about my practice. These data and the ways in which they have assisted me to reframe my practice form the basis of the remainder of this paper.

"IT'S ABOUT EQUALITY FOR BOYS *AND* GIRLS."

The school discussed in this paper is Warner Public School (pseudonyms have been used for all schools and persons in this paper), a government school. In NSW, primary schools cover the range, Kindergarten to Year 6. Warner Public School is a school of approximately 680 students situated in the northern suburbs of Sydney. The student population comes from mainly middle-class backgrounds, and the majority of students are of Anglo-Saxon heritage.

I was invited to work with the teachers at Warner Public School to assist them to develop a school gender equity policy. Part of this process was a staff development day focusing on incorporating gender equity perspectives into teaching and learning programs across all key learning areas.

With this in mind I had a conversation with my work colleague, Ian, who acted as my critical friend, regarding the best way to inform teachers' practice about gender equity issues from a social construction perspective.

IAN: If we can develop models of work that people can put into place, this might assist them in their thinking about gender issues. You know, units of work that they can take away and use. This might lead to small shifts in their own planning.

LEONIE: I'm not so sure that by giving teachers units that you will have an impact on their understandings about gender. It may end up being just another unit of work to implement, and when that's done it's on with the next one – no change to understanding about gender issues at all.

IAN: Yes, but if we give teachers practical ways of including gender into their teaching programs it might lead to small shifts in understanding.

LEONIE: Yeah, and it may lead to no change at all!

IAN: If we don't give teachers units of work, a lot of them won't deal with gender as an educational issue at all. They often don't know how to.

LEONIE: I guess my frustration is that none of this is new. I also think you are doing teachers an injustice to assume that they need spoon feeding and can't develop teaching and learning programs for themselves. Maybe it's a primary/secondary thing, but I think if we can show teachers how gender issues are there in all the syllabus documents, that might help. Be explicit about the connection between where we are coming from and what's already there for them in the various syllabuses. I just don't think it's actually our job to sit around writing units of work. We don't have the funding to publish anything for the whole system, so we would be doing a lot of work that would only go to one or two schools, and there's already lots of things available for teachers to use.

IAN: There might be resources available, but teachers are not using them. Lots don't know what is available to use, and if they don't see gender as an issue for them in their teaching, why would they even being looking for such resources?

LEONIE: I agree, and that's my point. We need to work with teachers to raise their awareness of gender as an issue for them in their teaching. Challenge them a bit.

IAN: Yes, they need to be challenged, but then they need something to help them put things into practice in their classrooms.

Ian and I disagree on the basic approach to take in the professional development of teachers in the area of gender equity. He believes strongly in providing teachers with units of work, whereas I believe in the necessity of developing teachers' understandings about gender as a social construction that underpins the current gender equity strategy. I do agree that teachers need units of work to assist them to translate new understandings into practice, but I believe that to merely churn out such units is to actually undermine the strategy in that it does little to change the understandings that form the basis of the gender equity strategy.

This disagreement had been the cause of tension between Ian and myself. I had been in the consultancy position for twelve months longer than Ian, and I quickly discounted his ideas as due to inexperience. However, my work at Warner Public School was to give me cause for reflection about the issue of providing sample units and also on my thoughts about Ian's ability as a consultant.

The comment at the beginning of this section was made by Pamela, a teacher at Warner Public School who has been teaching for fifteen years. She was teaching a Year 3 class at the time of the study and was keen to include gender equity as a perspective into her teaching and learning program:

"The lessons [that were part of the professional development day workshops] raised gender issues in a subtle way and very clever in that you looked at the packaging, you looked at the dynamics of the person on the packaging, then you started asking questions about the image that's being used. You are actually questioning all this and I was able to take that across into my literature unit. I was using the book 'My Dog' and we were able to look at the pictures and discuss that there were hardly any girls there, there was a war scene and I was able to come in and ask probing questions about the images used in the book. So that was just a small thing coming from your lessons. Looking at the text, exploring the pictures." (June 2002)

Pamela views gender equity as ensuring that girls have equal opportunities with boys. She sees this as part of her teaching responsibility: "I've never had preferences over girls or boys. I think that it's important to ensure that girls have the same opportunities as boys. It's about equality for boys and girls and that's something I try to put into place in my classroom" (June 2002).

Brian, a Year 6 teacher at Warner expresses his understandings about gender equity in the following:

"With my Year 6 I find it's a case now of looking at the literature we study from different perspectives – who does what and where gender issues fit in so and a lot of our discussion is challenging the kids' gender-based assumptions and they're very happy to take new ideas on board.

For example who's in what position and how things are done. They're constantly asking, "Where does this fit in?" They don't see that there should be any limitations because of a person's gender. So they can look at any area and transfer the thinking to any area. With different newspaper articles for example what people are doing and how they're responding to it – it's part of approaching it to the wider world. How it fits in with the class discussions.

I think things are changing. Some of the girls used to act dumb to play up to the boys. But now with selective high school testing and things it's all about who you are and what you have to do to get there. I'm not going to play this game so they get involved in a lot more things. Like they play a lot more sport and games which has caused other issues like from that survey with the boys thinking the girls are taking over the playground area. So it's challenging both sides on how things fit together especially on a playground nature. Things will continue changing." (June 2002)

Brian reveals that he tends toward an understanding of gender as being socially constructed. He recognises there are different perspectives on any given issue and encourages the development of this understanding with his students across a variety of key learning areas.

The provision of sample lessons did help both Pamela and Brian to carry the understandings developed into other areas of their teaching. The success of the work with these teachers indicated to me the need to consider the use of example lessons in the future as a way of making connections with teachers. I had been wrong to disagree with Ian and to discredit him as too inexperienced to have worthwhile opinions as a consultant.

The data from the teachers at Warner assisted me to reframe my practice in the light of my conversation with Ian. I also realised that my judgement about his inexperience was hasty and unfounded. The reframing of my work is the focus for the following section.

CONCLUSION

My self-study has allowed me to make "small shifts of awareness" (Bass, Anderson-Patton & Allender, 2002, p. 59) which have assisted me to reframe my practice in terms of working to develop ways of exploring these multiple perspectives with teachers. I have aimed to look critically at my teaching practices and, as a result, make changes to that practice and to seek evidence that such changes do indeed represent improvements (Russell, 2002). The suggestions made by Ian that I initially disagreed with proved to be useful with teachers.

My self-study has assisted me to understand that my practice is shaped by the "possibilities and the constraints of the contexts" in which I work with teachers (Abt-Perkins, Dale & Hauschildt, 1998, p. 84), and that each context within which I work will provide multiple possibilities and constraints. Similarly, each teacher with whom I work will provide possibilities and constraints.

Perhaps most important of all is that my self-study has allowed me to reframe my practice from the teachers' perspectives (Loughran, 2002), as I have attempted to take into account their needs as well as my own beliefs about best practice in the area of gender equity. I have learned about my self and my practice in relation to others (Griffiths, 2002).

Changes that I have included in my professional development work with teachers include exploring different perspectives on gender equity with teachers and positioning them within theoretical frameworks which indicate to teachers the understandings that underpin the various perspectives. This has been useful as it provides teachers with some understanding of the some of the theories which underpin understandings about gender equity. It has also provided teachers with a language to discuss the various positions they and their colleagues take on this issue – a situation that I believe is a necessary precursor to change.

I have also developed scenarios which I use to discuss various theoretical positions of gender equity with teachers. This process has been particularly useful to drawing teachers' attention to the possible flaws in some of their personal theories about gender equity and to assist them to reframe their thinking in this area.

I acknowledge that the steps that I am taking are small, but they are steps that I would probably never have made if it hadn't been for my self-study into my practice as a gender equity consultant. By listening to what teachers have to say about their understandings of what gender equity means to them and their classroom practice, I have been able to reframe my practice. I hope that this will assist teachers to close the gap between "hope and happening" (Kenway & Willis, 1997, p.1) that seems to be too often the case with gender equity policy in Australia.

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The Accidental Curriculum

Because I believe in the value of self-study practices, I recognize that who I am, not only as a teacher but also as a person, influences my teaching and ultimately student learning. Conversely, because I identify very much as a learner in my high school English classes, I recognize that interactions and relationships with students influence who I am. I believe that, "A close look at learning should also include a thorough understanding of how they (future teachers) themselves learn." (Caine & Caine, 1997, p. 191-192).

Self-study has reinforced the importance of placing relationships in context. Because an "…understanding of teaching and learning derives from contextualized knowledge, by a particularly reflective knower in a particular teaching situation," I see that understanding myself as a learner as well as a teacher creates a context for learning for every student in my classes (Bass, Anderson-Patton & Adler, 2002, p. 56). Teacher and student coexist in every member of the class, teacher included.

OBJECTIVES

I have taught 12th grade courses in English for five years and collected a variety of data from students as a way to document the efficacy of learning in a constructivist environment. My teaching style has evolved through the years, and I have prided myself on "relinquishing control to gain influence" (Senese, 2002a, p. 51-53). But as Berry and Loughran (2002) have pointed out, "…many student teachers (and experienced teachers) struggle to recognize differences between what they intend to teach and their teaching behaviors" (p. 16). At this juncture in my career, I was intrigued about the relationship between what I thought I was teaching and what students were telling me they were actually learning.

As I studied the documents, I stopped looking for evidence in predetermined categories and attempted to see what was actually there. This also made it possible for me to learn more about my own learning processes.

METHOD

This study analyzed five years of student quarterly responses (written and oral) about the experience of being in a high school English class based on constructivist beliefs. In each quarterly reflection, students, provided with a general guideline for reflecting on their learning, contemplated their own growth and set goals for future work. These instruments provided me, as the teacher, with information on which to make curricular and teaching changes; in fact, the course evolved based on the kinds of responses students provided. The reflections were not merely exercises but documents that could affect the structure of the course and the nature of the assignments. Students used the process to self-assess and comment on their learning. I never asked them to evaluate me as a teacher.

I realized after I analyzed student reflections that I was predisposed to finding (or not) what I was looking for. In other words, even by the nature of the questions I asked, even by the formatting of the questions (giving limited space for answers, for example), I was controlling what I believed I was not controlling. As diligent as I was in freeing students from the traditional constraints of curriculum, grading, and assessment, I still structured their responses by limiting them. I decided to take another look at all of the student self-evaluations for the last five years to try to discover what the students were telling me they were learning.

In the 1999-2000 school year I taught British Literature. That year students walked into class with no books, no curriculum, no established procedures, and no tests or quizzes. They were informed on the first day of class that they would write the curriculum, a curriculum that could be used in future years (Senese, 2002b). Because authenticity and publication were mainstays to make learning meaningful, the work of this course (as well as every other course mentioned here) can be found on the high school's website (http://www.d113.lake.k12. il.us/hphs/departments/english/faculty_page.htm).

In the 2000-2001 school year I taught British Literature again. These students used the curriculum written by the students from the previous year. The student and teacher experiences of both of these courses have been documented in an earlier paper (Senese, 2002b).

In the 2001-2002 school year I taught Contemporary

Literature. I incorporated what I had learned during the previous two years (e.g., no quizzes or tests, no grades, conferences with the teacher, publication of all work) into the framework of a course that had a few prescribed assignments and readings. Of the courses I had taught in the last three years, this was the most structured and teacher-oriented (or so I thought!).

In the 2002-2003 school year I taught Contemporary Literature again, but I provided students with the freedom to choose their own readings and to construct their own assignments. We formed reading circles and invited school employees and senior citizens from the community to join us on occasion.

In the 2003-2004 school year I taught Persuasion. The course as I reconceived it emphasized the analysis of persuasive writing (but instead of John Stuart Mills, we read newspaper columns) and the production of persuasive pieces (but instead of literary analyses, we wrote or produced computer animation, advertisements, videos, essays, newspaper columns, speeches). The experiences these students had were qualitatively different from those of previous years. It was only by examining my progression through the five years that I am now able to see more clearly how I have grown as a teacher and student.

Given that this was an inward journey based mostly on what students wrote about the classes, I used an immersion method of data analysis. In two sittings I read in chronological order everything that the students had written about their experiences. I took notes while I read, but I concentrated on the flow of ideas rather than on the particular words. This approach helped me to see beyond what I knew already. I was much more aware of a teacher lurking in the background: me. I recognized how students wrote about their own experiences and how I had changed based on their experiences as well as on my own assessment. It may be an unrefined method of analysis and interpretation, but it worked. Being overwhelmed with the sheer volume of writing and methodically plowing through it created an impression of what had happened to me to improve these classes each year.

OUTCOMES

Not surprisingly, I discovered that when I had reviewed the evidence of student reflections the first time, my own biases colored my interpretation of student learning. That did not mean that these findings were false. Most students found the freedom of these classes both liberating and frightening. I can document that the vast majority of the students appreciated being treated as adults, being given choices (even within boundaries), and being self-reliant. The courses across all five years developed more independent, self-directed learners.

However, I did find indications that I actually reinforced some of the behaviors that I thought I was eschewing. From the start with British Literature I prided myself in giving over the class to the students. Yet comparing the kinds of comments made that year to the kinds made in Contemporary Literature and Persuasion shows that simply handing over the curriculum to the students

did not produce a constructivist learning environment.

In any class, students most often complete assignments or learn something because the teacher has assigned it. I was the one who determined that the students would write a curriculum for British Literature. The work was meaningful only because it was in a school setting. We were still playing at school, something I had publicly derided at the beginning of the year. The work they did could still have personal meaning, but the reason for doing this was because "the teacher said so."

Looking back now at something a student said during the "final examination" from that class rings true to me. Aaron Gorelik was one of the organizers and speakers at a presentation to unveil the student-created curriculum. During his explanation, Aaron said something to the effect that "school is not the best place to learn." At that time I saw his comment as a banner for the kind of course I had developed. Remembering that statement now and seeing how I have evolved as a learner in these courses, I hear his words very differently. At that time I interpreted student malaise during class as evidence that students perhaps needed more structure. I needed to step in as the teacher (authority?) and help them through the tough times. I believed that their sometime lackadaisical approach during our 42-minutes together each weekday could be attributed to the chasm between what they were used to and what this course offered. Ironically, I wrote a paper two years later that laid out exactly where I have landed today (Senese 2002a). When I wrote "Opposites Attract," I concluded that, "Although we profess a mission to free students to learn, the message we teachers send is that students cannot learn without a guide, someone who will not only plan the route but also interpret the experiences for them" (p. 54). I needed to heed my own insights!

The following year in British Literature, the students experienced great freedom but they had more structure than the course before them because the first class had created the curriculum that they followed. The fact that students had designed it the year before did not make the curriculum relevant; it just made it different. I do not want to give the impression that the students did not respond positively. They did. They do every year for the most part. But I was not distanced enough from the day to day events of teaching to be able to learn that I was putting restrictions on their learning, ones that I am not sure today were entirely beneficial. One of the students said it well, but at the time, I don't think I understood the impact of his reflection.

Knowledge cannot be forced on anyone. Knowledge is a personal discovery and journey. This class provides for this. Unfortunately not every new idea succeeds on the first try. The potential for greatness is present in this class. Students need to be taught how to learn on their own, not what someone has decided is important for them to learn.... For most people in the school system it is easy to acquire the knowledge needed to get the "A," but it is not the acquirement of knowledge someone tells you. It is the knowledge you find on

your own that is the most memorable. That is the basis of this class, which is definitely headed in the right direction.

Reading Eli Share's comments three years after he wrote them awakened me to the fact that as much as I convinced myself that I had freed these students, I still was exercising control because of my position of authority.

Several changes occurred when I began to teach Contemporary Literature in 2001. Three of these changes were imposed on me as a teacher and in retrospect, they had a profound influence on the course. The first was the attacks on the World Trade Center on September 11, 2001. The second was a request from the English Department chair for every teacher to create an activity at the start of the year so students could get to know their classmates better. The third was a required writing assignment created by another English teacher.

The importance of these things popped out at me only when I reread student self-assessments. The word "we" surfaced as it had not during the previous two years. Students saw themselves as a group, often as a team. Many commented on a class identity and some wrote about feeling a responsibility to the class. I credit those three things with binding us together in a way that the earlier classes only hinted at.

Students in both years of Contemporary Literature (even though during the first year I used the established curriculum to a large degree) described a community. Scott Goldstein captured this in his final reflection, *"I would like to start this review by not only thanking you, ... but our entire class, too. Without the cooperation of our class during class activities and other events and assignments, my experience in this unique class would not have been as enjoyable."*

His recognition of the contributions that other students made to his own learning really struck me this time around. The fact that Scott as well as a number of other students cited "relevance to our lives" and "fun" as components of the class stood out, mainly because earlier students had not used such expressions.

By allowing them to learn from their choices, I had provided students with realistic learning experiences. I structured the beginning weeks of class around how adults read, how adults choose reading materials, providing them with adult visitors to the class (teacher aides, a teacher, community members) who provided models for them. These authentic interactions impressed them and influenced their reading choices. Students took risks in their reading choices; some chose to read drama, poetry, or non-fiction. I labored over whether I should let students read some of these materials, but revisiting their final reflections gave me another perspective.

Students wrote about the pride that they had in their work as no other group up to that time had. They saw themselves in relation to others because they were becoming more of a community of learners, experiencing the same dilemmas and freedom as others in the class.

Many wrote that they learned to trust their own judgments; many also wrote that they used sources outside of the classroom for help. When faced with the choice of reading any contemporary literature, students turned to friends, parents, librarians, class visitors, older siblings, and other teachers for suggestions. Not only was the net of learning cast wider, students took more responsibility for the choices they were making. They often commented on how they learned to understand themselves as learners much better. Their reflections revealed that they had developed external and concrete ways to judge their own work. They took more responsibility for their own learning. These students were the closest I had seen to discovering and accepting the dual roles of teacher and learner.

In addition to discovering the unintended or accidental learning that was occurring in the classroom, I uncovered the importance of unearthing students' prior assumptions about learning. This time when I reviewed the reflections I noticed that students not only questioned their own ability to judge their own (or others') work, but also revealed more often what they did not know or understand.

Persuasion is the last course that I taught in and learned from. This course relied heavily on experiential learning and practice. It became a performance class. The topic of debates, discussions, essay writing, video-making, poetry, and even analysis were student-generated. That one shift served to reinforce the communal nature of the class, as students discovered what they really thought and felt about issues. When I read Mara Eisenstein's final reflection, her spirited description of class struck me:

The fact that people in the class feel so comfortable with each other now truly is incredible and I believe that that is a rare quality for a class. I think it is not only because of just the people in the class, but because of the activities we have previously done (such as debates) that required speaking and debating in front of the class, both of which require confidence in one's own abilities and a little bit of courage. It paid off in the end.

Another eloquent comment came from a student who wrote and spoke resolutely about hating the class during first quarter. Yet, at the end, Michael Matson became the most forceful proponent of the class. His skills as a writer and speaker improved, but more astonishingly his self-confidence grew so that he could see me, the teacher, as a learner. He wrote, *"I hope that you got something out of having me as a student, just like I got something from having you as a teacher."*

Reconsidering these student comments urged me to unearth and reexamine beliefs that I had publicly professed for years. Wheatley (1996) taught me that, "We encourage others to change only if we honor who they are now. We ourselves engage in change only as we discover that we might be more of who we are by becoming something different" (p. 50). It took Mara and Michael to verify the truth of this in my teaching practice.

Immersing students and myself in multiple, complex,

and authentic experiences requires an acknowledgement of what authentic means. The active processing of experience includes not only student reflections but also teacher reflections.

This self-study research project has verified how difficult it can be to probe below the surface. I am much more aware that if teacher-researchers look for something, they will probably find it. Mining the richness of student reflections requires a teacher to understand that students do not always have the capacity to say what they mean. What is absent in the research can be more important than what is present. Distance from the immediate experience is often essential and a backward glance at data is insufficient. Immersion in data, on the other hand, can produce beneficial and sometimes surprising results if the researcher is open to seeing beyond preconceptions. Truly relinquishing control requires a deeper understanding of what that means and can be threatening as well as liberating. The accidental curriculum is closer to being an unconscious curriculum. Although it may not be overt, this curriculum is present; it is based on beliefs and prior experiences; it is not always apparent because the beliefs run so deep that we are not always aware of them. Distance, objectivity, and openness are key elements of discovering how to be a better teacher.

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A Self-Study on Internalized Racism and Educational Discourse

BACKGROUND

As an African American male educator with 26 years of university teaching and administrative experience, I would like to think that I have helped produce several generations of critical thinkers and engaged citizenry. I currently work in a Student Affairs division, providing support services to students of color and diversity education opportunities for the broader division. In this capacity, I often work directly with students of color who are "in trouble," meaning they are on the verge of either academic or disciplinary dismissal. In an effort to become more effective in my work, I took up this self-study to reflect upon my initial engagements with a specific subset of students within this category: African American men students who are in trouble. It is the "initial" engagement that I wish to examine critically, seeking historical experiences that likely (in)form my discourse during this first meeting with such a student. During these early conversations, I am brutally frank, emphasizing the student's responsibility, while also identifying the school's responsibilities and distinguishing between the two, for his current situation. My approach and sound are sermonizing, disciplinarian, and even military (drill-sergeant) in both tone and content. I intentionally make the young man feel guilty about the situation, and I often display little compassion, even appearing "mean" (in the students' eyes, I'm sure). I become much more "humane" and even offer accolades after that initial meeting, especially once I see progress. While a "tough love" philosophy like this is often necessary to get a student's attention, I need to know why this initial approach is important to me as an educational and a developmental tool with this specific population. It is in understanding, I argue, my own history with the tool that I will also come to understand how and where I need to modify the tool, all in an effort to become a better educator and mentor.

THEORETICAL INFLUENCES

While this study is primarily guided by gut-heart theory, it is also informed by more traditional frameworks, especially Carolyn Ellis's (2000) notion that the subject of a self-study must write toward vulnerability; guided by this theory, I include instances that I find embarrassing as an adult reflecting upon his childhood experiences. These instances, more than others however, authenticate both the reflecting and the writing. In sharing such experiences, I write myself vulnerable to both my readers and to myself. Michelle Fine's interviewing theory of working-the-hyphen philosophy (Fine, 1994) also bears heavily upon this study. In a schizophrenically rational process, I divide myself into the interviewer and the interviewee, asking and answering personal questions. Using Fine's theory, I allow both voices to function on equal planes, each doing its own "thing," then compile the data in a holistic form. Issues of ethics, especially as raised by Harry Wolcott in his reflective piece, *Sneaky Kid* (2002), also influence this study. I quickly acknowledge that my interactions with students do not resemble Wolcott's "engagements-of-intimacy" with Brad; at the same time, however, I do reflect deeply upon my ethnical responsibility to my students, exploring the ethics of my current initial discourse with black men students who are in trouble. I also ponder Wolcott's central point in *Sneaky Kid:* Is there really any way to teach, to engage, or even to interact in a supportive mode without automatically violating some aspect of ethnics? Another major influence on this study is the notion of caring. I refer to Diana Rauner's *They Still Pick Me Up When I Fall* (2000) and its emphasis on how educators care for their students. Rauner's work helped me rethink what I call "cultural caring." Up to this point, I have justified my brash discourse with black men students who are in trouble as a form of cultural caring. Finally, I rely heavily upon gut-heart research theory to guide this self-study. I follow my gut and my heart, closely examining events—even the painful ones—that register on these two highly sensitive screens. Within this context, I often privilege this approach over formal strategies.

METHODOLOGY

It is understood that a self-study is a trip into one's past in order to better understand the present and to improve the future, while focusing on the self's connections to various concepts and people throughout the entire journey. In

this study, I return to my early days of schooling in a seg-regated, rural Alabama black community. I return to classrooms of my all-black school, I re-worship from the pews of my simplistic, all-black church and recall its strict but unspoken gender and age codes, and I re-ride the big yellow school bus, all in order to name the sources that shape my (initial) ideological discourse with young black men who "misbehave" and get in trouble as a result. At the heart of my methodology is a focused reflection upon my black male teachers' "initial" or early responses to my getting into trouble or misbehaving in their classrooms. For the parameters of this journey, I expand the traditional notion of schooling, teaching, and "the classroom" to include my entire childhood commu-nity; the entire community is itself a school and various spaces represent different classes. This extrapolated notion of education also regards all persons who impart behavioral instructions as teachers, and it views every lesson learned as a tool that helps shape student persis-tence and student success in all segments of this vast school. Within that context, I recall memories within three specific spaces: traditional school, bus school, and church school.

Traditional school

As a child, I was quite social. This general profile and the behavior it generated were prevalent in all of my child-hood spaces, but especially in traditional school. One very early example that resulted in "disciplinary" experi-ence is with my sixth or seventh grade teacher, Mr. Howard. Having tired of asking me to stop talking, he finally yelled to me, disrupting the entire class, "Spraggins, shut up or I will slap the taste out of your mouth!" He then ordered me to stand in a corner, facing the wall for the duration of the class period. I was not "tough," and even slight displays of anger—from either adults or peers—frightened me. I would cry easily. I stood there, humiliated and on the verge of tears, which also resulted in after-school teasing from my peers. After class, Mr. Howard emphasized that I should never behave like that again in his class; his words were biting, his tone intimidating, scary, and even threatening. He even yelled at me for crying (or for almost crying), implying that I was too old to cry. In the final phase of his schooling of me, whether or not he spoke the words, Mr. Howard clearly told me, "Be a man about it!"

Bus school

I shared a school bus with almost fifty other students, traveling 30 miles twice each day; this space served as an important classroom, although I could not see this at the time. My Uncle Willie was the teacher, and I was as social there as I was in other spaces. Even earlier than my encounter with Mr. Howard, Uncle Willie frightened me to tears. He was a master of multi-tasking: simultaneous-ly driving this bus on two-lane, winding roads, maintain-ing discipline, and protecting the children from each other. One afternoon, he yelled to me to come from the back—where I was talking very loudly—and he ordered

me to sit on the steps of the bus; he scolded me nonstop for fifteen miles. He repeatedly yelled, "Timmy, you are as rotten as dirt!" Even more so than other painful memories of him, this event burned so deeply into my being that almost forty years later I will not allow anyone to call me "Timmy." I have always assumed that he hated me and that I hated him, so not having seen him since 1974 never really mattered to me. When my mother recently mentioned that he asked about me, I exclaimed, "Why would he ask about me?" As a child, I did not understand what he was trying to teach me, so I did not try to learn.

Church school

Church was the most sacred of my childhood classrooms, and annual revival was a highly sacred ritual of that class. I did not really understand all this; I just knew that the deacons and the "mothers of the church" seemed to pray louder, singer harder, and shout longer during this time of the year. During one of these sessions, I talked and gig-gled with friends throughout the entire service; even more sacrilegious, I laughed at one of the church sisters who "got happy," jumped straight-up from her seat, screamed loudly enough to awaken Lazarus (again), and flung her purse all the way to the other side of the church. After service, Mr. Ketton accosted me, "Boy, Ms. Sis [my grandmother] needs to teach you how to act in church! You don't talk about and laugh at people. You need to learn how to act!" Pointing and swaying to accentuate his cold words, he spoke loudly and in the presence of many others. I was embarrassed and I received another scolding from my grandmother at home.

A COMMON THEME: SCHOOL DISCOURSE

One of the most glaring themes across the three school scenarios I present is the discourse each produced. Each teacher was authoritative, direct, confrontational, and unapologetic in his delivery. These men conveyed to me a seriousness, an urgency that I (a black male student in trouble) must "understand" that I had done wrong, that I should acknowledge my wrongdoing, and that I must repent by agreeing to never act like that again. All three men wanted me to succeed, and in their eyes, these steps were the keys to my success (not unlike the messages I drive home to my black men students who are in trou-ble). In addition, the men employed the non-verbals of authority and even of bullying: intimidating gazing, con-torted faces, furrowed brows, leaning well into my personal space, and even pointing long, black fingers at my forehead.

The purpose(s) and the source(s) of this discourse also form a common theme. Their overlapping purpose was to help me succeed in the different roles these men knew I would have to play as an adult black male. Their desire for my success forged the fiery speeches; they wanted me to evolve into positions of leadership within my commu-nity: church deacon—I could not fill this position while laughing at the ladies who would shout on Sunday morn-ing and without valuing the sacred context that inspired

the shouting—or maybe even Sunday school teacher or a high school teacher who would motivate local black youth.

My teachers also wanted me to succeed as a "strong" black man, and their discourse reflected this aspect of black masculinity. I would either cry or stand on the threshold of tears during these lessons; seeing this only fueled my teachers' sermonic lectures. They reminded me that I needed to toughen up, that I was too old to cry, and even that I needed to spend less time with my grandmother (I assume meaning more time with them or someone like them). Masculinity has always been and remains a phenomenon, but the concept spawns unique complexities within black and brown communities. I did not understand why they were yelling.

In reflecting, I can also see what I now consider problems surrounding this discourse; granted, my view is less than objective and it may well be biased. I label these "conditions" as "problems" because I now view them through lenses such as a formal education, extensive exposure to other cultures and worlds—which these men never saw—and socialized conditionings of what constitutes "progress." To begin, these men were monolingual; they knew no other way to communicate their goals for me; they knew no other way to care for me. Their language was that of their fathers and their grandfathers, dating back to the turn of the century; in addition, this was a discourse employed by a blue-collar, working-class, rural, black community. Most of the older men were uneducated, not "undereducated," within the context of formal schooling, and this shaped not only their limited discourse, but also their limited thinking about the world and how black men (and black people) fit into that world. In fact, some of them did not really understand why I wanted to attend college. Finally, this discourse is one that possibly reflects internalized prejudices, even internalized racism. Sometimes my teachers' conversation about other blacks were the same conversation that whites would have about blacks; after all, it is from whites that these blacks derived their thoughts about each other and about themselves; they just did not understand the power of their subconscious and internalized ideas, which is where most of these thoughts reside. I cannot help but wonder if internalized prejudices pushed these teachers to believe that I was somehow predisposed to failure as a black or that being black meant that I would only understand a stern and brutal discourse. This is how most whites viewed and treated them. It is important here to note that there are indeed exceptions to this rule, but this was a general yet perhaps not-understood rule of this small southern community. This description also represents another research project I am currently pursing: W.E.B. Du Bois's (1996) notion of a talented tenth among the black masses. In my dissertation research, I argue that the concept was founded upon internalized racist notions about the black masses of the early 20th century.

The real discourse problems arise when I face the possibility that I am reproducing the very voices of my traditional school, bus school, and church school black male teachers. As I function in a post-civil rights era, as I immerse myself in a world that revolves around the production of knowledge, the promotion of scholars and scholarship, and the rapid pace of technological evolution, I view myself as a totally different being than any of the teachers I describe here. I see my world as different, a place where neither these men nor their philosophies fit. If I am indeed reproducing these voices, then I am Mr. Howard, Uncle Willie, and Mr. Ketton, without even knowing it! My initial thought is to assess myself as effective, if indeed this is the case.

Most disturbing to me, however, is the possibility that if I reproduce the voices, then I also reproduce subconscious and internalized prejudices. Does this mean that I just might also regard black men students as more likely to create trouble for themselves and less likely to accept responsibility for doing so? Was this subtly communicated to me during and internalized from my early teachings? I have functioned under the premise that my educational and professional experiences, along with my personal reflections on both fronts, push me to seek, to stand with, and to purge my own flaws as best I can. This journey, however, has pressed me to accept a new possibility: not only have I not purged myself of certain prejudices but I cannot see the very ones that inform important aspects of my personal and professional identities. There is a possibility that deeply buried yet audible voices whisper to me that these black men are pre-disposed to trouble and that the only way to reach them is to yell and show them who is in charge. While I must sit with and seriously deconstruct this possibility, I remain disturbed and embarrassed by its possible influence on my practice.

This self-study has helped me rethink my discourse with black men students in trouble, but it has also pushed me to think more deeply about even greater possibilities of life and society. If indeed I retain these voices, perhaps they remain vocal for reasons beyond my conscious, even human, abilities to comprehend. Just perhaps, these voices naturally rise from me because they, better than I, realize that, beyond the expansion of our vocabularies and our rhetoric about democracy and social justice, the basic workings of our society has changed very little since my childhood. Just perhaps, Mr. Howard, Uncle Willie, Mr. Ketton, and others continue to educate me, now warning me not to become seduced by this new discourse, and perhaps they are trying to show me this is the same world wrapped with new words. If this is so, then they also know that it is their "outdated" discourse and philosophy, at least in part, that will make the ultimate difference for black men in trouble today, as it did during my childhood. And, just perhaps, that is why they continue to speak within me. Furthermore, perhaps similar voices continue to teach all of us, but we have become romanticized by new social discourses, turning away from these early teachings. Just perhaps, all of us need to listen more to some of our early teachings. I am still seeking the answer.

This self-study, which is far from complete, has not given me answers, but it has helped develop new questions. As I move further into the study, I also move further into the questions; in fact, it is the questions that really constitute the journey, enriched by the courage to "think" and to write myself toward vulnerability.

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Diverse Conversations on a Risky Journey of Hope

I used to think that I never had enough time to get my ideas sorted out. There was always another argument forming in my mind just as I thought I had got something straight. I had some mythical notion that, given time, I could get my ideas "sorted out once and for all." I thought that taking Philosophy Honours, as my first degree would really help. I loved those three years delving into Plato, Aristotle, the empiricists, Kant, epistemology, ethics, formal logic, aesthetics and contemporary philosophy, but I ended up with more thinking to sort out. I became a primary teacher near my parents' home in Birmingham, England, enjoying young children and their curious minds, but continued to read and study philosophy, taking a master's degree in the Philosophy of Education whilst teaching and raising a family. I had written a thesis for my Advanced Certificate in Education on *Gifted Children in the Early Years* (1979), I continued with a master's thesis on *Discovery Learning* (1982), and I was now heavily involved in arguing about education with others and myself; it seemed more interesting as well as more difficult to sort my ideas out. As a teacher and a mother, I was constantly confronted with immediate tasks that demanded decisions without the time, let alone space, for deeper thinking. So my head has been buzzing and ready to burst with passionate arguments, the "quick" repartee (thought of about a week later), the half-remembered quote from Plato or Dewey, and plans to write things down, plans to attend a course where I might have time to think, plans to be quiet, plans.

After thirty-five years in the classroom and now having 16 grandchildren, I realise that I will never have enough time to get my ideas "sorted out once and for all." Not because I will never have the time, but because such a state of mind is never going to happen. I have realised that the foundation of my unending love affair with philosophy is because it is simply never ending. Philosophy is the conversation with myself and others that always ends with, "But on the other hand…" This realisation means that the chance to write at length, and hopefully with some intellectual satisfaction, about this constant inner dialogue has had to wait until I took up the challenge of studying for a Ph.D.

after I retired from full-time teaching.

The best learning I remember about teaching came from talking to other teachers. Teaching and talking about teaching seem to be a necessary partnership in order to make progress and in order to remain sane. We never feel we have done enough, never feel we have arrived, and never even think about the job being done, whatever that might mean. We teachers are learners from other teachers. We would all accept that readily, but we don't always realise that for ourselves, the best teachers are sometimes ourselves. I know that I have been educationally instrumental in many children's lives and in many other teachers' lives, too, but I didn't give much thought to being a teacher for or to myself. As I have progressed through the stages of my research into the concept of quality in education, I have found that self-study is the key to furthering my understanding both of others and myself, and to grasping what is fundamental about philosophy too. Socrates' dialogues are a conversation with others, but they are also Plato's conversation with himself about the concepts discussed. I was inspired by my re-reading of Plato's *Republic* to write my own dialogues to help me sort out my ideas on education. Unlike these great philosophers, when I came to write my dialogues I had no idea where they would lead. They are unfinished.

The aims of my research thesis titled, *The Concept of Quality*, began with a desire to debunk the language of business and the operational ideals of managerialism. I could not equate teaching and education with business despite having to take on the responsibility for my own school budget under the new legislation, *Local Management of Schools*, which was thrust upon me as the head of a small rural school in Oxfordshire in 1987. I grew increasingly alarmed at the change in language in government documents during the 80s and 90s. It seemed to me that this new language meant a change in underlying philosophy. Although I had never had the luxury of quietly working out my own philosophy of education, I knew what I did and why I did it in my own way and certainly gave a lot of thought to the changes. I knew that I could not fall in line with the government's new ways of thinking.

My reflective practice and reflective teaching could be well informed, or it could be mere opinion. "How is reflective practice to be validated?" I asked. From my experience it was through conversation. This includes conversations with children, parents, other teachers, lecturers, professors, as well as my own internal conversations with philosophers and educationalists through their books. There is always room for very different perspectives when we read or converse with an open and inquiring mind. I found that all teachers can be, by turns, enlightening, stimulating, supportive, encouraging, challenging, stubborn, dogmatic, inconsistent, outrageous, and endearing, just as much as any other group of human beings. It has always been the conversations with teaching colleagues that have helped me both to understand what I am thinking and to solve immediate problems. It is through speaking that I come to know my own thoughts more clearly, and it is through conversation that those ideas are refined and reshaped for as long as I have the wit to think. There will never be a once and for all sorting out, but there is the chance to know myself better, not just by reflection, but also through conversation. So conversations were going to be an important part of my research.

What is different in teachers' conversations from other groups is that by talking to each other and being alive to the impact of listening and sharing, and taking on board and arguing and all the other things we do in a conversation, we are doing what it is our profession to do. We are learning and teaching. We are educating others and ourselves. These conversations are inevitably educative. Conversation might be a pleasant or unpleasant, enjoyable, polite or sociable activity for most people, but for teachers, I contend that it is the breath of their existence. When we are conversing about our work, about our thoughts, about our beliefs, we are doing philosophy and we are educating ourselves. I have been having inner conversations all my life, and not until I wrote my dialogues did I realise that this is precisely how I form and reform my thinking. And, the conversations are not the serious high-minded philosophy that I might have imagined when I was younger and trying desperately to conform, or not, to this theory or that. The conversations that have been the most enlightening and are the subject of my thesis are those filled with teachers' stories.

The tales we tell, the stories we relate, the anecdotes that makes us laugh, the narratives that we create as we converse are the voices of our own education theory being shared for our own edification and for others. And taking note of what we learn as we speak, of what we come to understand through speaking it, of what we take on board through arguments, and in which ways we change our thinking because of this particular interchange, these are the educative and philosophical activities that we are engaging in during our conversations.

Teachers respond well to stories. We tend to listen in a different way when we listen to stories rather than to a list of statistics. We are not a profession that dwells on tables and figures that demonstrate this or that, important

as such things might be. It is not that we ignore them, because indeed we do not; we have to take account of them whether we like them or not. They are important, they support our work and they are the result of our work, but they are different from stories. If we are in business, (and I don't think we are), we are in the *people business* to use the business speak of today. We resonate with stories that are about people rather than facts and figures that are about people. And how could it be otherwise? The stories about our pupils or ourselves or other teachers are how we process and put to use our theories, how we practice our profession of teaching.

Whenever I have given examples or counter examples to some theory or some new practice that was being introduced on some in-service course, I have had my stories dismissed as "purely anecdotal," as if they didn't count. I knew they counted because, for me, they were the evidence of my teaching failures and successes; they were the reality that I lived with and they were the means through which I understood my own ideas of education.

When I moved from the UK to the USA and started teaching in Texas, I saw how much the entire educational system was run on statistics. The schools were funded according to their test results; schools were graded and approved by their results. The teachers were approved, selected, discouraged, or encouraged according to their results. I could introduce new ideas only if I could show that they improved test scores. I was shocked. I still am. And I see the same thing occurring in the UK. This is what I hear: "Numbers count. Anecdotes are amusing, but not informative. Stories are tales to be told, borderline fiction/non-fiction that cannot readily be verified. What we want are the facts; what we need are the numbers, and if we want to turn out a quality product we need quality standards and quality assurance." We have become big business, not just in name and in financial terms, but also in nature.

The feeling of helplessness in this morass of legislation and change has left me breathless. Both sides of the Atlantic are suffering from the changing metaphors that are gradually changing the nature of education. We once meant that by "putting children first," we put them at the centre of the argument or debate. We tried to assess their needs and how we could meet them. In the new "we are in big business" mode, teachers are told what the children need to know and do because it has already been worked out for them. To put it in polemic mode, "I felt there was no need to worry about sorting my ideas out. I don't need them anymore. Just get the curriculum and teach it. What I need are skills to do the job properly. I am in the process of creating a product for society along lines laid down by the government." This sits well neither with my philosophy of education nor with the philosophy of my colleagues.

It was in such a frame of mind that I started research for my Ph.D.; I was angry, frustrated, and worried that all the really good teachers would either give up, get trampled on, or even worse, be converted. I kept in touch with many colleagues in the UK and the USA and taped our

conversations, which would form the basis of my study. Each teacher brought a wonderfully different point of view to these conversations and no one took much notice of the machine because we were so used to talking endlessly about education and why this or that is not the way to go.

I transcribed these conversations and I realised what got lost in transcription. I could not write in the long pauses, the screwed up faces, and the arms waving, and it was difficult to annotate the conversations with these things. The all-abiding feeling I got, from twenty or more tapes and several more conversations conducted informally by telephone or e-mail, was that some things were easy to talk about and some things were definitely not. "What's worrying you?" got pages of text, whereas "What makes for a quality piece of teaching/learning?" got long silences, mumbled words, "It's a buzz," and sighs and looks that seemed to be saying, "You know. You just know." And this was where the stories came to be told. How this teacher had reached this child when all seemed lost, or sparked off a child in a different direction, turned this one around, started one on a lifetime of study, discovered some hidden talent or trauma that was affecting the child. These stories told me of high quality teaching and learning. They also revealed how the unorthodox, the unscripted, and the intuitive played a greater role than qualifications or the curriculum.

My thoughts were not much clearer after I had done all this work. My thinking was changing, as it should from all these fascinating interchanges. So I found myself in another period of, "Well, what do you really think now?" My thoughts would jump from one conversation to another. I found inconsistencies in my thinking. I agreed with one colleague that the guidelines for some of the subjects were excellent, and with another I was agreeing that no one should be setting limits or boundaries to what we should or should not teach. I found prejudices in my thinking. I did not like the required assessment of seven-year-olds, but I knew I always did much the same thing for myself. I rejected out-of-hand government mandates because they were government mandates, not because I gave them any consideration. I was beginning to have second thoughts about the business metaphors. I hated them with a passion, but one colleague said, "Well I try to think of product as the 'yield' of my labours; like produce at the harvest time." She showed me that you have to work with what you've got. I knew this with children, but was not applying this to myself. I think I wanted to hang on to my practices because they were mine. I never thought of myself as hankering after the "good old days," but I saw revelations about that too.

I did not feel ready to write up an analysis of these conversations because I still did not know what I really thought. So finally I wrote out the inner conversation I was having with myself. I wrote a dialogue. It was I who was talking to whoever was in my head besides me at the time. I asked questions, and argued points, and went back over things, and forward onto others. And I found a way of sorting out my ideas, at least in a rough sort of manner,

though of course it will never be "once and for all." This was my proper introduction to self-study. I had been doing it all my life and not realised it. I suppose I entered the world of self-study at the same time as my earliest speaking memory or even before, but it wasn't until I entered the world of research that I became conscious of its worth.

The process of writing in this manner was so exhilarating and such a relief it was like a counselling session I had been awaiting for 35 years. It was a revelation. I wrote nine dialogues on nine different themes in the space of a month. The themes were:

• Is state education for the individual and society?
• What about the long-term and short-term goals?
• Is education worthwhile in itself or is it instrumental?
• Is childhood different from mini-adulthood?
• Is the business model useful?
• What about the concept of care?
• What about the concept of time?
• What is quality education?
• Does size of school matter?

A pretty broad spectrum of philosophical and educational issues had emerged from ordinary conversations with teaching colleagues! It was this set of themes that enabled me to start to sort out my ideas. It gave me the confidence to be myself, with inconsistencies, prejudices, and passions just like every other teacher, but with a degree of reflection and self-study that I had not done before. The inconsistencies, the prejudices, and passions were recognised as such; they are not now hidden. They can become the stories of my understanding; my story of what constitutes a quality piece of learning.

This is not the end of it either. One of my supervising team has agreed to play devil's advocate and is reading through my dialogues, studying them, and constantly interrupting with further argument. It is a very exhilarating process. The thesis, which I hope to produce out of this study, will be a record of my self–study and how it has shaped my thinking on education. The conversations with my colleagues have already done some of this work and will continue to do so as I try to frame a theory of quality, arising out of my lifelong study of philosophy and education, which I think will be an alternative to the theory of quality that is promulgated at present. I will take this theory to my colleagues and discuss its implications further. Not only will my thoughts have become enriched and enlarged by this enterprise, but it will affect their thinking too. As I become stronger in my confidence as a teacher/thinker, so will my colleagues who share in the ongoing conversations with me. And if we can retain a feeling of professional integrity amidst the government authoritarianism and bureaucracy, we will not give up and leave the profession; we will not remain in teaching, silently complicit in the harm it could cause to our children, but we will continue to learn through thinking and talking to each other, and to accommodate what is required of us by law whilst retaining our personal and professional integrity and our passion for teaching. If we

could involve the Department for Education and Skills (formerly the Ministry of Education) in such a conversation we might effect great changes.

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has."

Margaret Mead (1901 - 1978) US anthropologist, in *The Speaker's Electronic Reference Collection*, AApex Software, 1994.

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Promoting Authentic Practice in a World of Competing Demands

OVERVIEW

This paper describes a self-study of our work as educational developers in the Instructional Development Centre (IDC); the center's mandate is to help university teachers enhance their practice. Self-study has typically been conducted in the context of teacher education practices among Faculties of Education. An important belief underlying our self-study is that the practice of teaching teachers of university level students is equally deserving of such study. The focus of self-study, by its very definition, is how personal practice in teacher education can be improved (Hamilton, Laboskey, Loughran & Russell, 1998). It also usually explores how such improvements can be of value to other teacher educators (Bullough & Pinnegar, 2001). Our self-study had the dual aims of changing our own practice to make it more effective while promoting self-study among the faculty that we teach.

BACKGROUND

A Royal Charter issued by Queen Victoria in 1841 founded Queen's University. Today, Queen's is a research-intensive, national institution with 16,000 students located in Kingston, Ontario, Canada. Within this context, the IDC was created twelve years ago through an endowment. This in itself is not unique. What is unique, however, is that the endowment came from students, who placed a levy on their fees to raise 750,000 Canadian dollars for start-up funds. To our knowledge, the IDC is the only centre in the world to be funded in this manner. Due to our endowment, we are resource rich, and have our own lending library of close to 4000 books, journals, and multimedia resources for teaching in higher education. Staffing consists of four full-time and four part-time tenured/ tenure-track faculty and two administrative support personnel.

The IDC's mission is to enhance the quality of student learning at Queen's by: (1) providing services and programs to support the instructional development activities of individual teachers and academic units; and (2) encouraging university policies and practices that promote good teaching. The IDC supports all instructors; however, for the purposes of this paper, we focus on our efforts to build communities of practice among faculty.

WHY USE COMMUNITIES OF PRACTICE?

Competing demands at a university ensure that life is a continuous juggling act, and for faculty this act can be very tenuous as they work towards maintaining a balance and attaining tenure. To address this juggle, our focus at the IDC has changed in recent years to assist in promoting a balance through communities of practice situated in authentic practice.

Our framework is grounded in situated cognition, as it focuses on the building and sustaining of communities, the relationships between group members and the contexts within which they operate. The assumptions underlying this model are that learning and knowing are socially situated and newcomers are therefore able to internalize the culture without explicit instruction when they participate in activities with others (e.g., Brown, Collins & Duguid, 1989; Lave & Wenger, 1991; Palloff & Pratt, 1999). Such participation enables newcomers to learn more than explicit knowledge, including the implicit norms, activities and rules that the community practices (Lave & Wenger, 1991). Communities of practice are best characterized by the common ways in which members conduct their daily business. These communities develop through social relationships where individuals are actively involved in their learning (Brown & Duguid, 1994). From the vantage point of situated learning theory, cognition and learning fundamentally reside in these communities of practice (Brown, Collins & Duguid, 1989).

However, participating in a community does not by itself guarantee success; rather faculty also need to develop a sense of themselves as reflective practitioners. Neither of these is easy to achieve and our paper will illustrate how we attempt to accomplish this goal.

TENSIONS FOR FACULTY

We recognized that faculty needed to see the benefits of participating in communities of practice as well as the importance of self-study as a tool. However, we first needed to understand the context of being faculty, and the

competing demands that challenge them. Faculty identified competing demands through group discussion in a workshop, list-serv responses, and personal anecdotes shared with IDC staff members. Identified competing demands include: (1) pressure to establish and maintain a research program, (2) workload implications for teaching that enhances student learning, (3) the need to do service, (4) differing needs of administration, students, colleagues, teaching assistants, and so on, and (5) personal needs relating to family and friends. In addition to these tensions, faculty members face the challenge of developing their teaching style or approach. Another tension exists between the reflective practices that the IDC is encouraging and the traditional norms established within faculties' own disciplines. As educational developers, we had to be aware of these tensions among the diverse facets of faculty lives before planning development opportunities.

A final tension arises from the potential competing demands of community and self-study. For example, Shaffer and Anundsen (1993) suggested that a community is created when individuals: (1) participate in common practices, (2) depend on one another, (3) make decisions together, (4) identify themselves as part of something larger than the sum of their individual relationships, and (5) commit themselves for the long term to their own, one another's, and the group's well-being. From this definition, the potential for individual reflection to be lost is apparent. Our goal was to ensure that both participating in communities of practice and individual reflection would be viewed as equally important.

EXAMINING OUR PRACTICE

Like other educational developers we have traditionally offered a range of services, primarily workshops and one-on-one consultations, to faculty members from different disciplines across the university. Our services are not mandatory and our participants therefore self-identify their interest in enhancing their teaching. The primary question that prompted this self-study was, "How effective are we in helping faculty to improve their teaching?"

When we examined how we allocated our time across the various activities in our practice, we found that about 80% of our time was spent on planning and delivering workshops which had an average attendance of 10 to 15 participants who represented less than 5% of the total faculty of just over 800. Yet, we were unsure of the impact of those workshops. Apart from the feedback received at the end of the workshops, we had no way of knowing whether participants were using any of the workshop activities and resources in their own practice.

On the other hand, we intuitively felt that our one-to-one consultations, which were reaching fewer teachers than our workshops, were having a greater impact. The basis for this conviction lies in the very nature of the consultative process. Consultations are teacher-initiated meetings with an educational developer to seek assistance for specific needs or concerns that they have identified in their teaching. Typically, during the first

meeting, we ask the consultee questions that promote purposeful reflection and yield self-knowledge about a particular aspect of their practice. By the end of the first consultation, we have together developed a systematic and intentional process for further reflection and inquiry that often requires several more consultation sessions. Subsequently, we tend to see a consultee on an on-going basis for several weeks or months until the particular concern has been resolved to his or her satisfaction. By this time, we too are filled with a stronger sense of achievement and satisfaction than we enjoy several weeks or months after a workshop. It is this ongoing process of results-oriented, collaborative self-study with individual teachers that led us to conclude that our consultations had a greater impact than our workshops.

An example of a typical consultation is with Mike (pseudonym) who booked an appointment because he was concerned about his overheads not being appreciated by his students. The IDC consultant asked Mike a series of questions that led him to engage in content, process and premise reflection on his concern (Kreber & Cranton, 2000). He discovered that the problem was not the overheads but rather in his lack of organization of course content. He tended to put everything he knew about a given topic on a series of overheads without any thought to the purpose or direction that particular class would take. Mike was encouraged to reflect on his practice and where he thought he could improve rather than the consultant providing a prescriptive approach for change. This resulted in an improvement plan which included reading resources from our instructional library, attending workshops, and working on lesson plans and structure with the IDC consultant. In this way he gained instructional, pedagogical and curricular knowledge that he applied to his practice. Early feedback Mike had received from his students indicated that he was disorganized, had poor overheads, and that generally they did not know what a particular lesson was about. By the end of the consultations, which coincided with the end of the course, his feedback had changed dramatically and students responded positively to his new practice of providing objectives and an agenda at the beginning of each class and using overheads that contained only highlights of relevant information. Mike's comment in a workshop after his consultations had ended, was that he had learned that, "Teaching was all about choices".

OUR APPROACH

Our first contact with faculty is at an institutional New Faculty Orientation usually attended by 40-50 new faculty before the start of classes. This is a full-day event and the IDC traditionally has the last hour of the program. Our session "The Courage to Teach at Queen's" stresses our guiding principles: (1) good teaching promotes learning, (2) learning to teach is an ongoing process, (3) no one way is best, (4) teaching involves critical reflection and self-evaluation, and (5) teaching is a scholarly activity.

We typically use an icebreaker known as "the garage

sale," in which faculty are asked to select an object and state how it relates to their teaching. This activity helps them get to know a little bit about each other (community) and reveals their perspectives on teaching (reflection). In addition, we have new faculty interact with each other throughout the session and reflect on their teaching. During the session, we collect their written expectations and concerns and later use them as the foundation for a new faculty list-serv that includes only individuals from their cohort.

Throughout the year we offer a number of specialized programs for new faculty, including "Teaching Matters," a yearlong program that builds discipline-specific communities. This program begins with a one-on-one interview with the new faculty member and the educational developer. This interview is critical in establishing faculty expectations for the program and the IDC and to encouraging the beginnings of reflective practice. The group sessions are dedicated to building a learning community and getting faculty to think critically about their conceptions of teaching.

We also have a two-year certificate program, "Focus on Foundations," is open to all faculty and includes sixteen sessions providing a mix between strategies for the classroom and activities focused specifically on reflection. For the certificate, faculty attend twelve sessions and complete three activities: (1) a teaching project; (2) a teaching development audit; and (3) a checklist that ask faculty to reflect on each session they attend and how they have tried to implement strategies from the session into their teaching. Further, we offer faculty consultations, classroom observations, and teaching dossier reviews. The teaching dossier is an excellent strategy for reflection and faculty are encouraged to develop their dossier for their own use and for renewal and promotion purposes. These are just a few of the approaches taken to address new faculty concerns, encourage self-study, and sustain a community of practice.

These programs traditionally have taken time and resources for planning and implementation and when we examine our faculty impact we find that face-to-face workshops have had limited impact across campus. However, the reorganization of programs such as "Teaching Matters" and the creation of the "Focus on Foundations" have provided us with new data on how our outreach is slowly improving.

Since we started this self-study in the summer of 2003, a number of programmatic changes have occurred, including the hiring of discipline specific Instructional Development Faculty Associates (from Law, Arts, Engineering, and Computing Science), which have increased our potential for campus wide impact. In addition, each IDFA is completing a project that addresses his or her individual needs to improve and reflect on his or her own practice. We have hired a doctoral student assistant who has moved our "Teaching Matters" program beyond instructional strategies to engaging faculty in reflections on diverse conceptions of teaching and improving practice. We have also begun an initiative to submit to university administrators a proposal to establish a "Teaching Chairs Program" that would recognize faculty who have shown outstanding and consistent educational leadership in promoting excellent teaching. Further the Chancellor A. Charles Baillee Teaching Award was formalized to honor reflective educators who have excelled at promoting student learning at our institution. Finally, we have encouraged changes in how our university-wide paper, the Gazette, is treating teaching issues. For example, its annual segment on new faculty that previously only identified their research interests now includes their philosophy of teaching.

Evidence of our attempts to create a sense of community and to encourage self-study can be found in our evaluation forms. Selected comments from these forms include:

Relating to Reflection:
- *Chance to think over the year by writing down my goals, strategies, etc.; This forced me to think.*
- *Opportunity to reflect.*
- *Reactivated my interest in this part of my teaching. Remind myself about what I know and the importance of applying, i.e., "conscious learning."*

Relating to Community Building
- *Sharing information with each other.*
- *Talking about solutions to common problems with peers.*
- *Learning from other people and learning about new teasing ideas.*

Based on early feedback that participants needed more time to reflect, we increased the duration of the sessions to two hours (originally 1.5 hours). In addition, we identified the following as measures of our impact:
- Repeat attendance at workshops
- Feedback from workshops
- Requests for follow-up sessions
- Improved USAT (University Survey of Student Assessment of Teaching) scores for our teachers
- Repeat consultations on new issues
- Referrals
- Written or oral expressions of satisfaction
- Increased requests for our other resources (e.g. library)

In the last year, we have seen tangible evidence of our increasing impact. For example, our average attendance at workshops has increased to 30 to 35 participants. Both the quantity and quality of participant feedback have improved. We are also receiving more requests for all kinds of resources including online program modules and handouts from our workshops, even from people who did not attend. Our teachers are finding new ways to consult with us, via telephone and email for example. These outcomes provide us with the knowledge that transformation is occurring due to the influence of the IDC. This shift in impact has caused us to address the need to re-prioritise our workload within the centre.

KEY UNDERSTANDINGS THAT HAVE EMERGED

In the process of this self-study, we have redefined ourselves on both a professional and a personal level. Professionally, we have enriched our roles from being instructional developers concerned primarily with improving the methods of instruction used by university teachers, to educational developers who are agents of change. We see our work now as transforming the university culture, building learning communities that value and promote the scholarship of teaching.

On a personal level, we are working more efficiently, reallocating our time to activities according to our new priorities and results. This has meant regular meetings between IDC staff to ensure that services are not being duplicated, that we are not working at cross-purposes, and the workloads are evenly distributed among staff members.

One tension that emerged early on was between conducting the self-study of our practice and encouraging faculty's self-study of their own practices. The lesson learnt is that self-study in our context cannot be just about our own practice. Instead, we must study ourselves in relation to and through the experiences, perspectives and practice of others.

CONCLUSIONS

This self-study began with questions about the extent of our impact on faculty practice and on the teaching and learning environment at Queens. It allowed us to re-examine the ways in which we sought to promote the scholarship of teaching and learning among faculty and develop a university-wide culture in which teaching was highly valued. One of the important lessons learnt was that we needed to practice what we preached. In essence, we needed to model reflection on our own practice if we hoped to promote authentic practice among our faculty. This required us to use and promote in our programs not only instrumental knowledge of the technical skills involved in teaching, but also the communicative knowledge of how people interact and relate so as to foster learning and emancipatory knowledge gained through self-reflection about how we are constrained in our teaching (Kreber & Cranton, 2000). We believe that the changes we made as a result of this self-study have been effective both in terms of their campus-wide impact and in authenticating our practice as educational developers.

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Dishing Discussion Online within a Teacher Education Community of Practice: Real e-Different and Yet Virtual e-Included

INTRODUCTION

She was my student.

She was my student using an online discussion board.

She was my student using an online discussion board for the first time.

She was frustrated.

She left a message on my voice-mail, the decidedly evenly–paced and carefully measured meter bespoke her exhaustion. "It is interesting in a course on inclusive education that the only way you can participate, the only way to be included, is through the computer," she said. The student had attempted to post a lengthy and thoughtful message on the class Discussion Board via computer, and it got lost, or deleted, or obliterated—again. For her to be real e-included in online class discussions was becoming virtual e-impossible.

As an instructor, I am becoming weary of attempting to be "inclusive." For some students one can never be inclusive enough, and simultaneously, always and already, too exclusive. My fatigue stems from some students invoking the inclusion argument within my classroom over issues that have little to do with trying to accommodate vastly different learning styles and histories—and more to do with, well...a variety of things (techno-phobia, lack of opportunities, lack of skill, etc.). I stand accused of not being inclusive; I was "forcing" a student to use technology—how inclusive is that? Apparently, my courses should be structured such that students need not learn to use technology meaningfully.

I teach special education courses to future and returning educators. The practice of special education requires individuating and adapting curricula, instruction and environments, which typically involves creating student-specific materials—often via technology. Within my classes, I purposefully use the word "inclusive education" more than "special education" to highlight the need to consider the implications of the "hidden" curriculum as much as the "official" curriculum for students with exceptionalities/special needs.

My student forced me to ask, what does it mean to be inclusive educator? How do I walk the talk of inclusion in my own classroom, and specifically with respect to an online discussion board? What kind of techno-inclusivities do I allow? I began to engage in a self-study (Drevdahl, Stackman, Purdy, & Louie, 2002) about the complex relationships between identity, inclusivity and technology.

THEORETICAL FRAMEWORK: E-INCLUSION AND E-DIFFERENCE AS PARTICIPATION IN A COMMUNITY OF PRACTICE

Lave and Wenger (1991) described educational processes in ways that bring together notions of teaching, learning, participation, community and identity. As educational anthropologists, Lave and Wenger researched many different communities, such as Alcoholics Anonymous, tailors, midwives, etc. and so described teaching/ learning as participation in a "Community of Practice." That is, what learners know is a function of their role or membership within particular learning communities. They also proposed the notion of "Legitimate Peripheral Participation," to be understood as a collective and united construct to describe the cyclical roles within such communities. As learning concepts, legitimate peripheral participation and communities of practice (with thespian allusions), lie in stark contrast to cognitive psychological models of teaching/learning, where learning is characterised as occurring almost within an individual, such as one's metacognition, etc. Recently, several theorists in the area of special/inclusive education have taken up communities of practice largely within action-research frameworks (see Pugach, 1999, for example).

Pointedly, Lave & Wenger (1991) did not endorse "illegitimate" and "non-participation" as additional ways to describe membership; however, Hodges (1998) does so:

Non-participation constitutes an identificatory moment where a person is accommodating in participation and yet is experiencing an exclusion from any "normative" or unproblematic identification with practice (Hodges, 1998, p. 272).

Within communities of practice, participants may outwardly or performatively confer membership, but some members may not experience validation or they may privately resist conferral. So, illegitimate participation, non-participation, and dis-identification are useful to me, not as discrete and extreme poles of their particular and assumed dichotomies, but as concepts that allowed me to consider the complexities of inclusion within a classroom. In many ways this talk is about re-visiting my virtual classroom, the online discussion board, through the eyes of those whose participation—nay identity—was illegitimated.

DATA SOURCES

Despite the initial student's impetus to begin this self-study, I unthinkingly assumed that my classroom was tolerant of, and accounted for, student differences, and specifically, with respect to an online discussion board. I ventured to ask students. I conducted anonymous "Mid-term Check-ups" within the introductory and enhanced classroom management courses. I inquired: "How do you feel about the uses of technology within our course?" In winter sessions, I was more confident and had a class meeting regarding course content, flow, assignments, and of particular interest here, a discussion around the uses of technology. I have reflected on the data from these sources, as well as a thorough review of the postings on the online Discussion Board.

CREATING A COLLABORATIVE ALL E-INCLUSIVE COMMUNITY OF PRACTICE AND/OR PRODUCING E-DIFFERENCES? DISHING THE DISCUSSION BOARD

My aim in using the online Discussion Board was to establish a "class-outside-of-the-class," to facilitate a pre-service/in-service teacher community of practice. Students voiced many opinions on its function—more than on any other aspect of technology integrated within these offerings. I learned from my students; I changed how we e-discussed, and these shifts represented a transition from a somewhat positive paradigm of technology integration to one with more social constructivist leanings. Allow me to dish with you the uses chronologically of the online discussion board.

COMMUNITY OF PRACTICE AND THE MUTE/ABLE DISCUSSION BOARD

To begin each course, the university's computer technician demonstrated the log-in process, the method of posting and replying to discussion items and the email function of the online Discussion Board. Before the initial postings, general guidelines and appropriate uses were reviewed. I stressed a co-operative tenor to be expressed in the postings. This included a talk around careful word choice as non-verbal aspects are largely absent in virtual communication exchanges. "People First" language was stressed. Such sensitivity is very important when working with families and children with special needs/exceptionalities. My caution was intended to be pedagogical—at least that is what I told myself, and it is partly true.

The other part(s) is that I detest confrontation and conflict, and especially online ones. So, I may have pre-emptively excluded some potentially interesting exchanges between students—those in which the students could engage in substantive discussion about the rights of students with disabilities, the least restrictive environment, the normalisation principle, etc.

First community of practice mute/ation: Foster participation...any participation

Both courses were set up to use the online Discussion Board. During the Fall session, students in the introductory course used the Board weekly; in the classroom management course, rarely. One student in the latter class wrote: *"I believe that the use of technology in the classroom/course is very good. [It] would be helpful if the class uses the discussion board, useful for those who don't like to speak up in class."*

In fact, in the classroom management course the discussion board was not used at all. The board had to be accounted for in students' grades, which was not the case in the classroom management course and was in the introductory class. A student perhaps says it best: *"It has been great for me. Before this class I didn't use the Internet much and it has forced me to use it. I love the discussion board."* So, potential marks were allocated via class participation, and students began using the Board. I began to appreciate the role of the student in attempting to prioritise all the demands upon their time. I learned quickly that no marks means no participation; potential marks means potential participation. In a sense, the fact that the Board was not used completely voluntarily points to the somewhat artificial community of practice that operates within a classroom, a challenge each inclusive educator must face. Practices within classrooms are constrained by institutional pulls to "perform the student"—that is to suggest that the central practice in a classroom from a student's standpoint, is often "to be a good student," as opposed to apprenticing to be a tailor, a mid-wife, or an inclusive educator. Being a good student may or may not have anything to do with being a good inclusive educator.

Second community or practice mute/ation: De-centering the instructor

During the Fall and Winter sessions of the "Introduction to Special Needs," I weekly posted a question related to the present topic. For example, after our first meeting, I posted the following:

"Think about your own experience in either high school or elementary school. Where were the students with disabilities/ exceptionalities within your school? Were they within your school? How do you imagine things are different in schools now?"

The postings were summarised into various thematic threads. At the beginning of the following week's class, we continued our debates in real time via these themes. In this way, there was course-continuity from week to

week. During the fall offering of the introductory course, there was, generally speaking, positive student feedback about technology, although there were few specifics around the Discussion Board. One student responded: *"[The online discussion board] can be useful for discussion and sharing [and] understanding,"* while another wrote *"lots of good ideas on the [the discussion board]."*

However, winter session students did not respond so happily around the discussion board. These students felt that responding to the instructor's question was too confining, too restrictive, too illegitimate:

> *"[The discussion board] is a good thing, but I feel it may be even more engaging if more people replied to others comments in the discussion, instead of just replying to the given question. It would be nice to see people questioning what others have to say."*

Another student was even more pointed in his/her suggestions:

> *"I would like to see the [discussion board] to be more discussion, rather than trying to give Scott [the instructor] the most academic answer. I would like to be able to ask the class some questions I have about what we learned. Our discussions are geared to answer the teacher's question, Discussion should include more than that."*

Based upon this feedback, a class meeting occurred; we decided that students could post about whatever they wished—the weekly topic or anything else that was course-relevant. I waited to see what would happen.

Third community of practice mute/ation: Foster legitimate participation

Such a change produced more authentic conversations; students responded to each other's postings and directed their Board peers to various web sites of interest. That is, the kinds of interaction among students substantially shifted; the tone of the board seemed more authentic. Discussion focused a little more on the practices that inclusive educators engage in, rather than the practices that students, learning about inclusive education, engage in. Upon reflection, this change represented a change from using the discussion board in a positivist orientation to a more constructivist one. Initial forays using the discussion board seemed to ensconce me as instructor, thus re-creating non-participation or illegitimate participation for most students as the result. Students simply parroted—in many creative ways—things that they thought the instructor wanted to read on the Board. By opening up the Board's function within our class community of practice, more authenticate dialogue and (hopefully) learning occurred.

Indeed, based upon these comments from the Introductory Course, I attempted to foster even greater legitimate participation on the online discussion board in the second offering of classroom management. In this class the students facilitated the weekly real-time discussions. So, the instructor was seen as another member in the community of practice, and not quite as authoritarian as in the other classes. Indeed, technology was enhancing the community of practice in this class towards authentic practice. Student feedback was considerably more positive (almost unanimously so). One student reported, *"At first I was unsure of the additional workload involved, but now I really enjoy the Discussion Board."* Another wrote: *"[I feel] better now. [I was] a little concerned at first because I don't have a home PC and have to come to school at night just to read the postings and things. But, I really like the discussion board"*. Several other students commented on the Discussion Board almost using the language of community of practice, that it was *"very appropriate, very useful; true[ly] building a community within the classroom,"* while another noted: *"It allows me to do so much work at home instead of running into the university. I appreciate being connected to the class this way."* And finally, one more student remarked: *"I was sceptical at first about the [discussion board], but now I like it because it keeps me in tune with the rest of the class and helps build a sense of community. I also get various points of view and ideas I wouldn't have thought of otherwise."* In this way the Discussion Board was most successful in facilitating a class community of practice of returning and student-teachers.

PRODUCING REAL E-DIFFERENCES

To participate in the Board required reliable access to a computer and some technological facility. Due to reduced technology access and limited expertise, some students were real e-different from others. In ways technology served to further distance these students from their classmates—illegitimate peripheral participation. Interestingly, there were significantly more comments complaining about computer access than skill level. Here is some of this feedback (from both courses):

- "[Technology] makes the class interesting; time-wise using technology restricts me as I have no Internet access at home."
- "Unreliable; access not readily available"
- "Don't have time to get to a computer! School access is sometimes slow, or link may be blocked."
- "I find it tough to get to a computer to complete the weekly discussion board. However, once I get there, I am finding my way around the [discussion board]. I am learning lots."
- "Discussion Board, it is hard sometimes to get to a computer."
- "Technology is great but having to post every week is difficult. I live out of town and have limited access to a computer (Internet). A journal option would be nice."

There were fewer comments around lack of skill, but some of these are:

- "[The discussion board] is too detailed and lengthy for inexperienced."
- "[Using technology] is challenging, but [it is] always good to learn."

• "I am not a big fan of [the discussion board]; it gets frustrating."

IMPLICATIONS

For a techno-inclusive educator, the challenge presented to effect greater participatory possibilities within a pre-service and in-service teacher community of practice lies in creating more reliable techno-access at least as much as (and possibly more than) teaching technical skills. Which I choose to focus on (computer access vs. skill) may (be)speak my bias. Having said that, in some ways working towards each of these aims is not mutually exclusive.

Collins, Schuster, Ludlow & Duff (2002), for example, point to the need for a "Frequently Asked Questions" sheet with simple explanations for novice computer (and in this case Discussion Board) users. As a potential strategy to reduce frustration for novice users, such a "Frequently Asked Questions" sheet could also impact access. Although log-in procedures are similar regardless of where a student is accessing the online Discussion Board, there are some slight variations depending upon the configuration of the computer and network that they are using. Students used computers in many different settings: on campus in the education building, university library or other buildings, off campus at the local Public Library or at the school in which they taught, or at home. Detailing how to log-in from various potential sites would improve student access. In addition, information could be provided about how to create a posting in a word processing program, how to save it and how to cut and paste it into the discussion board. The use of technological peer tutors could be explored, since their roles naturally emerged. Perhaps, in-class mentoring of the first few online postings would provide opportunities for mentors to try out their role in a face-to-face environment.

Further, a class discussion at the beginning of the semester about the challenges that we all face in practising inclusion (with some particular references to technology) may be helpful—how we are to fashion a vital community of practice within our midst. One student alluded to this in his/her feedback *"I like the use of technology and the explanations on how to better use technology in research."* More specifically, to make clear that inclusion is a responsibility that each of us shares within a university classroom—not only with respect to technology but other differences as well.

But, I believe the responsibility is greatest for the instructor. In some ways, we choose which identities, which practices, which activities are legitimate and which are illegitimate. To an extent, what is real e-included in inclusive education remains within our purview. There are times when student demands are at odds with my educational vision; they operate almost as polarities. Although I may become frustrated, the real work of inclusion is not to include everything, but to real e-include what I think is important based upon input from my students.

She was my student.
She was my student using an online discussion board.
She was my student using an online discussion board for the first time.
She was my student who purchased a computer for the first time.
She was frustrated.

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Doodle You Know What I Mean? Illustrated Nodal Moments as a Context for Meaning

CONTEXT

This study began with a focus on the usefulness of drawing nodal moments as a method for examining one's own practice. In an earlier self-study of my teaching practice in a large lecture-hall context (Tidwell, 2002), I had used a data summary technique of sketching nodal moments of my teaching (Richardson, 1998) to reflect the context I perceived for that particular moment in time. These sketches came out of exploring the more traditional data gathering that was a part of my initial design for my self-study (debriefing notes, meeting notes, students' reflections of class meetings). Considering these illustrated nodal moments, especially the context and focus of elements in the sketches, enhanced my understanding of my perceptions of that moment in my teaching. It was the sketch, itself, that provided the context for meaning – that window into the description the narrative (text) attempted to provide. This notion of a drawing informing beyond the text, working in partnership with text to enhance understanding (meaning), is reminiscent of the *The Method*, a work of Archimedes (circa 300 BC) in which he describes an approach to determine the volume of curved shapes by developing an argument using infinity. What was distinctive about this writing was that Archimedes talked about a process rather than just a result, and he used drawings to help define and explain. It was the drawings that later helped researchers to understand the text of Archimedes' *The Method* (Tucker, 2003). And it is to this aim of understanding the text through drawing that I have moved in my teaching of undergraduate students.

I became intrigued with the idea that reflections on practice can culminate into a revelation of a particular moment through the drawing of that moment and the exploration and deconstruction of the content of that drawing to inform context and meaning. Can such a practice help move a teacher to make verbal that which is often so difficult to make clear, to be able to tie the knowing and the action together (Schon, 1987)? I was curious whether this particular practice would be a useful method for undergraduate students as they teach in field experiences within their course work and begin to examine their own practice, self-study their own actions. The illustration of nodal moments was incorporated into my teaching of a literacy assessment course, where students were involved in tutoring elementary-age children. The university students were asked to think of a particularly important moment that happened during their teaching and to draw that nodal moment highlighting the key elements. Supporting their drawings were the lesson plans, the instructional and assessment data gathered, and their own anecdotal notes taken throughout the lesson. In addition to the drawing, each student was asked to think about the teaching context in her tutoring session that led to that nodal moment in time and to write a description of that moment. This descriptive text provided anchorage (Barthes, 1977) to "identify purely and simply the elements for the scene and the scene itself" (p. 38). The nodal moment reflection included two written components, the description of the moment in time, and an explanation of the significance of that moment in terms of learning, teaching and/or reading theory. To help students make sense of this reflective response with doodles, I provided them with initial instruction in doodle drawing, focusing on techniques for creating visual contexts, such as facial expression and simple background scenery. The intent of my doodle lessons was to familiarize my students with my expectations for drawing, and, hopefully, to minimize their anxiety about drawing. I also provided writing instruction for description and for explanation. Each student completed four illustrated nodal moments over the semester (for lessons 2, 4, 6 and 8). Across all four of these experiences, I also participated in the nodal moment drawings and descriptions, reflecting on my own teaching.

GETTING INTO THE DATA ANALYSIS PROCESS

Initially, I intended to focus on two areas in my study. One focus was to answer the question, Is nodal moment drawing useful to undergraduate students in their reflection of their practice? I saw this as a methodological issue, especially in the context of self-study for novice teachers. Would the use of different modes of expression, written text and illustrations, help address diverse ways

of knowing and expressing meaning? The second focus was on my own nodal moments and the use of this reflective activity in the examination of my teaching. However, after collecting 120 nodal drawings across four lessons, the initial analysis became more concrete, asking the question, What do undergraduates' nodal moment drawings provide in terms of context and meaning?

Throughout the analysis process, I worked with Madalina Tincu, a doctoral student in curriculum and instruction. Madalina had some general knowledge of the content presented in this course. To begin the analysis process, she and I discussed how to approach both the text and the drawings in the students' nodal moments; it is this analysis process that became both Madalina's and my living contradiction (Whitehead, 2000) in this self-study, and ultimately the focus of this paper.

Data – following requirements and losing meaning

All the nodal moments were photocopies of the originals. Each student was given a code number, which was assigned in random order to maintain confidentiality, a study design to facilitate the requirements of the university's Institutional Review Board. In addition, students' work could only be analyzed after the course was completed and the students' grades were submitted. For Madalina, this allowed the data to be kept in complete confidence. For me, this confidentiality was less effective, as I had been involved with these students and their tutoring for over three months and their nodal moments were familiar to me. As Madalina and I studied the students' drawings and reflective writing, some of the important elements were missing, such as knowing the individuals involved (acknowledging the personalities and backgrounds of the tutor and the child) or understanding the context of the classroom being used for tutoring. The removal of the data from the context of the teaching moment (post semester analysis) and from the context of the individuals involved (randomly coded data) depersonalized the data to the point that it undermined the instructional stories unfolding in the nodal moments. To help alleviate some of this loss of meaning, Madalina and I continually discussed the context of the tutoring and the assignments involved in the tutoring.

In the analysis, Madalina focused initially on the drawings, and I focused on the text. The text descriptions were transcribed and analyzed for two elements: (a) the clarity of the description of the moment in time, and (b) the theoretical support for the importance of the nodal moment. *Clarity of description* was defined by elements of context (what, who, when, how), and *theoretical support* was defined by the inclusion of theoretical underpinnings from areas of literacy and learning. Text was examined for phrases, key words, and interconnected ideas that were theoretically grounded.

Searching for context

The drawings posed a more interesting challenge for analysis. I had shared with Madalina the drawing lessons provided to the students. The focus of those lessons included facial expression as a context for interaction between the tutor and the child and background elements as a context for the setting. Initially, we agreed that Madalina would examine the drawings with a focus on describing the *elements* of each drawing (example, smiling child sitting in chair with book). These descriptions of drawings soon evolved into a ranking of the quality of the drawing in terms of content (poor, middle, high). We then met to discuss the initial analysis of a subset of the drawings. Through this discussion we determined that a concrete description of the content in a drawing was not as helpful as looking at how that content actually provided context. And it was evident that some drawings provided more context than others. In an analysis of context, then, Madalina continued her examination of the content but with an underlying focus on understanding the context for that content. In addition to examining context, we decided to also analyze the drawings from a meaning base. Was the context directly related to the meaning, or was meaning a separate entity? In both context analysis and meaning analysis, Madalina used a constant comparative method (Glaser & Strauss, 1967) to determine high, middle and low context and high, middle and low meaning. After all the drawings were analyzed, we met again to discuss her findings, and through a continued constant comparative approach, finalized our analysis of the drawings. It was in this latter part of our processing of these nodal moments that Madalina and I began to have more interesting discussions/revelations.

"THIS IS A SELF-DISCOVERY OF MY OWN UNDERSTANDING!"

This quote from Madalina came during our discussions while trying to get a handle on what we saw in terms of context and meaning. With each nodal moment, we looked at the drawing itself, Madalina's description of that drawing, her coding of that drawing's context, and her coding of the meaning of that drawing. Through these discussions, our collective understanding of *context* emerged, informed by the context of the class, the connection of our own prior knowledge to the instructional moment, our evolving understanding of the drawings as a group, and our own history of interaction (or lack of interaction) with the tutor and the tutor's teaching. Our own history of interacting with the students affected our understanding of the context and the meaning of the drawings as evidenced in our scoring of context and meaning. Consistently, when Madalina and I did not agree on the context of a drawing, my scoring was higher than hers. I would find the context of the drawing more clear. Informing my understanding of the context was my background in working with the student, my very personal relationship as the instructor to the content of the course, and my knowledge of the expectations (and content) of each tutoring session. The same held true for the meaning scores. Our disagreements found my meaning scores higher than Madalina's. The tutors (creators of the drawings) had a collective understanding of the context of the lesson (Barthes, 1977). And at the same time, the
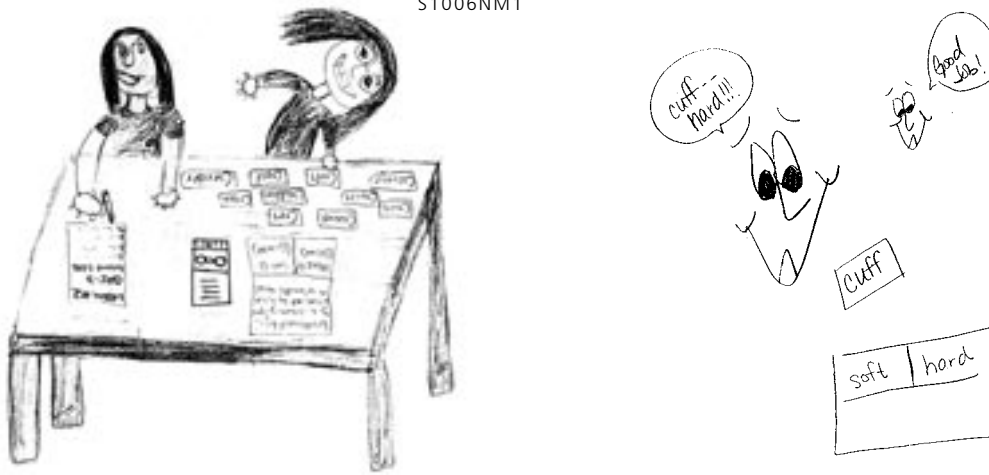
Figure 1

Nodal Moments from two different tutors during the same tutoring lesson where the instruction involved hard and soft c and g consonant sounds

tutors brought to their drawing unique perspectives embedded with their own stereotypes of schemes, gestures, expressions, arrangement of elements and so on (Barthes). As the instructor for the course, I too shared the collective understanding of the context of the lesson, which Madalina did not. And in addition, both Madalina and I came to the analysis with our own stereotypes.

From a purely content-based approach, Madalina's scores were extremely consistent. High context scores were those drawings that had significant content information (elements) to provide a clear context for what was happening in that lesson moment. Low context scores were drawings with minimal elements to inform the context. The middle context scores encompassed a fairly wide range of difference in elements, but the context was clearly more than low and less than high. Within each drawing, Madalina paid close attention to the facial expressions in the characters to inform her meaning scores, especially expressions that denoted interaction between the tutor and the child. In addition, she used the concept of "relay" (Barthes, 1977, p. 41) of meaning through embedded text within the drawing (such as dialogue or character thoughts) to help inform her of the overall meaning of the drawing. For example, a tutor's set of four drawings that exhibited the same smiling facial expression each time across all four lessons was considered to be less meaningful, to be less informative of the interactions between the tutor and the child. A dialogue embedded within the picture would enhance, to some degree, the understanding of the meaning of the drawing. This would make sense. As with any illustration, the dynamic of facial expressions does inform the interaction and thereby the meaning. However, the meanings of these instructional moments were embedded in more than just the expression, the dialogue and the contexts. The meaning was also derived from understanding the instructional lesson, the concept being addressed within the lesson, as well as the theoretical importance of that concept. In fact, the very nature of analyzing these drawings paralleled the nodal moment activity being asked of the students: to not only define the moment

but to defend the moment theoretically. And, indeed, Madalina and I were asking ourselves to define our analysis of these nodal moments and to defend our decisions based on theoretical premises about the actions and dynamics in the drawings.

In the two examples provided above in Figure 1, both nodal moments highlight an instructional lesson where the child is identifying words containing a hard consonant sound and words containing a soft consonant sound. In examining the elements, dialogue, facial expressions and physical interactions, Madalina found the first example *high* in context and *high* in meaning. In this drawing, the tutor is writing while the child is physically overjoyed with her successful sorting of word cards. The details in the drawing show the word cards and the chart used to sort the cards, the tape recorder, and the word list from the assessment earlier in the lesson. In fact, the over-abundance of content in the drawing could be interpreted differently by someone extremely informed of the lesson. It looks like the tutor is writing on the word list while the child is working with the word cards. From an "informed" perspective, this would suggest incorrect procedure during the lesson – the scoring of an assessment by the tutor while the child is involved in the instructional portion of the lesson. Madalina began referring to my perspective as the "informed" perspective and to her perspective as "uninformed" regarding the tutoring and intent of the lessons. We continued to analyze the data from these perspectives. In the second example, Madalina scored the drawing *middle* in context and *low* in meaning. In this drawing there were fewer elements to define the context, and the tutor and child shared almost identical facial expressions that failed to define the meaning of the interaction between them. The dialogue did provide additional support to meaning. However, from my "informed" perspective, the drawing clearly shows the consonant sorting chart with the child correctly identifying that the *c* in the word *cuff* makes the hard sound. The facial expressions suggests a positive moment, and the tutor further supported the success with an affirmative, "Good job!" In discussing the context and meaning of these nodal moments

between ourselves, it helped me to deconstruct the tutorial lessons (and ultimately the course itself) and it helped Madalina to understand the intent and reasoning behind the instructional practices demonstrated in the drawings.

In the end, we agreed that both the examples in Figure 1 were high in context and high in meaning. We had developed a loosely framed rubric for defining context. High context meant that drawing provided enough elements (character, materials, movement or expression) to be able to discern what was being used and how it was being used. Low context was defined as not being able to discern what was actually being used nor how it was being used. Middle included all drawings that were neither high nor low. For meaning, we found that low meaning often encompassed a low and middle context but we could not discern what it meant. Middle meaning had some kind of interaction, whether it be physical or mental (thinking, talking to self, etc.). Interaction became an important element in discerning meaning, and not just interaction of individuals, but the interaction of individuals with the context. From this description, then, we discovered that context can play an important role in determining meaning. But a drawing can be high in context and still not provide enough interaction to effectively determine meaning.

WHAT WE HAVE LEARNED FROM THIS EXPERIENCE

This process of defining and defending our understanding of students' nodal moments led to continued revisions in the context and meaning of the drawings, and reshaped our understanding of the context of these tutorial experiences in the broader concept of the course. In essence, the very act of defining what we saw and defending what we meant forced us to redefine what we knew. This deconstructing challenged our ways of thinking that uncovered multiple levels of meaning. Through our defining and defending we found that meaning was only meaning through that which it displaced, deferred or excluded (Derrida, 1982). It became a self-study of our understanding. And it became clear to both of us that what was most interesting in this process was the process itself. But we also did discover along the way some patterns in the students' nodal moments that informed us about using nodal moments in the future.

Across all nodal moments, students were able to use drawing to support or to enhance their description of the instructional moment. The written text involved two components: the description of the moment itself, and a theoretically based explanation of that moment. For all 30 students, it was initially easier to provide the description than to explain theoretically why that moment was important.

Example S1001 Nodal Moment #1(child's name changed): *I drew Sandy during the hard and soft c and g activity because she seemed to enjoy putting the word cards in the pocket and she did well at this. When I asked her how she knew where certain word cards went, she responded that if it has e, I, or y, they go into the soft pocket. Sandy also wrote in her journal that she liked the activity that will help her in reading. "The part I liked was you readying, and doing the trike that will help me in spelling and writing and readying it was fun doing e, i, y soft and hard sounds game I had a lot of fun." I think this activity was both beneficial and enjoyable to the child.* Note the tutor's use of the child's authentic writing in her description.

Feedback from instructor: *"Why? How does this relate to the reading process?"*

Students were provided feedback prompts to their nodal moments that asked questions that connected the reading process to their reasonings. As the semester progressed, often descriptions of the lesson moment became more brief and succinct, and many students wrote more on the theoretical rationale for the importance of the moment.

Example S1001 NM3: *My nodal moment was when Sandy read her summary statement to me and said her favorite part was reading about horses. This is important because Sandy is interested in horses and therefore, she wanted to read about them. It is good to find books that children are interested in so that they stay engaged in the text and also so that they want to read. By using books that interest children, or books that they have some prior knowledge in, they become more engaged in comprehending the text. They are reading to learn, learning to read, reading for pleasure, and/or reading for information. They will enjoy reading more if they are reading about something they have interest in. Because Sandy was able to read about something she was interested in, she engaged herself more, while seeking to understand the text.*

From our experience analyzing these nodal moments, we believe there is value in this type of reflective process in teaching students in an undergraduate program. Not all students are comfortable with drawing. It is important that there is ample opportunity through written text and through oral discussion to tap into students' knowledge of the instructional moment that they choose to describe. However, even the most wary student was able to draw a representation that provided context and meaning that supported and/or enhanced their written text. And students stated that they found this frame helpful in getting them to think about their practice beyond the "this is what I did" story. In fact, a majority of the students felt the time it took to draw the moment helped in giving them time to think about what it meant. Drawing the nodal moment and exploring/ deconstructing the content of that drawing appeared to be more than a methodological procedure, but a catalyst for future discussions. As Derrida explains it, deconstruction "opens up a passageway, it marches ahead and marks a trail" (as cited in Lye, 1996, p. 1) for the process of using what you know to think beyond the known. Madalina and I would agree that to define that one moment in time and to defend its meaning is an effective practice in self-reflection and self-study. It helps us gauge what we do know and how we know we know it.

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Using Writing about Experiences to Develop Teacher Perceptions: Cultivating Phronesis

THE CHALLENGE

Students in teacher education programs in New York are required to spend 100 hours observing in classrooms before their actual student teaching. To ensure observations were done thoughtfully, we incorporated them into our existing teacher education courses. I developed six Fieldwork Tasks that our preservice teachers (PSTs) in science, mathematics and agriculture completed during my course, the first in a two-semester sequence. I report here on two Tasks, how they worked the first year I used them, how I changed them for next year, reasons for changes, and some results of those changes.

Designing tasks all students would have the chance to complete was hard because PSTs observe in a range of classrooms. Some teachers allow the PSTs to participate in the classroom, some limit PSTs to observing. I wished to develop assignments that would help PSTs learn as much as possible from their experiences. I decided to develop what I called Fieldwork Tasks that would lead PSTs to focus carefully on students and their learning, in order to help them switch from a student's to a teacher's perspective on classrooms. All students enter teacher education programs with knowledge about teaching formed through their own successful participation in classrooms for many years and helping them to interpret classrooms from a teacher's perspective is a significant task (e.g., Wallace and Oliver, 2003).

In designing these Tasks, I used the notions of occasioning and liberating constraints as described by Davis, Sumara and Luce-Kapler (2000). I hoped that assignments I designed would provide occasions for students' engagement, with a charge clear enough to focus learners' attention but open enough to allow for a range of possible appropriate responses. I had not explicated my thinking about these tasks much beyond this point when I began teaching the class the first time. I just somehow knew that attending carefully to students was likely to be a good thing.

THE FRAMEWORK FOR THIS PAPER

As I was planning the course and teaching it the first time, I was also preparing a chapter in the *International handbook on self-study of teaching and teacher education practices* (Trumbull, 2004). In my reading for this work, I revisited a number of notions I had not studied for some time. I found Aristotle's notion of phronesis, as used by Korthagen (2001), helpful for several reasons. By contrasting phronesis to episteme, Korthagen helped me focus on the knowledge that is central to wise practice, not the generalized knowledge that is the aim of educational research. Korthagen emphasizes the centrality of actual experiences in planning, teaching and reflection on the experience to the development of phronesis. In my setting, the PSTs did not have opportunities to plan, carry out, and reflect on any teaching. Without actual teaching, could phronesis still provide a notion helpful to my work in my class situation?

Schwandt (2002) describes phronesis as "the knowledge necessary to moving about as an interpretive being, confronting circumstances that call for deciding what is the appropriate and effective thing to do in the situation at hand" (p. 75). A key element of phronesis is "engrossment or an open receptivity to the situation at hand" (p.77). Schwandt contrasts phronesis to techne, another form of knowledge, which is "knowing how to use methods, procedures and rules to bring some specific product into existence" (p. 75). I realized that the Tasks I designed aimed to foster students' engrossment in their setting so began to hope that the Fieldwork Tasks could foster phronesis. If PSTs had to describe students carefully, in writing, would they not be more attentive? My continued reading about phronesis helped me to elaborate further the purpose for the Tasks and to consider the form in which I wanted students to write.

Pendlebury (1995) states that "sound practical reasoning requires…situational appreciation (Pendlebury, 1990; Wiggins, 1980) a way of seeing which is better nurtured by stories than by formal argument" (p. 52). Pendlebury distinguishes between reflective equilibrium, perceptive equilibrium and perceptive spontaneity. Reflective equilibrium is done out of context. Perceptive spontaneity occurs when teachers become so fascinated by the particulars of a situation that they respond without deliberation, seduced by the immediate. Perceptive equilibrium is

"deliberation undertaken from a vantage point of situational immersion and guided by imaginative discernment of the salient particulars of the situation" (Pendlebury, 1995, p. 53). Perhaps completing Tasks could help students develop their awareness of the salient particulars in a situation through perceptive equilibrium. Identifying salient characteristics requires something more, though, that I had only vaguely sensed.

Phronesis involves a moral or normative stance (e.g., Gallagher, 1992). The practitioner's ethical stance helps to identify outcomes that are desirable, thus focusing the attention. In contrast to techne, phronesis admits of a range of possible outcomes that will be recognized when they occur. Capturing the knowledge of teachers is difficult because, as Korthagen points out, this knowledge is personal, context specific, with significant tacit aspects. Writers such as Polanyi, (e.g., Polanyi, 1958; Prosch, 1986) emphasize the degree to which tacit knowledge shapes perception, and therefore action. I realized that the Tasks could provide some insight into pre-service teachers' often tacit ethical beliefs as they described the concrete situations they were observing, allowing me occasion to help them examine their beliefs and perhaps broaden their focus. Let me now describe the Tasks I used and when I used them.

THE TASKS DESCRIBED

Task 1 – Year 1
Provide initial description of:
- *The students in the classes in which you will be working.*
- *The classroom(s) in which you will be working (size, shape, desk size and arrangements, equipment). Use maps whenever you can.*

Task 1 – Year 2
- *Describe all the students in one of the classes in which you will be working.*
- *Describe the classroom in which you will be working with these students. Use a map whenever you can.*

Task 3 – Year 2 only
Choose a student who intrigues you. This exercise is a chance for you to try to speculate, based on evidence, about how this student might be interpreting schooling and classroom events. Observe your intriguing student very carefully for at least 15 minutes, taking account of everything you can. (You'll need to be very subtle in your note taking. You may have to hold a lot of material in your memory, to write after class ends).

Describe why you have found this student intriguing. You can refer to any of your experiences with the student over the last several weeks. Describe the lesson during which you observed your intriguing student. Present your observations of the student's actions during the different activities in the lesson when you observed. Then, use your observations to develop a portrayal of how you think the student interprets the class. You can try writing this portrayal as a story.

Task 6 – Years 1 and 2
For a given lesson, which you will need to describe, chat with a couple students that the teacher recommends. Try to discover how they understood the lesson and the lesson content. Ask the teacher to suggest students who will be comfortable talking, but who are also very different students (e.g., one considered quick, one who is slow or one who is a native English speaker and one who has another first language; one who talks a lot in class and one who is very quiet). What do your findings mean?

METHODS

Before I began any analysis, I sent the relevant files to a graduate student who removed all identifying information and changed the names so I could not identify the responses with any particular student. Having worked with these students for at least a year and a half, I did not want my personal evaluations of these students to shape my interpretations. I feared that I would respond not to what they wrote, but to what I thought they might have meant. Because I did not know the identity of the students in doing the analysis, I refer to them all as he in the results section.

To analyze the responses, I first read through all the responses to the Tasks for the first year I used them. I used a piece of software that allowed me to code and then collect all the statements coded the same into a subfile. In doing the coding, I looked for categories that would both capture the content of the PSTs writing and provide some variation. I ended up looking at how PSTs described specific students' actions in the classroom, student interrelations, general labels they used, explication how they went about the task, identification of student race/ethnicity or gender, how they described the students' reactions to the learning task, the implicit values/ethics in their descriptions, and the conclusions they drew from their observations.

Once I developed these categories, I made a matrix to compare and contrast the PSTs' responses for these tasks. I could find students who had more or less detail, more or less elaboration, more or less use of evidence. Then, I wrote narratives describing the PSTs' responses to put these categories back into context. I present two narratives below.

SOME FINDINGS: EXEMPLAR RESPONSES

In the first assignment Eastman did not refer to any specific student actions. He commented that the school hallways were noisy, the office messy and some students looked old or mature for their age. He noted that the school had only a few students of color, that the paint was a drab color, but that the general vibe seemed good. Eastman contrasted the school appearance favorably to larger city schools he had been in. The only apparent value/ethical statements related to the appearance of the school, the general paucity of science equipment in the classroom and the students' hallway deportment.

On the sixth assignment, Eastman described the usual

actions of the three students he observed, clearly based on his extended observations. He described how they were completing the task they had been assigned. Eastman included some speculation about reasons for student actions. For example, "I often wonder if he feel pressured to live up to" a certain standard. Or, "I have often wondered if her ethnicity influences her performance." He provided sufficient detail about students' work to allow him to speculate about the reasoning processes they were using. Eastman used labels such as "quiet," "fast learner," " and "sarcastic" but backed these up with extensive detail. In describing the students' reactions to the learning task, Eastman distinguished between "understanding the lesson and the lesson content," and illustrated each students' reaction to the both the learning task and their performance on the task. It was clear that Eastman had worked individually with the three students whom he described. He pointed out that although the three students produced similar products, their underlying reasoning was quite different. Eastman described two boys and one girl. He identified the race/ethnicity of the girl, but did not identify the race/ethnicity of the boys.

Eastman expressed the belief that some students needed more individual help and should be given it, and was also concerned that the teacher did nothing to help the students coalesce the key points of the lesson. Eastman was able to provide a rich range of information on the assignment. His descriptions became more elaborated over the semester.

On task 1, LeBaron provided detail about a student who loved to sing and did so because it helped him work better. He noted that students were willing to ask for help when they needed it, something he clearly valued. He described all the students in his observation site as "at risk, but for many different reasons." These students "horse around during class and work best in groups." He used labels such as "playful and talkative," with little detail. LeBaron explicitly stated that he stayed for the whole day in order to meet all the classes and complete the assignment. He didn't refer to the race/ethnicity or gender of the students, other than to say they came from "diverse backgrounds."

On task 6, LeBaron provided extensive detail about the classroom performances of the three students he focused on, including their interactions with each other. He had worked individually with one of the three students during the semester, and observed how this student interacted with another student he described. Like Eastman, he did not develop any wider category system that he then applied to other students. He used labels such as "learning disability, behavior problem, and lazy," but supported these with details about student actions. He was surprised by the level of understanding shown by one student, and pointed out that this student "chose not to answer the questions" due at the end of class, a statement that reflects some insight.

From this assignment he realized that students' actual performances in class have many causes, and felt that more programs should be provided to support students needing extra help. In describing student reactions to the learning task he focused on their levels of understanding only, providing detail from his discussions with them. He explicitly noted the race/ethnicity and gender of each of the students he talked with. He clearly valued helping each student achieve fully and felt that students should achieve to the best of their abilities. He felt that teachers should think of "user-friendly" ways to present material, and that his observations helped him learn various ways to present material.

DISCUSSION

I found that in the first year of using Task 1 some pre-service teachers gave only general descriptions of students, without focusing on the individuals in the class (e.g., "The students are active and energetic"). Some, like Eastman, had even less detail. My feedback urged these PSTs to provide more careful detail and to make clear what they meant by the adjectives or phrases they used. For the next year, I constrained the assignment in order to focus them more carefully. Most pre-service teachers in the second year attended to individual students systematically, although a few continued to offer only general descriptions. At times, in their efforts to provide information on every student, PSTs made judgments that went beyond the descriptions. For example, "David is definitely a smart young man but just does not apply himself." Both responses, the general and the over-interpreted, allowed me to write comments that would urge them to explore their tacit categorizations. In both years, many PSTs failed to note the race or ethnicity of the students they described. In follow-up discussions we addressed that lack, and its significance. Middle class European-American students do not need to attend to their race and ethnicity in a setting in which they are the most prevalent group, as was the case in the schools in which these students were placed. Race, ethnicity, and SES are very salient aspects in the lives of many students, and to ignore these factors is to risk ignoring the students.

I added task 3 the second year for two reasons. First, I wanted PSTs to become more engrossed with individual students. Second, I realized that I was expecting writing suitable to what Bruner (1986) refers to as paradigmatic knowing on these assignments, even though narrative knowing is far more consonant with phronesis. I wanted to provide PSTs a chance to use story.

Some PSTs developed compelling stories, while others chose to continue writing in an analytic and disengaged style. A few students provided unclear reasons for being intrigued with a particular student, which suggested to me that they were making some unacknowledged judgments. My feedback asked for more detail about their reasons.

Student responses on Task 6 varied. The task worked well enough that I made no changes. The descriptions given of students were richer and more complex for all PSTs than they had been at the start of the course. The conclusions that PSTs drew from the work usually followed from the descriptions given.

As the short summaries presented above show, these fieldwork tasks also reveal aspects of students' reflection and provide occasions for me to urge them to reflect more.

MY REALIZATIONS ABOUT MY OWN PHRONESIS AS A TEACHER EDUCATOR

The first thing I realized from doing this self-study is that I had not fully attended to the centrality of ethics in phronesis and in perceptive equilibrium. As a teacher educator I have been consistently concerned about the assumptions my students hold about schooling and learning but it was only in doing this analysis that the normative element has become clear to me. In the past, I know that I challenged students to explicate why they described something as good or bad, but did not help them realize that these judgments were ethical judgments. Why? Have I been unwilling to make my ethical stances clear to students? Am I afraid of entering territory that is taboo? In the future, I believe that it is important for me to help students to realize their ethical judgments and to help them refine them. Perhaps even to change them. I have not designed projects that require students to explicate explicitly what they consider of most worth. Taking the idea of wise practice seriously, it seems this is something I must do.

I have also realized that to conduct this self-study, I regarded this course as a unified experience, one that I cannot study until it is completed. I chose the elements in the course to build on and reinforce each other, so I could not study individual pieces until I viewed the whole. It is difficult to write this paper focusing only on individual tasks, but length restrictions make it necessary. By including first and last assignments, I hoped to provide a suggestion of the whole of the course.

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Listening and Responding to the Views of My Students: Are They Ready to Teach in a Diverse World? Risking Self-Study of the Internationalization of Teacher Education

CONTEXT: THE DEVELOPMENT OF THE SELF-STUDY

As a teacher educator working in the field of Social Education and broader education subjects, I have become increasingly interested in the notion of the internationalization of curriculum. The OECD (1994) stated that an international curricula requires, "An international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students" (OECD,1994, p. 5).

This definition could be applied to curriculum at the school or tertiary level. I am keen to ensure that my students have the skills to teach anywhere in the world, and are able to utilize appropriate teaching and learning strategies to tackle issues of international concern. To do this, I believe they should be engaged in the issues themselves, so in this self-study, I have reflected on my attempts to hand some responsibility for the learning over to the students, so they can inquire into the issue of internationalization.

My interest in this area was stimulated by research I conducted between 2001-2003, that showed Australian teachers are confronting the need to develop policies on internationalization, because of realities schools are facing. Students in Australian schools are now more likely than ever before to be a mix of "global nomads," young people who move across borders and nations, and other students whose lifestyles and views are the product of rich diversities of cultures and experiences. The multicultural nature of many Australian school populations has increased the need for schools to embrace international understanding. In addition, larger cohorts of full-fee paying overseas students add impetus to the need to "internationalize." Also, Australian national curriculum documents state that the core work for schools is to prepare students to function effectively in their personal and vocational lives in local and national settings, as well as in the wider global context. The challenge was there for me to think about my own practice, in ensuring that my education students could respond to these issues.

Students in my classes gain teaching experience in schools with diverse student populations here in Australia, and as they enter the profession, they may teach anywhere in the world. But regardless of where they teach, they need to understand and respond to the global flow of students, ideas and information that characterize schools in an increasingly internationalized world. A culturally parochial and localized teacher education curriculum cannot prepare them for the internationalization of education. In listening to the views of my students, I could see the benefits of collaborating with them and encouraging them to study issues of internationalization, so I attempted to develop strategies to "reframe" (Schön, 1987) my method program. I encouraged my students to define what internationalization might mean in theory, and I attempted to explore the ideas by modeling what I believed to be elements of an internationalized curriculum in practice.

As Hamilton and Pinnegar (1998) noted, "the work of self-study acknowledges…and rejoices in the uncertainty of the current world" (p.235). I was prepared to question my curriculum and invite my students to "collaborate" (as per the efforts of Jeff Northfield in his return to classroom teaching, see Loughran & Northfield, 1996) with me in the process of reframing my teaching and learning approaches. Hamilton and Pinnegar categorized the purpose for self-studies according to the levels of concern the study addresses. They argued that micro-levels of self-study are local; they begin from the immediate context of the classroom. Self-studies that begin from "macro-levels" are initiated from more global concerns, such as promoting social justice in schools through work with student teachers. In this self-study of my attempts to internationalize one teacher education subject, in one semester, I boldly attempted to study both micro and macro elements. This paper briefly explores some of the outcomes of these attempts.

STUDENTS' VIEWS AT THE START OF THE SELF-STUDY

In 2003, I conducted two audio taped round table discussions with a small volunteer group of my final year Studies of Society and Environment method students, one at the beginning, and another at the end of the semester. I asked the students to present their ideas to their

fellow students. Through the first discussion, I wanted to find out if my method program had already developed understandings about internationalization. I asked the group, "What do you think is meant by the internationalization of education?" Their views demonstrated a range of opinions about the scope of the concept.

- David believed it involved, "…making sure that we look at issues that matter to students anywhere in the world."
- Liz was sure that, "It is about helping students to be tolerant, accepting, able to form cross-cultural relationships, and develop understandings of a range of cultures. Study abroad and exchange programs are probably the ideal way for students to learn international understanding…but clearly this isn't always possible."
- Jenny articulated the view that, " There are real tensions between a curriculum dominated by European, Anglo-Celtic or Australian emphases, and the development of a truly international curriculum. No one point of view should dominate."
- Chris commented, "I think overseas students are often expected to assimilate to the dominant culture and sometimes have little or no opportunity to explore non-Western traditions in their studies or in their social life here in Australia."
- Nobuhiro said, " I suppose it's about meeting the needs of international students like me. I could go back to teach a different curriculum in Japan, but I should be able to do that after my teacher education here."
- John argued that, "Our students will be faced with many opportunities to live and to work internationally, and will be members of the competitive international workforce of the future, so they need the knowledge and skills to be at ease in those settings."

From these and other views expressed in this small start to my self-study, I learned a great deal. I realised that my students interpreted internationalization in a variety of ways, and they did not need me to construct or deliver a view of internationalization for them. I concluded that they were conscious of cross-cultural issues, the need for diverse content, issues of difference and sameness, and futures perspectives. Next, I asked the students if they believed their method studies so far had prepared them to teach an internationalized curriculum in a diverse world?

- Chris stated his answer firmly, "No, I think we need to do a lot more to be able to tackle this issue of internationalization. I am looking forward to it!"
- David commented, " We focused very strongly in the first part of the course on the nuts and bolts of teaching, how you plan, local curriculum documents, teaching techniques, getting ready to teach in schools, but we should be better prepared to teach various students, and in other parts of the world."
- Liz said there could be more focus on internationalization as a concept because, " We have touched on

big picture questions like meeting the needs of overseas students in our classes, and helping students develop real life skills that will matter in an increasingly globalized world. But I don't think these issues have been a strong focus in your class, or any others in the course. Sometimes in method we just get to the awareness raising stage…and time doesn't allow us to go into greater depth."

I was not surprised by comments. They reinforced my prior view that I needed to develop strategies to tackle these issues.

GOING FURTHER WITH THE SELF-STUDY

Wilkes (1998) argued that one possible framework for engaging in self-study is to, "follow a theme that appears repeatedly in the literature in one's own field or in one's teaching practice, and to turn that theme inward and use it as a vehicle for exploration" (p.199).

To pursue the idea of collaboration with my students, I gave them some reading and encouraged them to find views in the literature on the internationalization of the curriculum to share and discuss. They found the following statements that argue the case with a sense of urgency and mission, that young people must be empowered with greater understandings about the interdependency of the world. The views stress the need for students to develop values encompassing social awareness and a commitment to our common humanity in their local settings and the wider world.

…In Australia and worldwide, it …(is) ever more widely accepted that issues of global poverty and development, human rights and social justice, environmental challenges, peace and conflict, and thinking about and creating better futures, are inextricably linked. A future-focused curriculum should make these interconnections, and foster knowledge, skills and values that equip young people to be involved in building solutions (Curriculum Corporation, 2002).

As members of the world community, educators have a responsibility to ensure that education contributes to the promotion of equity, peace, social justice and the universal realization of human rights. …curriculum and instructional programs … should aim to develop in every person self-respect, social awareness, and the capacity to participate at all levels of world society, from local to global (World Council for Curriculum and Instruction, 2003).

HOW DID THE SELF-STUDY PROCEED?

In the past, I have often fallen into the trap of telling my students possible answers, and delivering the content that I think they need. While it was risky to hand the inquiry into internationalization over to the students, it meant they were given the chance to uncover the issues and link the theory of an internationalized curriculum to the question of how they might enact internationalization in practice in schools. Rather than me defining the focus, I saw them asking difficult questions themselves,

including: Why and how should the school curriculum be internationalized; and, What should an internationalized curriculum include?

I gave the students eight weeks to research and develop interactive presentations of their answers to their own questions. In that time, we had other sessions on issues that were related to the bigger questions, for instance, guest speakers from the Asia Education Foundation, and sessions using the internet where the students explored curriculum in other countries and discovered strategies for global education. I do believe that as a teacher educator I can assist the students to construct meanings by providing them with theories and resources that they may not uncover themselves. As Korthagen and Kessels (1999) argued, " Now and then student teachers should be helped to see the larger picture of educational knowledge" (p.7). I presented them with Pike and Selby's (1988) views from more than twenty-five years ago, arguing the case for the internationalization of education. They believed that students should learn about global ecological, social, technological, economic and political issues, and their interdependence through a model that included learning "for," "through" and "about" global perspectives in order to understand the world and their connections with it. They suggested that students should undertake a broad range of activities that include:

• Experiential learning in which students learn from their own and other people's experiences and feelings.
• Inquiry learning in which students form hypotheses, devise questions, determine how and where to obtain information, critically analyse their findings, take action and reflect upon outcomes.
• Collaborative learning in which students work in pairs, small groups or larger groups, cooperating and negotiating to solve problems or achieve intended outcomes (pp. 49-50).

Further, Pike and Selby (1988) suggested that students could experience what they are learning through the very nature of the classroom environment. This classroom environment could be shaped through students' and teachers' clear respect of each other's rights and awareness of responsibilities, and teachers' modeling of appropriate values, attitudes and behaviors. I encouraged the students to suggest how to apply these kinds of teaching models in their attempts to develop internationalized practice. They commented that Pike and Selby's work provided a valuable framework, and this reinforced my view that while the students should learn independently, I have a clear role to play in extending and encouraging their thinking.

THE NEXT STEP IN THE PROCESS: THE STUDENTS PRESENT THEIR IDEAS.

Liz began her group's presentation with this powerful statement.

"A school curriculum that does not find space for tackling big global questions, can not prepare students adequately for the kind of world they are facing. The profile of our student populations also necessitates an internationalized curriculum. Confronting issues such as the events of September 11, the war in Iraq and its aftermath and terrorism in Bali, were all brought vividly to students of all ages on television screens and through all facets of the media. These events cannot be ignored in school classrooms. Young people should not be expected to carry on studying less relevant curriculum issues when events of such magnitude occur. There are sensitive ways that teachers can allow students to explore the questions which concern them."

The group presented a range of "big picture issues" and suggestions for tackling them in practice using integrated studies approaches.

David's group argued that in an internationalized curriculum, teachers should focus on issues and skill development utilizing activities students commonly pursue:

"We should ask our students about matters that are important to them, and encourage them to think critically. They need the skills to assess information they read and gather on the web. They all enjoy using mobile phones and hotmail, so we should make those activities part of lessons, and make connections with schools in other parts of the world."

Chris warned that, " We must remember to find opportunities to increase international understanding in our local classrooms, both with international students and by encouraging cooperative strategies and team work amongst our students."

There is not space in this paper to provide further examples of student responses, but I could see tangible evidence of the students capably translating theory into practice, and developing a range of views about the application of principles of internationalization in their teaching.

STUDENT VIEWS AT THE END OF SEMESTER

After the students' classroom presentations, the conversations about internationalization continued. I noticed that the students continued to make connections to the concept as we moved on to other topics. At the end of semester, the students shared these views on the progress we had made in internationalization.

• Liz said that by focusing on the concept, "I think we have had very clear messages that we need to do more than tolerate overseas students and students from varied backgrounds, we need to celebrate and include their perspectives in what we do in our classrooms."
• Chris commented that, "There is an assumption that everyone who goes into teaching is a left wing greenie capable of thinking critically about issues of social justice, the environment, and the future of the world. I have been in classes this year where students have expressed views that really worry me, because they are closed, uncritical and unrepresentative of core values in the community, but in SOSE method you

encouraged us to develop a critical stance. We learned to use inquiry methodology that encourages kids we teach to take that critical stance as well."

• Sue said that before the course she hadn't really thought about the fact that, "As teachers we need to be able to make balanced judgments on issues, and we need to be informed. I think this course has shaken me out of complacency, and made me realize that if I am to teach any where in the world, I have to be open minded and ready to continually learn new ideas."

WHAT DID I LEARN FROM MY STUDENTS?
In 2003, it was the first time that I had overtly tried to reframe my course to introduce internationalization of the curriculum as a specific and core theme overlaying the entire methods course. I took a risk in handing the issue over to the students, for them to define and present the theoretical and practical issues. I learned that my students' learning can be enhanced by being presented with a challenge.

• As David said, "We took this issue seriously. Internationalization shouldn't be token…the odd day of eating souvlaki or sushi, and dressing up in national costumes. It should be a lived experience and something we connect to all topics."

• In reflecting back on the semester, Jenny said she had "…really developed her views about how we can engage young people in issues that matter to them and their future lives, and I have developed confidence in myself as a teacher to find out about curriculum in other countries."

In the final discussion at the end of the course, the students had some clear advice for me about what I should do in my method program in the future.

• Jenny argued that in the course, "we need to develop strategies emphasizing sustainability, and teach these issues in an integrated manner."

• Chris suggested that "International students studying higher degrees in our faculty should be used as a resource to learn more about teaching and learning in other countries in our method area…and you should keep encouraging us to ask hard questions and develop our own responses."

CONCLUSION
In my conscious attempts to develop an internationalized curriculum, I encouraged my students to construct their own theories and suggestions for practice. Together we were able to reframe approaches to a range of topics by including international content and perspectives. The self-study showed me that while I have a role in providing theoretical frameworks for students to consider, encouraging them to collaborate with me and with each other, and taking responsibility for their learning, has positive outcomes. I would like to use the words of Kondowe (2001), a South African school principal, in defining international education, as a framework for what I strive for in internationaliz-

ing my teacher education classes:
> …World mindedness; open mindedness; the promotion of a sense of global interdependence; the promotion, conjointly; of a sense of individual and cultural self esteem; the promotion of a commitment to world peace and development; a relish for the withering of prejudice; a passion for learning as process and product; respect for, and tolerance of other cultures and cultural diversity… (p.2)

But after this self-study, I will also continue to utilise the process Korthagen (2001) recommended, where my student teachers, "…explore and refine their own perceptions…(by creating) the opportunity to reflect systematically on the details of their practical experiences" (p.29). I agree with Korthagen's conclusions that, "this is also important in the process of knowledge development of teacher educators in their learning about teaching about teaching" (p.29).

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Teacher Identity Formation in a Multicultural World

When teachers lack an identity that incorporates a transformative multicultural perspective, they are likely to use mainstream teaching and learning approaches. Such an absence of a multicultural identity can perpetuate an academic achievement gap that results in higher average standardized test scores for white students than for children of color (Vavrus, 2002). Because a teacher's identity is influenced by ideological values of dominant social institutions (Althusser, 1971; Fendler, 1999), social and academic marginalization of students and citizens of color can be normalized by teachers. Hence, a teacher's agency and subjective identity are not necessarily assumed to be transcendent of dominant power relations. Nevertheless, historical arrangements of teaching, learning, and schooling are never fixed and inevitable which leaves open transformative possibilities.

A promising pedagogy is multicultural autobiographical (or personal narrative) research. Autobiographical research can be defined as "an analytical narrative of the experiences of the writer. Multicultural autobiographical research strives to deepen individual understandings of positionality" (Vavrus, 2002, p. 94). In the context of pedagogically applying multicultural autobiographical research, I describe in this paper (a) curriculum interventions used in a 2-year project with preservice teachers, (b) a brief overview of the results of those interventions, and (c) my critical reflections on that experience as a teacher educator.

During the academic years 2001-03 I developed a series of "autobiographical" curriculum interventions with a cohort that began with 44 graduate-level teacher candidates. The purpose of these interventions was to heighten teacher candidate consciousness in relation to our program's theme, "Teaching for Social Justice." Recognizing that teacher "identities are produced through participation in discourse" and that teachers can "choose between competing discourses" (Danielewicz, 2001, p. 11), this study proceeded with a working hypothesis that discourses incorporating critical refection on multicultural texts, lectures, and workshops in combination with autobiographical research on one's own teacher identity formation can (a) deepen a teacher candidate's realization of the importance of transformative multicultural education in teaching and learning and (b) help move a candidate toward an anti-racist teacher identity.

CURRICULUM INTERVENTIONS WITH TEACHER CANDIDATES

A brief overview is provided here of the curriculum interventions that were related to autobiographical research by teacher candidates into the formation of their respective teacher identities.

Family and schooling histories

During the first week of the program teacher candidates began reading, writing, and participating in a seminar on a text (Mitchell & Weber, 1999) to help them write about themselves and their early family and schooling histories. This introductory stage included preservice teachers accessing childhood school and family photographs.

Ethnic identities

Teacher candidates followed a similar procedure after reading a text about ethnic histories (Takaki, 1993) and were prompted "to relate your family history, your personal experiences with K-12 schooling/learning, and Takaki's [text] to your emerging identity as a teacher." This process was supplemented by a workshop that focused on common stereotypes that can undermine the development of an anti-racist teacher identity.

Racial identity formation

Toward the end of that first quarter the students read and responded in writing and seminar to a text on the social psychology of racism in schools (Tatum, 1999b). At the same time teacher candidates were exposed to lectures and exercises that incorporated issues of racism with a particular emphasis on definitions and analyses of the concepts of white privilege and colorblindness.

Next, racial identity "statuses" were examined in detail (see Helms & Cook, 1999). Preservice teachers further interrogated their racial identities through a workshop that incorporated Howard's (1999) work on what it can mean for an individual to be a "transformationist," a

disposition he equates with an anti-racist identity. Students were also exposed to an identity of a "white ally" as an "actively antiracist White person who is intentional in ongoing efforts to interrupt the cycle of racism" (Tatum, 1999a, p. 61). This element of their autobiographies asked teacher education students to incorporate "specific information about your racial and ethnic identity formation" into their developing teacher identities.

Social justice and identity

At the beginning of the second academic quarter students read texts by bell hooks (1994) and Dewey (1938/1974). Teacher candidates also received additional background presentations on gender, race, and classrooms as social communities. Students received the following rationale for this aspect of their autobiographical research: "The purpose of this version is to consider your perspective on social justice issues and to incorporate this information into a description of your emerging identity as a teacher for social justice."

Longitudinal comparisons on identity shifts

By the end of the third quarter students had received a variety of curricular interventions designed to further emphasize the importance of having a social justice framework for entering teaching. For this version of their autobiographical research, preservice teachers compared and contrasted how and if they perceived any changes in the formation of their teacher identity since beginning their teacher education program. To facilitate this assignment, students were given copies of their original application essays that were used as part of the admissions decision-making process. One of the short admissions essays had asked applicants to respond to a social justice and classroom teaching prompt.

Globalization effects on teacher identity

During the second year of this project teacher candidate spent the fall quarter in a full-time student teaching internship. In the winter quarter teacher candidates were introduced to the effects of corporate globalization on national economies and the privatizing of public services. The results of neoliberal public spending and taxation priorities were examined. Students were exposed to the perspective of global solidarity for emancipation as evidenced by social movements to free politically dominated groups from parochially and internationally sanctioned acts of oppression. Students also read about globalization (e.g., Bigelow & Peterson, 2002; Vavrus, 2002, chap. 6). Workshops were provided to help teacher candidates grapple with the complexities underlying these topics. Prompts that were used included the following:

a) *"What does it mean for you to be a teacher in this current era of corporate globalization?"*
b) *"In what ways could teachers embrace the human rights statements in [United Nations] documents as an expression of global solidarity for emancipation?"*

c) *"How can your teacher identity that embraces social justice be extended to include issues of globalization?"*
d) *"As a culturally responsive teacher, what kind of teacher reflection and actions might you need to engage in to help form and demonstrate a global identity that strives to encompass local-global cultural & political interactions?"*

RESULTS OF CURRICULUM INTERVENTIONS

This project generated a substantial quantity of qualitative data, the results of which can only be briefly summarized here. Reported percentages represent patterns discovered through content analyses of the data (see Sherman & Webb, 1988).

The first set of findings was based on cumulative data through the second academic quarter that included student responses to their racial identity formation, reflections on their autobiographical research, and faculty interviews with students. Eighty percent of the teacher candidates (n = 35) made positive comments in regards to growth in their awareness of racialized perspectives that they had not previously held and acknowledged that the process was beneficial to their becoming teachers. All of these students noted that they were striving to develop identities that would be analogous to an anti-racist transformationist.

Six percent, all white women, expressed abstract colorblind concepts that helped them to avoid questioning their own social positions. The other 14% of the sample did not address any issues related to their racial identity as related to their teacher identity formation. The primary reason was an overt denial of the relevancy of the relationship between one's identity formation as a teacher and one's racial identity. Two of those students, both white males, eventually left the program by the end of the second quarter.

A second data source of analysis was written reflections at the conclusion of the first year of their two-year teacher preparation program that compared the current perspectives of students to their application essays for program admissions. Forty students completed the first year and 100% were positively impacted by their autobiographical research in making connections to being culturally responsive teachers. Significant changes in their perceptions of what it means to be a teacher in a culturally diverse society were observed by 77.5%. A common realization was captured by a male elementary education teacher candidate as he reflected upon his identity formation journey:

"I failed to realize that individuals have to look inside themselves to find their own racial identity and where they are positioned in society before they can take the responsibility of nurturing another human being."

He now "cringe[s] at the dominant Anglo practices that I embraced as normal, just, and accepted throughout the years."

According to 22.5% of the teacher education students, their current understanding of their teacher identity status

remained congruent with their perspectives prior to entering the program. These were students who had previously internalized a commitment to social justice. A secondary school preservice teacher in this group explained in regards to the "multicultural and anti-bias ideals" with which she entered the program:

> "What is different about my perspective in all of these areas is that I have vocabulary, in-depth understanding, and the ability to tap into professional research on each topic.... However, I have become convinced that problems in the public school system run much deeper than I previously believed."

Most of the students in this category and in the entire sample could point to specific pedagogical skills that they had gained that supported their evolving teacher identities, like the teacher candidate who stated that she had "been provided with tools for dealing with 'isms' in the classroom."

The third data point related to data on globalization and identity formation. To varying degrees all students, regardless of their subject matter teaching area or grade level emphasis, came to make emerging but meaningful connections between globalization and the work of teachers in a broadened context of how teaching and learning can be globally framed.

CRITICAL REFLECTIONS

I entered this project with a vague albeit professionally informed sense that autobiographical research into one's teacher identity overtly connected to issues of social justice could broaden and transform teacher perspectives to making multicultural education a center piece of their teaching rather than an added afterthought. Recognizing the pedagogical benefits of an autobiographical/identity formation approach was a shift for me. I had long assumed that student exposure to workshops, lectures, and readings would be sufficient to create a critical consciousness toward anti-racism and social justice in relation to teaching and learning. My own research and experiences, however, suggested that pedagogical approaches that only focused on deepening social justice knowledge did not necessarily create the dispositional changes that I believe are necessary to address schooling equity issues.

For myself and my teacher education students family histories and early schooling experiences were a good starting point. These two variables help to foreground the fact that we bring identities already informed by lived histories into our classrooms that are unique and to remind us that K-12 students, too, have their own individual histories. Investigation into ethnic identities, too, helped us to begin peeling back identity layers of our own socially constructed ethnic and cultural histories. Nevertheless, autobiographical inquiry completed after these two steps of analysis overall generated insufficient depth for the realization of transformative multicultural dispositions and behaviors.

Extending ethnic identity formation from a historical, family-based legacy to racial identity formation in its contemporary institutional manifestations proved to be a critical turning point. Racial identity formation allowed teacher candidates and me to examine ourselves in light of what we had already considered for our family, early schooling, and ethnic experiences in relation to our teacher identities. Investigations into teacher identity formation through a race-tinted lens appears to be a volatile level of personal research for those who are beginning to acknowledge racist political economic foundations of their own nation and to look critically at their own previously unquestioned racialized identities and the social webs in which we are all implicated.

When teacher candidates were displaying a roller-coaster range of cognitive and emotional responses to the realizations and implications of their socially constructed racial identities and what this meant as purportedly committed individuals to teaching all children fairly, I found that I had to remind myself of the long haul I as a white male have traveled to come to the understandings and clarity I have gained of my own teacher identity in a racialized, multicultural world. It is at this stage of my pedagogical work where my I have found that, in order to be effective, I had to change my usual teaching approach. Although over the years I have often prefaced my positions with preservice and inservice teachers with "I'm neither a psychologist nor a counselor," I have in fact had to develop a knowledge base in social psychology in order to understand why people have difficulty reconciling new and sometimes troubling information into their identities. In particular, through individual conferences with teacher candidates I have discerned common threads of anxiety that can be barriers to individuals envisioning how they can embrace an anti-racist identity in their daily lives. I now try to anticipate these social psychological blockages in both individual conversations with teacher education students and in my pedagogy for group instruction. Nevertheless, I am always aware that each set of students presents unanticipated interactions from which I can continue to learn.

In future autobiographical research I plan to reconsider an autobiographical entry on "social justice." Because the concept is quite complex within its myriad interpretations and historical usage, social justice can be indeterminate in general usage. Given the relatively flat responses to this prompt that I received from teacher candidates in this study, i.e., narratives did not significantly differ from what they had written through the previous stage of their exploration, I realize the need to be deliberate in providing a pedagogy that is more explicit about theories of social justice in addition to what social justice might look like in practice, the latter of which were emphasized.

Having a program admissions process that includes short essays related to teaching as a career choice and to teaching in a socially inequitable world made it possible to have teacher candidates make longitudinal comparisons of their respective identity shifts after one year. This was a wonderful stage in the autobiographical research as it took on the characteristics of being both

critical in analysis and celebratory in teacher candidate growth. My only articulated benchmark goes back many years to my first published journal article when I was in my late 20s (Vavrus, 1979). The title is telling upon hindsight: "The Lingering Inequality Issue." Twenty-five years ago I was naively surprised that despite the collective knowledge US society held in and out of schools, the US was still experiencing wide-spread examples of racist institutional practices. Now I understand and am mindful that racism in its historically mutable forms is woven into the fabric of US culture and politics. I, therefore, find it necessary to remind both my students and myself of my own articulated observation that "a dominant ideology of color blindness encourages teachers and teacher educators to act as though race is nonrecognizable when it is nearly impossible in the United States to do so" (Vavrus, 2002, p. 55). This fact alone helps those of us who are consciously involved in the maintenance of anti-racist identities to accept that our identities are not fixed but rather unstable and subject daily to social situations in ways we cannot always anticipate.

The final element of the autobiographical research project involved an exploration of global identity formation in an era of expanding corporate globalization. This curriculum stage was valuable in helping future teachers make critical political and economic connections about the impact of nation-state policies on the working conditions of teachers and the parameters that are constructed around what is legitimate and meaningful knowledge to teach and assess. My work was organic in that I had not found higher education models in the context of autobiographical research into teacher identity formation that approach topics of corporate globalization and global solidarity for emancipation from oppression. The challenge was distilling the complexities around these topics and making them relevant and accessible while simultaneously creating a pedagogy to engage teacher candidates in broadening their autobiographical research to include global identity formation. Prompts I developed were generally successful in helping respondents understand the interconnectivity of their classroom lives to the political economy of contemporary globalization. I realize now that I may have only touched on the tip of this issue in my pedagogy and am now considering means to incorporate global concepts more purposefully throughout the curriculum I design for teachers.

Missing from this project was an overt inclusion of socio-economic class. To a limited degree this happened for teacher candidates during the earliest phase of their research when they wrote about their family histories. I now plan to make more explicit connections between class and capital and not wait for that understanding to be explored just in the context of globalization.

Another missing element that one of my lesbian students noted to me was sexual orientation and identity formation. Although our curriculum attended to how homophobia is expressed in schools and how teachers and communities can interrupt these negative practices, I must admit that through my normalized heterosexual lens such an inclusion had not occurred to me until this now first-year teacher spoke to me about this exclusion in her identity formation research. Unlike the issue of socio-economic class, which I mistakenly thought would be directly incorporated into the family histories and globalization curriculum stages, I had not previously considered what it might mean to include sexual orientation within teacher identity formation. Reflecting on this, it now seems quite obvious, given that our social and biological bodies and sexual selves are not separate from our personal and professional identities no matter how much this perspective is muted in public school discourse and practices. Different than a career that has centered on racial and economic equity and justice, I cannot pretend to know how I will incorporate sexual orientation into my next attempts at engaging teacher candidates in multicultural autobiographical research. I anticipate that I will be collaborating with gay and lesbian colleagues in order to develop an approach to this stage of writing about identity formation in a manner that can be effective for the range of sexual orientations our teacher candidates bring into our programs.

This project has helped me to further study my own assumptions and practices in how I perceive and act in teaching and learning situations. Like an identity that is never fixed, a teacher education pedagogy that enables students to investigate their own socially informed identities is unlikely to be fixed for me. It is important for me to recall how we now understand the concept of pedagogy as an approach that envisions effective teaching not as a "technique" but "as a process …[that]…prioritizes the constitution of learning over the execution of teaching" (Hamilton & McWilliam, 2001, p. 18). Through this autobiographical project I clearly see how the importance of multicultural learning and personal exploration *processes* must take priority over any limited conceptions I have had about teaching from a multicultural perspective.

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Appreciating the Risks of Self-Study in Professional Practice Settings

INTRODUCTION

In this paper we describe some of the risks inherent in the strategies and methodologies we use to promote self-study as an approach to learning and development in professional practice settings. We each come from separate theoretical and professional backgrounds and our methods reflect our three very different approaches to self-study: interpretive, critical/transformational, and artistic.

The learning outcomes we intend to foster through self-study include professional knowledge creation, enhancement of individuals' professional stance, transformation of the perspectives that shape our practice, and an enhanced capacity for professional reasoning, critically reflective practice and self-directed professional development.

There are also risks associated with these self-study methods. We invite readers to consider these risks, as well as the risks associated with their own approaches to self-study. At our session we hope to engage in a discussion regarding ways to deal with these risky situations across varied professional contexts. In this way, we aim to arrive at a hopeful place, where we can go beyond our fears and re-imagine risky situations as challenging opportunities for personal and professional learning.

We will each begin with a brief overview of the contexts in which we work, and describe something of the self-study methods we use in our respective professional settings, so that readers/participants can better appreciate our subsequent discussion of the risks associated with these methods.

SELF-STUDY METHODS USED BY J

I am a faculty member in a School of Information Sciences at an American university, where I teach courses designed to prepare students for careers as teacher-librarians. I take an interpretive perspective on self-study, focusing on methods that help novice teacher-librarians become reflective practitioners.

Most graduates of our master's degree program in information sciences enter youth librarianship as a second or third career. A recent sampling of entering students includes work in accounting, law, teaching, science research and social work. Typically mature, the graduates represent diverse interests, education and experience as they begin a new career as a novice.

Two literature courses offer students an opportunity to learn how to read and interpret text, a key tool for reading their own journal entries. Subsequently, their journal entries - the commentary on their own practice - will serve as the text for inquiry and self-study. Elsewhere (Watson & Wilcox, 2000), I describe the three-part reading of journal text as a strategy for learning how to make sense of one's own experience.

Documenting episodic reflections on work often opens up an experience that might otherwise lie dormant or be dismissed. What is often taken for granted may, in fact, offer a "zone of relevance" for rich examination (Schutz, 1970). Students ponder their experience by reflecting about activities and events — rather than documenting what they do. They may produce text of fifteen to thirty entries, anecdotes and questions of their experience. "The truth or accuracy . . . is established in part by the understanding it triggers in those who hear or read it" (Freeman, 2000, p. 309), a form of trustworthiness in self-reported qualitative data. Throughout a year, professionals begin the slow process to come to know themselves and their stances towards their work: the children and adults they serve, the programming they offer to the ongoing culture of schooling.

Reading one's own, as well as others', journal texts, offers a forum for collaborative self-study. Many novices continue to write and read their journal entries as a form of professional or staff development activity – a self-study. From time to time, I am invited to the small groups that they form at school or at the library. Our discussions are lively and border on challenging each other's worldviews. For the novices, my role as former teacher can easily create the old 'power' issues of how to 'read' the texts. Secondly, our worldviews, values and beliefs continue to show themselves in these authentic exchanges.

SELF-STUDY METHODS USED BY S

I am a member of the faculty in an educational develop-

ment unit at a Canadian university where I work with university educators across the disciplines, making changes in teaching to improve the quality of student learning. I consider myself to be a facilitator of adult learning, helping my colleagues to transform their teaching practices.

Professional development in this situation is an ongoing process of critical inquiry. When teachers question how to improve, the answers they formulate become the foundation for their continuing approach to practice. There have been calls in the academy to further the development of teaching through the scholarship of teaching, including practice-based inquiry conducted by faculty members. My commitment to self-study arises in the web of connections between educational development, teaching scholarship, critical practice-based inquiry, and transformative adult learning. I promote self-study as a means of self-directed and transformational professional development among university educators, and as a legitimate approach to the scholarship of teaching.

I have learned most about the transformative power of self-study through self-studies of my own professional development (Wilcox, 1997, 1998). Such studies have allowed me to become an active agent in my own learning and development, and to make and defend explicit knowledge claims about the nature of my particular area of practice (Wilcox, 1998). Most significantly, I have discovered that the transformative journey is best facilitated through collaborative relationships with colleagues (Strachan & Wilcox, 1996; Wilcox, 1997). I believe that the quality of relationships between the individuals involved in a self-study is the key to effective facilitation of self-study. I am particularly interested in my own professional relationship with my colleagues as the one who is there to facilitate their learning through self-study. Sometimes I am actively engaged in the self-study myself; other times I am playing a more-distant supporting role. But whenever I am in a professional relationship with a colleague, that relationship has the power to enable or impede the self-study process.

I have developed a two-part framework, originating in Candy's (1991) model of self-directed learning, for promoting transformative professional development through self-study. I play a different role and enter into different kinds of relationships with faculty, depending on where the interaction is situated within that framework.

Self-study is demanding, and many university faculty members benefit from activities that strengthen their capacity for this kind of research and development. As preparation for self-study, I encourage faculty: to identify their personal learning styles and preferences; to develop a personal understanding of the adult/lifelong learning process, especially in terms of the ways in which their learning may contribute to more authentic practice; to assess the conditions for learning in particular departmental and classroom settings and the impact of the institutional environment on their own capacity for learning; to select personally meaningful and contextually appropriate approaches to improving professional practice; and, to find what resources are available to support their learning.

Those who are ready for self-study may choose either independent or collaborative approaches. As one means of promoting independent self-study, I encourage faculty to use teaching development strategies (especially journaling or other types of informal personal writing) that allow them to reflect deeply on their teaching experiences, values and assumptions (Moon, 1999; Watson & Wilcox, 2000). I also recommend that faculty monitor and evaluate their own practice, by setting personally meaningful criteria for performance and collecting evidence regarding current level of competency (Boud, 1995; Hammond & Collins, 1991; Oberg, 1988; Wilcox, 1998). A third approach to independent self-study is the development of a teaching portfolio/dossier, grounded in a personal statement of teaching philosophy (Redman, 1994).

In the realm of collaborative self-study, I encourage faculty to build and explore relationships with students that will foster their own professional development as well as their students' learning, and to collect and use feedback from their students (Rando & Lenze, 1994; Weimer, 1988). I also assist faculty in efforts to learn with colleagues/peers, through action-learning networks, discussion groups, peer feedback, and mentoring (McGill & Beaty, 1995; Collier & Wilcox, 1998; Hutchings, 1994, 1996; Zachary, 2000).

SELF-STUDY METHODS USED BY M
I am a faculty member in the School of Rehabilitation Therapy at a Canadian university where I work with undergraduate students learning to become occupational therapists (OT's) as well as graduate students involved in research degrees in rehabilitation. I have an artistic perspective on self-study, focusing on strategies to enlighten and develop the artistry of practice in occupational therapy students. The strategies that I use with occupational therapy students to promote professional artistry include journal writing, learning contracts, and portfolios.

Student journal writing offers a valuable opportunity for the students to approach their work with professional artistry by engaging in their own reflective discussion about complex issues such as ethical dilemmas; awareness of personal/professional boundaries, etc. Students are encouraged to express themselves verbally but also to use creative and artistic forms of expression as well if they wish. As an educator I can respond to the journal entries and pose questions that encourage deeper reflection, but at the end of the day the student can reject my opinion. My dilemma is that I believe that students should access this opportunity to practice reflection when it is available, but I wonder if I am skating on thin ice when I suggest that the student needs to demonstrate increased reflection? I am doubtful about my ability to fail a student because of minimal effort in journaling.

Learning contracts have been found to be beneficial in both the academic setting and the fieldwork setting to facilitate self-directed learning (Gaiptman & Anthony, 1989; Tsang, Paterson, & Packer, 2002) as students specifically outline their learning objectives, available

resources to assist in reaching these objectives, and finally, evidence that they have reached their educational goals. My dilemma here is that sometimes I need to ask students to redo their learning contracts so that they meet clear criteria such as being realistic, understandable, measurable, behavioral and attainable. Students cannot always see what I mean unless I show them examples of other students work, which then deviates from the goal of being truly self-directed. Does this mean that I have to fall back on a more prescriptive approach or can I negotiate a middle road somehow?

A final example of my accountability dilemma occurs when graduating students complete a professional portfolio (Alsop 1995 a & b; Bossers, Kernaghan, Hodgins, O'Connor, & van Kessel, 1999; Crist, Wilcox, & McCarron, 1998), which encourages reflective practice. The portfolio is completed just prior to graduation as students are about to start their new careers as beginning practitioners. I am again faced with decisions about the depth of expression and whether the student has done enough work to demonstrate reflective practice versus just submitting a very basic minimum standard or level of work. One extra caveat here is that I am reluctant to fail a student at this late date and thus prevent the student from graduating with his/her peers.

ASSOCIATED OUTCOMES AND RISKS

In considering our approaches to self-study, we quickly realized that some of the risks we had experienced were common to all of us, across our professional contexts. A risk we all identified is in determining the correct "challenge to support" ratio: What degree of safety is required so that a professional will successfully undertake the risks associated with reflective learning? We have each found that providing adequate support for self-study is especially risky when time is short – a problem that is all-too-common when working with busy professionals. Another risk common to our three approaches is that roles must be renegotiated so that power relationships can shift and learners can assume responsibility for their own professional development through self-study.

In addition to these common areas of risk, we have each identified risks that arise from the particular methods we use. Jinx's risk issues center on the values that inform professional practice while Margo's revolve around professional accountability. Susan's issues highlight professional identity. We elaborate on these issues in the following sections.

Risks experienced by J

I am often surprised to hear others tell me that they do not know how to reflect on their work. They only know how to report what they do or have done. Learning the art of reflective inquiry appears as a risk to some students. What's the "right" answer? What should I be doing? translate into cries for help from those who lack experience in examining their own work. How do we negotiate the shifts in power that are a necessary part of helping others – in this case, learning how to go about one's own

self study? Whose values, views and knowledge matters? Mature practitioners have learned through experience to trust the evidence found within a text. Novice practitioners may kowtow to the old mode of trusting the expert. In learning how to trust their own insights and subsequent learning, novices become more comfortable with the process of self-study. In trusting that growth will occur from another's self-study, seasoned practitioners can affirm the process of self-study without giving "advice" and professional "wisdom." Some practitioners take a while to trust their own judgment in reading the journal texts of their first few years, and continue to ask me for advice on what they perceive to be problematic in their work. Through my own self-study (Wilcox, Watson, & Paterson, 2004), I have found that with a full professional career behind me, with official and self-perceived role and label of "teacher," I may find it too easy to point out my own interpretations of events. I must allow others to find their own way in making sense of their own journal entries.

Differing values create an arena for risk-taking in using interpretive tools for self-study. When one youth librarian and I disagreed about how she addressed a young boy in her group, I found that I was imposing a particular cultural frame about gender that she was reluctant to embrace. She informed me, "You were not there and could not see the context." Absolutely correct. My data came from her oral story-telling and journal entry. I was making sense of her experience through my own frame of reference and it made no sense to her. When one invites others to share in the "opening up" of one's personal text, varying perspectives and world-views may come into conflict. How we negotiate those differences, as we stay honest with each other in our interpretations of one person's text, continues to challenge me as a self-study.

A third risk appears when learners are too impatient, too rule-bound or enamored with old forms of power in relationships to trust the slow process of inquiry inherent in interpretive self-study. Members of a self-study group must learn to honor varying viewpoints but, at the same time, insist that readers use evidence to help make the case for the stance. In leaderless groups – essential to sow the seeds of self-study – this process aspires to an ideal, too often sort-changed in a busy professional world.

Risks experienced by M

In all of the above situations there is a potential risk of cultural differences interfering with educator/learner communication and thus impacting on learner success. Educators must guard against imposing their views on the student. That's hard work because of their years of professional experience and because of offering a grade associated with the coursework. There are therefore issues of evaluation. How can we fairly evaluate the non-reflective student who has trouble being self-critical and thus does not get the idea of reflective practice, self-directed learning, etc. And what of those students who

actively engage in the self-study process, yet submit poor work as evidence for their learning. Are we justified in failing a student when their work is based on self-study?

It seems to me that issues of accountability cannot be avoided when we are in the business of educating professionals, who will themselves be held accountable for their approach to practice. Ideally all will get into the practice of self-study but we know that some need much more support and direction than others. But how to do that in a diverse community of learners where the educator has the ultimate power to promote or fail individuals?

These risks seem quite formidable for educators especially when my external evaluation may seem to contradict the spirit of self-study, which could be perceived by students to be an internal process. Yet this is part of the reality of academia whereby the educator does have power and does need to make decisions about the quality of the student work. The educator is accountable to the degree granting institution even if only as a decision of passing or failing. In fact in the instance of a student failure the educator must be even more accountable as the student is entitled to "due process" which could culminate in an official university Appeal through a Student Discipline Committee. I therefore find myself needing to be very clear with students about what my expectations are and what degree of flexibility is available.

Risks experienced by S

Two types of risks surface when I set out to facilitate transformative learning in academics as a means of fostering their professional development. The first area of concern arises in my work with novice academics. When I invite doctoral students to adopt a professional identity that incorporates a sense of self as "teacher," this often challenges their newly emerging professional identities within their disciplines. Busy with learning how to think and act like cultural theorists or research biologists, electrical engineers, psychologists or management specialists, these novice academics are hesitant to consider approaches to academic activities that do not seem to be common or valued within their disciplines. They have a need to belong, and are leery of any advice that may threaten that goal. Transformative approaches ask them to rethink how things are done within the academy, and not surprisingly, not all students are keen to adopt alternative ways of thinking and doing things when they do not feel secure within their disciplinary communities.

The second area of difficulty for me comes up when I am working with established professionals. When experienced tenured faculty are required to rethink the philosophical underpinnings and daily habits of their longstanding teaching practices, their professional identities are challenged – and many discover how closely their professional identity is tied to their personal sense of self. Such profound re-thinking inevitably affects their relations with colleagues and students and often has a remarkable impact on their personal lives. Yet support (emotional, holistic, psychological, spiritual) for academics as people is woefully inadequate.

The greatest risks may be those associated with the task of facilitating self-study among university faculty – in other words, the risks for the facilitator. The task of facilitating self-study demands a very special caring relationship between facilitator and academic/teacher. Universities are not places where such relationships are understood or valued. The capacity to foster such relationships is a gift – and we are afraid of things we cannot learn. We can choose to develop this capacity (self-study itself is particularly useful in this regard), but it is unlikely that efforts to develop in this area will be appreciated by others in the academy. Our facilitation efforts will be most appreciated by those individuals and works we work with, but these relationships are confidential. Also, when we facilitate self-study, the focus on the self-study, and the self who "owns" the study. In educational contexts we want to be invisible, to fade into the background while the learner takes ownership of their development. But in institutional contexts, this means there is a great risk that the valuable work of the facilitator will be unseen, devalued, not protected or supported. This is a huge loss to the institution in terms of realizing the potential growth and development that it hopes to achieve through educational development activities.

OUR HOPES

How can we act responsibly, finding ways to foster learning and development in risky self-study situations? Our hopes come from the ways we work with novice and senior professionals to engage them in identifying the risks that are there for all of us, and determining how we can negotiate and manage them together. Self-study with novice and experienced professionals should promote open and honest dialogue, with exchanges that might nudge thinking in new ways. This project is complicated, however, by the increasing diversity within our communities of practice. It requires a particular type of communication skills and of course it demands reflexivity among those who seek to promote professional development through self-study. Our hope is that, with practice, self-study will help professionals to appreciate the diversity of ideas, perspectives, and values shaping their professional experiences.

Assuming responsibility for one's own professional growth would appear high up on any number of self-actualization scales. And yet, to assess one's own work, to examine personal and professional growth and change represent what it means to be a professional of the highest order. It would appear that when professionals do not assume a self-critical stance, others step in to do the assessment for them. Thus, for example, teachers feel personally challenged by standardized tests created and mandated by those who do not teach. By integrating a philosophy and diverse tools of self-study into professional preparation programs, novices will have a chance to practice the kind of thinking and reflection that seasoned professionals do almost automatically. Authentic professionals create the kinds of self-knowledge that

open up avenues of understanding and communication. Technical knowledge – without reflection – no longer suffices in an increasingly diverse world.

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Genuine Tasks as Academic Assessment: Dilemmas in Meeting Both Student and Institutional Requirements

THE CONTEXT OF THE ASSIGNMENT TASK

For the first time in our teacher education program, a single subject in Teacher Librarianship has been offered; students must have prerequisite professional qualifications in Librarianship. This unit concentrates on teaching and learning issues involved in being a teacher librarian, as well as the recreational aspects of being a school librarian. Novel reading for both recreation and providing vicarious contexts and experiences is central to the work of teacher-librarians, but few librarianship courses offer units concerning Children's Literature. In order to ensure that the students enrolled in the course read and responded to a number of adolescent novels, as opposed to reading about them, the major assessment task was designed to provide the students with a real working tool (a reading diary) as well as the experience of reading children's literature, perhaps for the first time since they themselves were adolescents. The divergence in taste between adult readers and teenage readers is documented (Brown, 1997; Children's Book Council of Australia, 2000-2003; LaMarca, 1997); librarians need to be able to appreciate children's tastes, as well as see beyond this to the way in which teachers may want to work with the books.

SETTING UP THE TASK

The context for assessment of the unit is described in the unit guide followed by a specific description of the task itself. Following discussion with the students about what the task entailed, I sent out an email with an attached example of my own work, suggesting that the format and headings were useful, but that layout and organisation of ideas was a matter for them.

The example was not unlike an entry in an annotated bibliography, headed with a bibliographic citation followed by its award status. There was a brief synopsis of plot, themes and characters, followed by comments arranged under suggested headings: Age; Use with children; Teaching ideas from web sites; Other media; Related books; Reviews. I thought the example, in conjunction with the comments in the email, and following discussion of the task as outlined in the unit guide, clarified what

was required. It seemed to me straightforward, almost self-explanatory, particularly the form. Their finding reviews, related titles and adaptations would demonstrate their reading about children's books and would satisfy me that the appropriate course reading was being covered.

I should have smelled a rat when they asked me questions like, "How many books should we do?" I stressed that the quality of the work and usefulness for them was what mattered. I also informed them that they should be very careful about plagiarism and pointed them to the documentation about this on the subject web site.

STUDYING MY OWN PRACTICE

When reading the students' work, I realised I had a problem; I was, as Johnson has it, woken up (Holt-Reynolds & Johnson, 2002, p.16). What I expected and what the students had written were at odds; I wanted to find out why. I planned to speak with them about the task because I was worried about how closely some had flirted with plagiarism. I thought that I could have explained more clearly the purpose of the task, particularly the aspects dealing with classroom applications and recommending books for kids to read. I had thought the headings themselves would provide a framework for their writing and responses, but they hadn't.

I keep all my working notes and tape all sessions. I used the descriptions in the online unit guide and my notes, and listened to the tapes, including those that concentrated specifically on feedback about the assessment tasks. I have tried to tease out some of the ways in which I may help resolve the dilemmas I face about the extent to which the work should meet the requirements of the writer if it compromises academic standards too far.

READING THE SUBMITTED WORK, AND INITIAL RESPONSES

I expected them to write something very like my example; I anticipated they would not only note, but also be familiar with the style I had used. What I hadn't considered was that the short synopses of the books would be difficult for them to write. On the one hand, very informal, even careless, writing showed me their response as

readers (which I wanted), but left me with the problem of assessing this as "academic writing."

An essay about children's books would not have been so problematic. Students can generally be expected to understand the genre of an academic essay. The writing would have been more formal, and they would have cited their work more carefully. But the task would not have been so formative for them. They would have been writing "about children's books" probably from secondary sources, rather than responding as readers.

Then there was the problem of plagiarism. Some students were worried about the writing this task required and not wanting to submit "poor" writing, they used blurbs from the books, or summaries from reviews. Sometimes, these were directly acknowledged and sometimes indirectly, but not in the text. How was I to deal with this? There was no attempt to "cheat" – no one was hiding where the work came from; the style of the task itself suggested less formal "academic" acknowledgement of sources.

As I started to assess their work, I felt compelled to write notes for myself concerning all the assumptions I had made about the task, and the guidelines I had given. These formed the basis for questions I wanted the students to consider at our next session.

I was concerned that under one of the headings suggested for the task, "uses with children," one student had used ideas from the web exclusively, rather than writing her own responses. This was concerning because I was unsure of the extent of her personal response to the books. In terms of the task, she had provided ideas for teaching using the novels, even if the ideas were not her own. I had said that other teachers' ideas could be used, but I had wanted to see that they themselves had considered how a teacher might use the novels in a classroom situation.

I became quite despondent about two diaries: one because it was almost entirely made up of other people's words, and one because it was extraordinarily informally written – indeed, "scrappy." On the other hand, I had two diaries of exceptional quality.

REFLECTION WITH THE STUDENTS AND THEIR RESPONSES

In the first session of semester two, I spent quite some time going over the assessment of the Reading Diary, in order to consider assessment as an issue, and to clarify some of my concerns about plagiarism. I asked them to consider in writing a series of questions: *What do you think the Reading Diary was for? How did you think it would be assessed? How do you / do you think you may use it in the future? What features were most useful for you in doing this task? What would you recommend should be changed? What would you recommend should be explained more fully? Do you understand what plagiarism is, and how to cite things correctly, particularly web sites?* Responses were then shared and transcribing this discussion confirmed some of my suspicions about what had gone wrong, and surprised me with practices of my own which I had not anticipated.

The students had all thought the work was done for their own purposes, and this influenced the way they wrote it. If it was personal, and not for publication of any kind, then "plagiarism" of ideas, or chunking useful text had not been a consideration for some of them. Unpolished writing also did not matter, because the work was only for the writer. "I had that it was a work in progress… and getting larger" (Kim). "I thought it was for my future use and when I want to remind myself on the content of the book … because by the word "diary" I thought it was something for me – personal – only my English is not adequate …" (Naoko).

The way they thought the work would be assessed varied greatly. The two students whose work had concerned me thought the task was directed at their finding information about the books: "See, I thought it was totally what we found out there that was being used" (Dale); " I thought on how successful I would be to get those information for my diary" (Naoko). Another assumed that the work would be judged on the titles' suitability for inclusion in a good children's collection; "I took it more as a rationale regarding book selection, whether they're of an appropriate nature" (Chris). Another thought that it would be assessed on the quality of the book reviews, seen as central to the task of starting the long-term recording of responses to books, a working librarian's reference tool. "I thought it might be the quality of the reviews as well, because … even though you might have forgotten the book because you read it 15 years ago, … you remember your feelings … if you've done the review well, that's what will particularly trigger you to recommend it" (Kerry). All of these assumptions can be extrapolated from the online task description. Half the group had found this genre – the writing of brief reviews/synopses of plot, theme and character, very difficult. "I actually found it really hard sometimes … you know how concise those back blurbs are – I found that really hard to try then and do my own – I've never done it before" (Dale).

They thought they would use the diary for their own future reference when asked by teachers or students about book titles. The most useful aspects of the task related to their own reading, either enjoying the process of selecting particular titles, such as showcasing "neglected" books (Chris), building a tool like one that a practicum supervisor used (Kerry), or simply the act of reading a large number of books, even books they would normally never choose (Dale and Kim). No one mentioned the "related books" section. When I explained (at length, as I seem always to do) why I had thought they might find this section useful, I saw the light dawning on their faces "Oh, I see what you're getting at …" (Ashley); "I've got a lot of reading to do over summer!" (Dale).

None thought the task should be changed. "I thought it was fine! I saw the purpose of the task, its relevance …" (Chris). "Loved doing it, loved the reading" (Dale). However, about half said they thought a number of things should have been explained more fully, especially

(accompanied by laughter) plagiarism and my assessment criteria. One even said, "The whole task! You sent around an example, which I based mine on because I couldn't visualise the task, but it would be useful to go through each section and say what you wanted" (Kim).

WHAT I LEARNED ABOUT MYSELF

The first thing I learned about myself in transcribing (as opposed to listening to) the tapes is that I talk far too much, particularly that I speak for people. I was disappointed that I probably quashed comments by the very people to whom I needed and wanted to listen. It had seemed important to say quite a lot, because I thought I had clearly not said enough in preparation for the task, and I worried that things had not been clearly understood. When people said things that reinforced my own thinking or concerns, I tended to jump in enthusiastically to make some comment, or expand the discussion. In fact, I suspect, I simply reinforced the importance of my own voice in relation to theirs.

In relation to my assessment practices, I clearly made a number of assumptions about the nature of the task and students' independence or confidence as learners. I had assumed the task to be well explained in the guidelines and then clarified by the example I sent. In fact, the genre was not familiar to those outside Language Arts backgrounds, and this made the task both difficult for them and sometimes disappointing for me.

I had assumed they understood the purpose of the task, and therefore, what I would be looking for in assessing it. I had underestimated the extent to which I needed to specify the assessment criteria. Some of the work that had most worried me resulted from these two assumptions. Other people's words and ideas were used and/or adapted because of their lack of confidence with the writing itself, and because of their perception that I wanted them to demonstrate their wide reading about the books. I had deliberately left the task as open ended as possible, so that students would develop it for their own purposes.

I had not appreciated the importance of audience. I had emphasised that the work was personal; that it would form the start of the systematic recording of the reading of children's books - forming the basis for a reference tool. However, in doing that, I gave permission, in a sense, for normal academic standards to be dropped. If the work was for private use, then the use of blurbs or reviews, or teaching ideas from websites, or unpolished prose is, in a way, irrelevant. Yet the outcome I had expected, that of people writing with real purpose and in a form that would be helpful for them, was more than met with two excellent pieces of work, one of which was not only outstanding, but changed the emphasis of the task, and adapted it for a real working situation. The work was publishable, but it was still "personal" in a real sense.

Language is so significant. I used "diary" in naming the task. Somewhere in the history of the development of a subject proposal "diary" emerged and it stuck. Some students (fairly) inferred "private" writing, which by its nature is not academic. "By the word 'diary' I thought it was something for me" (Naoko).

Another notion of audience was fleshed out later in the year when I asked the students to compare the two major tasks for the year. In semester two, they were to assess non-fiction materials through an annotated bibliography designed to support an extended unit of work. I gave very explicit guidelines and assessment criteria for the task; not only because they requested it, but because I had already determined to do so to see if there was any substantial change in the overall "academic" standard of some of the work (which there was). While they confirmed that they felt more confident approaching the task not only because the genre was familiar but because they understood better what I wanted, it was the sense of audience (other teachers) that drove the work, and made it necessarily more "formal" and "academic".

The audience I had not anticipated was me. I had assumed that, in talking about the task as something useful to them, and given their life experience, that this would frame the work. Some of their comments indicated that they were, of course, writing for me. Given this, I am unsure whether more detailed guidelines will improve the "standard" of the diary task next year, or merely inhibit the work some students will do. Both Holt-Reynolds and Senese have experienced students' engaging with only the minimum requirements of a task where tight structures are in place (Holt-Reynolds & Johnson, 2002, p.15; Senese, 2002, p.51).

WHAT THE STUDENTS CONFIRMED

My reasoning about why people had written their work in the way that they had proved reasonably accurate. Their use of blurbs and others' reviews was based on their feeling uncomfortable about the task they were given – people without Language Arts backgrounds found the book reviews difficult, as did the student from a non-English speaking background; on the other hand, students who wrote very articulate reviews had a very clear understanding of how the reviews would be useful.

I had fallen short in anticipating the problems students would have with the genre, exacerbated by my assumptions. However, the purpose of the task, making the students read and respond to books, met my expectations and in some cases far exceeded them. The best piece of work took the intent and form of the diary and extended it to answer a particular curriculum purpose in her school. It was a very satisfying piece of work for her, it helped her colleagues, and it stimulated and excited me. If she had followed a really tight "criteria-driven" template, I suspect she may not have produced anything like it.

Finally, I was right about the value of the tasks themselves. There are real problems in courses like this in trying to align our academic expectations with the growth we want students to have through experiencing writing pieces of work they will use in their professional lives. This problem can be serious indeed if the work is graded. I know students can feel hurt when very personal work, in which they have invested some self-examination and even taken risks in expressing themselves in

new ways, receives a mediocre grade. Their emotional response can be quite damaging. Where we can offer detailed constructive criticism in a non-judgemental way, the students can grow.

In the end, although I worried that I let students down in providing insufficient guidance, I was heartened that all said both tasks should be retained - exactly as they are. The tasks were valuable. Dale learned, "I have a lot of books to read over summer!", and Ashley, who thought evaluation of resources was instinctive, learned to look through a teacher's eyes, rather than a librarian's. "I've learned so much about year 8 history in doing this!" (Ashley).

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"That's What I Am Here For"

AN INVITATION TO OUR READERS

This is a written invitation to a visual presentation. The presentation will be of the results of a project that began in January 2004, when we first got the cameras out of their new boxes, and will continue up to the presentation at the Castle, in June 2004. Who knows what will happen after that?

All the way through the process we are inviting comment and discussion from any colleagues who would like to join in. These colleagues include – at least – our own face-to-face community in Nottingham (thank you Kelone, Margaret, Trina and David!), the mystery reviewers of our promissory notes (the proposal, the February early draft), and any of you who join in at the Castle.

The written paper is not the presentation. We hope each enhances and illuminates the other. However, the presentation itself will be visual and discursive: not reducible to fixed printed words of explanation or rationalization. The visual part is not available either in a hard copy or in digital form. So if you want to join in, you will have to come and see it!

INTRODUCTION

At the last Castle conference we presented a self-study of our two, complementary roles within the informal education of teacher educators as (better) researchers. For both of us the job combined the relatively humdrum but essential tasks of administration and budget balancing with a human, principled, personal, engagement with individual researchers and their projects. Since then we have continued to work closely together. Both of our jobs developed and changed in response to outside pressures of finance and of politics, within and outwith the university. Joseph continued to work with researchers and research students (at least until April this year, when he started a new job in the Education Faculty, working with the Department of Secondary and Tertiary Education). Morwenna continues to work with the research students. She also does research, almost all of it collaborative, and she teaches undergraduate and postgraduate teachers. We were keen to continue self-study of our everyday roles within teacher-education, paying particular attention to the significance of the professional relationship between academic and support staff in universities.

The title of this piece of research is a quotation from one of us. Joseph often says to anyone thanking him, "That's what I am here for." The study is one rather than two self-studies because we are mindful that for each of us our roles are defined with and against the other's.

The self-study indeed constitutes a "risky journey of hope." It confronts the often hidden power-relations that underpin our everyday practices within teacher

education. The hope is that we will contribute to a better appreciation and understanding of such practices. The risk is that we will discover things that are uncomfortable to know!

This is what we hope will come out of the project: (a) We develop an insight into our own roles; (b) We can better interrogate the taken-for-granted working relationships between academic and support staff within Faculties of Education; (c) We encourage others to examine their own professional relationships with colleagues in different roles; (d) We use an unfamiliar self-study method and enjoy learning from it.

In research, we still pay a lot more attention to the evidence of words and numbers, and a lot less to the evidence contained in images. There is a small but lively tradition of visual research within self-study, e.g. Mitchell and Weber (1999), Perselli (2003), Weber and Mitchell (1995). This tradition is in conversation with research within the humanities and the social sciences, including education, using various kinds of images for research (Pink, 2001; Prosser, 1998; Smith and Emmison, 2000; Walker, 1999). This presentation should be a contribution to those traditions at the same time as it enables us to do self-study - to share something of our own learning about our professional selves. Each of us will experiment with a visual representation of our working lives. We hope that this will encourage us to gain new insights into what we do and how we perceive what we do.

Morwenna has been impressed by a book by the feminist philosopher, Michele Le Doeuff (1989), on the "philosophical imaginary." Using examples from Kant and Descartes, Le Doeuff demonstrates how imagery is part of how we think. It is not reducible to the kinds of plain prose theorizing that philosophers take themselves to be doing –but do not actually do in practice. She points out that in philosophy we will find:

> … statues that breathe the scent of roses, comedies, tragedies, architects, foundations, dwellings, doors and windows, sand, navigators, various musical instruments, islands, clocks, horses, donkeys and even a lion, representatives of every craft and trade, scenes of sea and storm, forests and trees. (1989, p. 1)

She also argues, strongly and cogently, that images and words in a theoretical text work both with and against each other but are not reducible to each other:

> Let us stress, once more that imagery and knowledge form, dialectically, a common system. Between these two terms there is a play of feedbacks which maintains the particular regime of the discursive formation. (1989, p. 19)

Imagery gains its power, I would suggest, from the images all round us. Words are put together against a background of taken-for-granted visual knowledge. Moreover the society in which we live is visually literate. Photographs (like film, video, diagrams, maps, drawings, etc) are powerful shapers of our understanding (Mitchell and Weber, 1999; Weber and Mitchell, 1995). They are images: not mere mirrors, not pieces of neutral data.

Our self-study is in four phases. This allows the data gathering and analysis to proceed in a series of iterative cycles. In this March draft, Phases 1 and 2 are complete.

PHASE 1

Mid-January, 2004: The new cameras arrived. For both of us it was the first time we had really used a digital camera. We needed help. (Thank you, David!) And we needed to practice. So our first pictures were just our first attempts at learning what to do, on the day that the cameras arrived. We had originally thought we could take pictures of one "ordinary" working day. However as we discussed which day to choose, we realized that no one day is "ordinary." So our second thought was to take pictures all through four working days. But this did not work either. After just a day we had an unmanageable number of pictures – and anyway it was all becoming somewhat intrusive both to us and also to our immediate colleagues. (This was so, even though, reflecting on comments in Prosser (1998), we were careful to ask permission, and also to suggest that anyone who wanted could turn the tables and take pictures of us instead.)

So, in the end, our first set of pictures had no clear "sampling frame." They included those first pictures taken on the first day. And everything since. To be frank, we took pictures during the course of a week, as the mood took us. Occasionally, we took pictures of each other.

4 February, 2004: The pictures were now on our computers. We printed them out into "thumbnails." (A new discovery this, too!) We then discussed what we had, recording the discussion using a digital tape-recorder.

We had thought that we would be able to create a first poster. We had also thought we would make the discussion available as part of the presentation. But both ideas were wrong!

It very soon became evident that there was a great deal to learn about ourselves from looking at and comparing the two sets of photographs. But creating a poster was going to be a much longer job. All we could manage was a schematic diagram and a promise to think more about it, before we carried on into Phase 2. Moreover, the full discussion – like subsequent ones – was a little too frank about colleagues and our work place for public consumption. So we have only drawn out the main themes.

We noticed immediately how many more pictures Morwenna had taken, and wanted to take.

MG: There are more [photos]. I couldn't stop myself could I? It's addictive, actually.... Let's look at yours.
JW: So this [photo] is the Degrees Committee. Then you see, my worry I've got is that all mine are like this [second photo].... That's it. That's my day. That one. Most days.

This made us make us think harder about how "interesting" our jobs really were. We kept returning to this. We wondered if it was just that Morwenna's job was visually varied, that pictures without words gave a wrong impression. But as Joseph said: "You are all over the place. It really is a self-study, isn't it? Because I've thought my

job was varied, but looking at that, it couldn't be more samey." Other differences between the two jobs also struck us forcibly. For instance there were pictures of Morwenna, but not Joseph, at home. There was also a series of pictures of Joseph, but not Morwenna, having to be charming to a difficult colleague in order to get some repairs done. Morwenna but not Joseph appeared in very casual clothes. Some of these observations surprised us. Morwenna commented, "It's a bit breathtaking how much I am out of my office and in very different places."

Finally we produced a first attempt at a poster. We thought we could arrange the photographs into this kind of a framework. The diagram/poster we produced was really just a table into which we could fit our pictures. We went off to think a bit more about it, and to take some more photographs, especially Joseph who had so few, compared to Morwenna.

PHASE 2

Early February 2004: We had taken some more photographs. We had also sent out an invitation to some other colleagues to collaborate with us in making our poster. Because of the pressure of Castle deadlines, the invitation was at short notice, making it impossible for some of them to come, even if they had wanted to. However, three of the research students – Kelone, Margaret and Trina – all came. This time we printed out rather larger pictures, because the thumbnails were too small for anyone other than ourselves to understand.

We spread the pictures out on the big round table in the meeting room. Before arriving, Morwenna had spent some time trying to sort the photos. The original simple framework had proved inadequate, and she had come up with some complicated diagrams analyzing the different experiences of work in the two roles. When she tried to explain them to the others, it became clear that this was a mathematico-logical kind of arrangement – a sort of job description in a Venn diagram, rather than a visual presentation. It had got very complicated:

JW: The blue [shape] represents J Block. The black one represents the whole of the university. And this lot, where they overlap, is people, people coming in, isn't it?
MG: That's human links. It's people coming in. But this is human bits of J Block. And this is where they've come from outside…. And this is the physical bits of it…and that's public spaces…and that's private spaces….
JW: That [picture] is half J Block and half Colin and David.
MG: David's J Block
MS: I'm ever so confused.

Moreover the pictures were too big! They wouldn't fit into their allotted spaces.

JW: This is the worry I had, you see, how we're going to fit the photos in the space…
MG: We'll need a poster the size of a table
JW: Or even bigger.

As Kelone, who teaches art education said: "You should also consider the idea that you are making a poster and it has to visually work as well."

The poster was not going to work as a Venn diagram, but we played with some version of the diagram for some time, looking at the pictures, sorting them and puzzling over their relationships. This discussion was electric. Suggestions, ideas, questions, musings: all combined with laughter and thoughtful silences to produce a critical, reflective dialogue. Joseph and Morwenna realised, reflecting on the photos that they needed to take pictures of each other. Just as we do not see ourselves without a mirror, we do not see ourselves through the lens of the camera.

Some of the questions and ideas helped us "make the familiar strange." For instance they made us re-consider our jobs – the aim of the self-study.

> MG: And that's public spaces and that's private spaces. Only Joe doesn't have any private spaces. Which was interesting. We only got the [category of] private spaces because I took photographs of my office. And I thought "Oh, right! Joe and Michele are the only ones without the private spaces," which was a bit of a shock.
> MS: A bit of a shock to you as well, Joe? (laughter).
> MG: I don't think you'd noticed it had you Joe?
> JW: Well no, you don't notice it, really.
> KKP: You can start thinking about it.
> JW: I don't think my job warrants it, having a private space. We're open for business at all times. …
> MS: Can you get business done, if you're always open for business?
> JW: Well, I don't know. But you have to, don't you?

The questions and ideas also made us re-consider the visual impact of our photographs, and how to use that for the purposes of the study.

> MG: I know immediately, that [this photo]'s a member of primary staff or that [photo]'s an MA student.
> TFH: Do you want us to know this?
> MG: Well, it's links with a whole range of people, isn't it? But maybe that wouldn't work visually, if I'm needing to put words on it.
> KKP: It will get much better as you start to cut them to place them closer to each other.
> MG: Mm.
> KKP: It will … because there's a good balance between "Let's cut a collage for the visual" and people saying "Let's not lose anything! Let's not lose much."
> MG: I mean – you know how somebody like David Hockney writes on his pictures. A lot of people do. We could do that afterwards. Couldn't we?

The suggestions went beyond the original poster idea to ideas for a variety of different forms of visual presentations—perhaps including a poster or two. How we might present some of this in a visual way became one of the liveliest discussions. Suggestions ranged from making a composite digital image, to a huge paper poster, to slideshows, to postcard whirligigs, to large walk-around cylinders, to washing lines with pegs on. Some of these ideas were daunting for technical reasons. Neither of us is much good at making things, or doing clever things with pictures on the computer.

PHASES 3 AND 4

A further two phases will allow further exploration of the possibilities inherent in the method, and are intended to contribute to the critical and reflective stage of the study. These phases will be complete by June. There is still a steep but exciting learning curve ahead. Phase 3 will be a presentation at the "Discourse Power Resistance" Conference in April. Some of the ideas for visual presentation can be tried out. The discussion will be taped, with the permission of the participants. In Phase 4, in May, 2004, colleagues in Nottingham Trent will be invited to participate in a discussion of the presentation: to suggest further ways in which the study can be presented and to reflect critically on what the study means – not only for us, but also for their own working relationships. If it is possible, they will be invited to bring photographs of their own.

WHAT HAVE WE LEARNT ALREADY?

We now have concrete examples of some of the power relations that underpin our own everyday practices, which had previously been hidden to us. We have also been able to find some uncomfortable evidence about the taken-for-granted working relationships between academic and support staff within our Faculty of Education. Discomfort provokes thought and reflection, at least. If provocation is partly the aim of the project, then it is easier to use it positively. We hope that it will be. We have enjoyed the process of uncovering it. It has also been instructive. For Morwenna, working with image in this way has thrown a fresh light on concepts such as embodiment and reflexivity, concepts that are surely central to self-study.

The presentation will be a workshop. There will be no formal spoken introduction and explanation. Instead we hope to provoke lots of discussion as a result of how we present the visual material, in a number of different formats.

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Ultralab South

RONNIE DAVEY
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Are We the Very Models of a Modern Teacher Educator?

The only constant, they say, is change. This presentation will outline a self-study by two teacher educators who in the last 18 months have taken what might be considered the ultimate "risks" in the increasingly diverse career that is teacher education.

Both of us till recently have been "lecturers" in the mainstream mode of teacher education in New Zealand (and elsewhere). viz: College-based postgraduate pre-service education. One of us has been teaching pre-service English methods and professional studies courses for secondary student teachers as well as Masters level courses in literacy education. The other has been teaching pre-service and in-service secondary and primary qualifications courses on ICT in education and research methods. We had comfortable, tenured positions in government funded mainstream pre-service education with a primary responsibility for teaching formal "courses" to "teachers-in-waiting."

In the last year however, both of us have taken leaps of faith into the "other sides" of teacher education, sides that appear much less often in the literature or in teacher educators' accounts of their professional lives. One of us went into the field of purely school-based in-service teacher education (in New Zealand such people are called

school Advisors), providing non-qualifications based professional development to teachers in schools. The other went into the field of managing research projects on teacher professional development in a private research centre. In doing so we have left several (almost all?) of the professional comfort zones that we previously inhabited as teacher educators, and have become acutely aware of the fact that, in our country at least, teacher education is itself a considerably diverse field of professional activity. In New Zealand for example, there are just as many "teacher educators" whose job is to provide ongoing, in-school professional development for teachers as there are college or university-based "lecturers" providing formal qualifications for undergraduate or postgraduate. In New Zealand at least there is also a new but considerable pressure for teacher educators to take on the hitherto not-required task of full time research—something that until very recently has not been part the teacher educator's job description.

The presentation reports the journalled self-study of two teacher educators in professional transition, in a career itself in political transition, not to say upheaval, and of the reconceptualisations and redefinitions of what it means for us to be "teacher educators" that has occurred in undertaking these transitions.

JEFFREY J. KUZMIC
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"Working the Hyphen" in Teacher-Research (and Self-Study): Exploring Guilt, Anxiety, and Researcher Subjectivity

CONTEXT

As I have continued to explore my work as a teacher educator through self-study, I find myself returning to Avery Gordon's (1997) metaphorical use of the concept of "hauntings"—a conscious acknowledgement of those issues/questions/experiences of our teaching/research that are disturbing and need attention—as a strategic starting point for my work. My self-study research has focused on my exploration of my role as a teacher educator within the context of a course for beginning teachers. This course, titled Teaching as Research, is one of two induction year courses that beginning teachers take to complete their first certificate Master's program in Teaching and Learning. My previous work (Kuzmic, 2002) has focused on examining my own understanding of the purpose and practice of research in light of the beginning teachers who are taking the course. Within this vein I have sought to explore relations of power (what I

have referred to as a class system) in the educational research community, the meaning of this for teachers doing research, and the implications for my role as a teacher educator working with these teachers. A second strand has explored how I (and perhaps other teacher educators) "discipline" teachers in ways that reinforce their disempowerment rather than empowerment as professionals.

AIMS AND GOALS

My current research/haunting builds on, yet deviates from these previous efforts. While still focusing on my teaching of/in Teaching as Research, this project explores the ways in which doing teacher-research (undertaken by the teachers in my class) and self-study (undertaken by me in this course) are epistemologically and ontologically situated (Guba & Lincoln, 1994) in ways that blur and even redefine the boundaries between subjectivity-objectivity, between personal-professional, and between private-public. In particular, I focus on the impact of guilt and anxiety as components of researcher subjectivity when conducting teacher-research and how my efforts to understand these might contribute to my own understanding of self-study.

Specifically I draw on the experiences of one student in this class, Jessica, during the Fall of 2002 for whom teacher-research blurred the boundaries between the personal and the professional and filled her with a sense of guilt, shame, and dread. The intensity and impact of these on both her teaching and her research caught me off-guard and were more or less new to me in my ten years of teaching this course. Like Cochran-Smith and Lytle (1993) I have viewed teacher research as an avenue for professional growth and this course as a mechanism to assist teachers in enhancing their understanding of their teaching and themselves as teachers in ways that are useful and empowering to their work as teachers. Jessica's experiences challenged, or at least complicated, this core assumption that I brought to the class. While Jessica worked her way through these feelings (primarily, after the course had concluded), her experiences and struggles with the process of doing teacher-research have haunted me over the past year. This paper is my attempt to make sense of her/my experiences, to further explore my work as a teacher educator, and to grapple with my own understanding of self-study.

METHODS

Drawing on Jessica's work for the course (including her research journal, course assignments, written research report, interviews, and video recordings of presentations of her research), and my own struggle to work through this with her, I examine how the process of doing teacher-research, for Jessica, expressed itself in guilt and anxiety. Drawing on what Michelle Fine (1994) has termed "working the hyphens" as a conceptual starting point I analyze Jessica's experiences as the renegotiation of her identity and the redefining of the boundaries between subjectivity and objectivity, between personal and profes-

sional, and between private and public. In this case, by examining the hyphen that separates and merges ones identity as a teacher and as a researcher I will examine not only the tensions inherent in doing teacher-research, but the meaning and possibilities of thinking about the hyphen that separates and merges one's identity as teacher educator with that of researcher embedded in our constructions of self-study.

OUTCOMES

For Jessica, guilt and anxiety were the terrain on which she struggled to redefine her professional identity to accommodate that of both teacher and researcher. While painful, the outcome overall was positive in the long-term, if not the short-term. Drawing on the deconstruction and reconstruction of Jessica's experiences in doing teacher-research has provided the foundation for articulating, anew, my own thoughts about the following: the connectedness between the self in self-study and those pre-service or in-service teachers with whom we work; the interplay between the complexity of researcher subjectivity and the process and conduct of self-study research; and the role of guilt, anxiety, and other contextually situated emotions that shape and give meaning to one's work as a teacher educator and research through self-study.

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Understanding the Meaning of Reflexivity in Self-Study: Results of Research on Judgement Artistry

CONTEXT

This presentation will present my reflections on doing research on the topic of judgement artistry in occupational therapy professional practice. In particular I will focus on understanding the meaning of reflexivity, which was one dimension that emerged in this research. I will describe this recent Ph.D. research and also discuss my reactions to the dimension of reflexivity in self-study and particularly in relation to the Castle 5 conference theme of "Journeys of Hope: Risking Self-Study in a Diverse World".

AIM/OBJECTIVES

- To describe my findings on reflexivity as part of a larger research project conducted on the topic of judgement artistry
- To describe my own process of reflection on the topic of reflexivity
- To engage in discussion with others about their own approaches to reflexivity in self-study

METHOD

As an educator in a Canadian University studying as a Ph.D. student by distance education at the University of Sydney Australia, I was constantly challenging my own approach to self-study in particular being both an occupational therapy educator as well as a graduate student learner. Although this research was situated within occupational therapy education and practice, I believe that my findings are useful to other professions including teacher educators involved in Teacher Education Practices.

This presentation will deal with the dimension of reflexivity, which was one of four dimensions that emerged as critical to understanding the phenomenon of judgement artistry in occupational therapy professional practice. According to the Concise English Dictionary (Hayward & Sparkes 1982, p. 961), reflexivity is defined as "action by the subject upon him/herself." My use of the term reflexivity implies not only reflective-ness but also ongoing (reflexive) self- evaluation and development, arising from and feeding back into practice.

The notion of judgement artistry was a construct developed in this research to bring together fundamental aspects of occupational therapy (in particular, client-centred care and practice wisdom) and an emerging understanding of the nature of professional practice (in particular, the important place that higher level judgement has in the complex, uncertain, and rapidly changing world of professional practice). The overall focus of my research was on the cognitive, meta-cognitive and humanistic aspects of professional artistry. Judgement artistry refers to the capacity of professional artist practi-

tioners to make highly skilled micro-, macro-, and meta-judgements that are optimal for the given circumstances of the client and the context. It utilizes the unique knowledge base, frame of reference and reasoning capacity of individual practitioners in the task of processing and unraveling highly complex problems which arise in professional practice including: demanding, moral and ethical issues; questions of value, belief, and assumptions; the intricacies of health issues as they impact on people's lives (adapted from Fish 1998; Fish & Coles 1998; Higgs, Titchen & Neville, 2001).

The goal of this research was to identify key factors (external and internal) that characterize the phenomenon of judgement artistry in occupational therapy practitioners. This research was situated in the interpretive paradigm and used a hermeneutic approach. My goal was to understand the phenomenon of judgement artistry from the perspective of occupational therapy educators and practitioners, therefore data were collected through focus groups and in-depth interviews with these two groups. A total of 53 individuals from four Commonwealth countries (Australia, Canada, New Zealand and the U.K.) took part in these group and individual interviews. In addition, eight occupational therapy educators and practitioners critiqued the final model developed in this research and gave feedback on the model. Throughout the research the data were analyzed using three hermeneutic approaches: the fusion of horizons, the hermeneutic circle and the dialogue of question and answer. This presentation will concentrate on the dimension of reflexivity.

OUTCOMES

This research produced a three-part model. The first part presents four key dimensions of judgement artistry in professional practice that emerged from the data analysis: professionalism; multi-faceted judgement; practice artistry and reflexivity. A number of elements were also identified for each of these dimensions. This presentation will focus only on the fourth dimension of reflexivity. This model was interpreted initially in a generic professional sense and then more particularly from an OT perspective. The judgement artistry model makes a unique contribution to the field of expertise in professional practice by offering a creative and challenging perspective on expertise and quality practice in an era when practitioners are struggling to demonstrate evidence-based practice. I will describe this recent Ph.D. research and also discuss my reactions to the dimension of reflexivity in relation to self-study and in relation to the Castle 5 conference theme of "Journeys of Hope: Risking Self-Study in a Diverse World".

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Positioning Ourselves for the Journey: Exploring Identity as Teacher Educators

CONTEXT

For the past 14 years, we have been teacher educators. During these years, we have been constantly involved in exploring the question: What does it mean to be a teacher educator? In other words, we have explored the formation of our identity as teacher educators in terms of our teaching, our research, and the politics of our institutions. We recognize this has not been a static process of simply taking on an identity as a teacher educator. Instead we realize this is a fluid process. During this past year, we have found ourselves deeply involved in re-positioning ourselves as a teacher educator and a faculty member in a college of education within a higher education institution. This presentation attempts to explore our understanding of our identity as teacher educators, faculty members and participants in higher education.

AIM/OBJECTIVE

The purpose of this presentation is to explore what we have learned about teaching, teacher education, and politics in a college of teacher education from the perspective of our own journey toward identity as a teacher educator. We recognize that as we assert our understanding of teaching, research, and teacher education we actually are positioning ourselves as teacher educators thus establishing our identity as a teacher educator. In this process, we not only position ourselves we also position our colleagues and our institutions. In this positioning, we reveal not just the position we are taking, but also the storyline we want to tell and the presuppositions and purposes in these statements. We recognize that what accompanies positioning that we assert, take on, reject, or impose on others are the implicit moral duties, obligations and rights of that role and the expectation of enactment of these. In this study, we have treated speech acts as determinant.

METHOD

During the past year, we have specifically written statements in response to the question: What does it mean to be (or what do I understand about being) a faculty member in the school of education in higher education? Using positioning theory, we have analyzed these statements using the triad of position, storyline, and illocutionary force as suggested by Harre and Langenhoven (1999).

OUTCOME

For this presentation we have analyzed these statements and developed written analysis and graphic representations of our positioning. These documents identify not only our understanding of our positioning, the storyline and the presuppositions underlying this positioning, but also our positioning of our institutions the institutional storyline and our understanding of the presuppositions and purposes of our institutions, schools of education and fellow faculty members. Through this analysis we will also represent our understanding about what these graphic representations reveal about the moral obligations, duties, and rights we ascribe ourselves and the others involved.

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Can I Communicate the Educational Influence of My Embodied Values, in Self-Studies of My Own Education, in the Education of Others and in the Education of Social Formations, in a way that Contributes to a Scholarship of Educational Enquiry?

CONTEXT

At the AERA 2004 Symposium of the S-STEP SIG on "The transformative potential of individuals' collaborative self-studies for sustainable global educational networks of communication" I participated in a collaborative presentation with other practitioner-researchers who shared the following commitments:

We are a group of teachers, professional educators, and education administrators, working across the levels of education systems. Each of us asks, "How do I improve what I am doing for personal and social good?" Each of us aims to generate our personal educational

theories (Whitehead, 1989) to show how we are doing so through our contributions to the education of social formations in our own settings. This symposium is an opportunity to test the validity of these claims against the critical judgement of peers, in the spirit of the AERA organisers' themes, to make public a consideration of "what counts as evidence in high-quality educational research, how educational research informs and is informed by practice, and the nature of the social, political, and historical contexts in which educational research is conducted and used" (AERA, 2003).

The Castle Conference offers a context to continue this process of validation by providing time for a more sustained focus on the validity of a claim to know how to transform ontological commitments in a self-study of educational influence into living and epistemological standards of judgement.

PURPOSE

In this session at the 2004 Castle Conference I want to invite the participants to exercise their critical judgements in evaluating the validity of my claim to educational knowledge. My claim is that I can communicate the educational influence of my embodied values in self-studies of my own education, in the education of others and in the education of social formations. I am seeing the significance of my claim in terms of a contribution to a scholarship of educational enquiry that shows how embodied ontological and ethical values can be clarified in the course of their emergence in educational relationships. The key epistemological point is that the embodied values are transformed, in the process of their clarification and emergence, into epistemological and living standards of judgement that can be used to evaluate the validity of the knowledge claims. The presentation can be seen as a continuing enquiry into the implications of the question that formed my address to the British Educational Research Association in 1988 on "How do we improve research-based professionalism in education? A question which includes action research, educational theory and the politics of educational knowledge" (Whitehead, 1988). It can also be seen as a contribution to what counts as evidence in self-studies of teacher education practices in claims to know one's educational influence in the education of oneself, of others and of social formations (Whitehead, 2004).

METHOD

I will use video-clips of my educational relationships in supervision sessions with doctoral practitioner-researchers to test my claim that I can communicate my embodied experience and recognition of a flow of life-affirming energy and pleasure in my educational relationships.

I will invite the participants to engage in a dialectic of question of answer in relation to the answers I have given (Whitehead, April 2004) to the questions:

- Can I communicate the ontological power of an inclusional "will to live" and "will to knowledge" through a Daughter's birth?
- How do I express the meaning of a loving warmth of humanity through a Father's death, a Son's birth and a Colleague's death?
- How can my ontological commitment to living a productive life be expressed as an epistemological standard of judgment?
- What is my ontological commitment to enquiry learning?
- How can I communicate an ontological commitment to an inclusional way of being in my educational relationships with my students?
- What do I mean by an ontological commitment to post-colonial practice in the spirit of Ubuntu?

OUTCOMES

If the claims I make stand up to the critical evaluations of the participants in relation to their evidential base then the outcome will be a contribution to the new scholarship of educational enquiry. I am thinking particularly of a contribution to the epistemology of the new scholarship in terms of the living and communicable standards of judgement that can be used to test the validity of claims to educational knowledge that are being made from within a living theory approach to self-study.

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Fifth International Conference of Self-Study of Teacher Education Practices

Herstmonceux Castle, East Sussex, UK., 27 June - 1 July 2004

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