

**LEARNING THROUGH TEACHING:
A NARRATIVE SELF-STUDY
OF A NOVICE TEACHER EDUCATOR**

BY

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ABSTRACT

This thesis reports on a small-scale, qualitative study of learning through teaching in three postgraduate modules in Education at a South African university. In the thesis, I take a narrative self-study stance toward research and pedagogy to explore my lived experience as a novice teacher educator. I illustrate my research journey by tracing the development of my key research question and re-examining my research and curriculum design processes. I use the medium of a 'narrative self-study research collage' to represent and engage with a range of data derived from my experience of teaching in the three modules.

The thesis makes two unique contributions to the education field. The methodological contribution is the use of a textual collage, which draws on visual and language arts-based approaches to educational research, as a medium for data representation. The creation of the collage and its presentation in this thesis contributes to the ongoing development and exploration of alternative forms of data representation in educational research. The conceptual contribution of the thesis is the conceptualisation of my teaching-learning-researching experience as educative engagement. This conception of educative engagement offers a new way of looking at pedagogy and research in academic teacher education. In addition to these two unique contributions to the field of Education, the thesis adds further understanding and impetus to the growing body of work that seeks to explore and value the teacher self and teachers' self-study in the context of lived, relational educational experience.

DECLARATION

I affirm that this entire thesis is my original work.

Kathleen Jane Pithouse

As the candidate's supervisor, I have approved this thesis for submission.

Professor Relebohile Moletsane

DEDICATION

I dedicate this work to the memory of Professor Michael Graham-Jolly.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BEd Honours	Bachelor of Education Honours
CPTD	Continuing Professional Teacher Development
HIV	Human Immunodeficiency Virus
IPET	Initial Professional Education for Teachers
MEd	Master of Education
PhD	Doctor of Philosophy
SAQA	South African Qualifications Authority
UKZN	University of KwaZulu-Natal

GLOSSARY

Academic teacher education:

In this thesis, I use the term ‘academic teacher education’ to differentiate postgraduate level, university-based education for teachers (Honours, Masters, and Doctoral degrees in Education) from initial teacher education or in-service professional development.

African, Coloured, Indian, and White:

In the apartheid era (1948-1994), the government used the racial classifications of African, Coloured, Indian, and White to stratify South African society. ‘African’ referred to people who were understood to be indigenous to Africa, ‘Indian’ referred to people who were understood to have ancestral heritage from India, ‘Coloured’ referred to people who were understood to be of ‘mixed race’, and White referred to people who were understood to have ancestral heritage from Europe. These racial categories are still used by the current government for policy and data collection purposes. When I refer to these categories in this thesis, I am aware that they are, in one sense, artificial and somewhat arbitrary socio-political constructions. However, I am also aware that they continue to have a significant influence on the lives of people in post-apartheid South Africa. I am also aware that these categories play a significant part in processes of identity construction in South Africa. Although the terms ‘Coloured’ and ‘White’ are not generally capitalised, I capitalise them in this thesis to show that I am referring specifically to constructions of race that are a legacy of the apartheid era.

Educative experience:

According to Dewey (1934, 1938/1963), an experience has educative value when it facilitates and enhances physical, intellectual, or moral growth. An educative experience should also enable one remain open to stimuli and opportunities for further development in new directions and should add to the general quality of one's life by "[arousing] curiosity, [strengthening] initiative, and [setting] up desires and purposes that are sufficiently intense to carry [one] over dead places in the future" (Dewey, 1934, p. 14).

Mis-educative experience:

According to Dewey (1938/1963), an experience that impedes or warps the development of further experience is "mis-educative".

Postgraduate:

In South Africa, the term 'postgraduate' has the same meaning as the term 'graduate' in North America; it refers to a course of study that is carried out after taking a first (or undergraduate) degree.

Scholar-teacher:

In this thesis, I have borrowed the term "scholar-teacher" from Nash (2004) to refer to teachers (either practising or experienced but currently non-practising) at school and university levels who are actively engaged in academic study and research.

Teachers' experiential-scholarly inquiry:

In this thesis, I use the term 'teachers' experiential-scholarly inquiry' to refer to teachers undertaking scholarly inquiry into their own teaching and learning experiences and practices.

Teacher-researchers:

When I use the term 'teacher-researcher' in this thesis, I am referring to teachers at all levels (including school and university teachers), across all subject areas, who research their own lived educational experiences and practices. At times, I also use the terms 'schoolteacher-researcher' or 'teacher educator-researcher' to distinguish between teacher-researchers who work at school level and those who work in teacher education.

Working educational theory:

In this thesis, I use the term 'working educational theory' to denote a contingent and provisional set of ideas about an aspect of education. In my view, a working theory prompts further educational practice and theorising.

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CHAPTER ONE

OPENING

This thesis reports on a small-scale, qualitative study of my lived experience as a novice teacher educator-researcher in the field of academic teacher education¹. In this opening chapter, I reconstruct and articulate the development of the key research question that gives direction to the study. From there, I identify and explain the research aim that underpins the study. I go on to give an indication of my narrative self-study stance toward research. Then, I briefly introduce my research setting and participants. I conclude by outlining the structure of the thesis.

The Development of my Key Research Question

Bachelor of Education Honours and Master of Education Degrees

In 1999, five years after obtaining my initial teaching qualification, I returned to university to study part-time for a postgraduate² Bachelor of Education (BEd) Honours degree. At that time, I was working at an independent girls' school in Durban, South Africa as a teacher of English and learners with special educational needs. Although, for the most part, I found my teaching very rewarding, I felt that I needed additional intellectual and professional stimulation and hoped to find that through further study.

When I page through my collection of BEd Honours documents, there are a few pieces of my coursework that catch my attention and that I feel excited about rereading. These include a critical analysis of a Grade 7 teachers' 'Curriculum 2005 Re-training

¹ In this thesis, I use the term 'academic teacher education' to differentiate postgraduate level, university-based education for teachers (Honours, Masters, and Doctoral degrees in Education) from initial teacher education or in-service professional development.

² In South Africa, the term 'postgraduate' has the same meaning as the term 'graduate' in North America; it refers to a course of study that is carried out after taking a first (or undergraduate) degree.

Workshop’³ that I attended and an evaluation of my design and implementation of a Grade 8 English ‘Phenomenal Women’ curriculum unit that looked at issues of gender and female role models. These essays, through which I explored what Goodlad (1994, p. 1263) refers to as the “experiential level” or what Goodson (1990, p. 308) terms the “interactive level” of curriculum, were produced with the encouragement and guidance of my BEd Honours lecturers in the area of Curriculum Studies, Professor Michael Graham-Jolly and Professor Relebohile Moletsane. With their support, I rewrote the ‘Curriculum 2005 Re-training Workshop’ essay as a journal article and achieved my first academic publication (see Pithouse, 2001).

In these two early examples of my academic writing, I can see a growing curiosity about possible connections between questions of teacher empowerment and agency and teachers examining and making meaning of their own experiences and practices. My work at that time was influenced by ideas of “teachers as researchers” (Kincheloe, 1991, p. 18) developing “emancipatory authority” (Giroux, 1997, p. 103) by way of the “intellectual practice” (ibid.) of “curriculum theorising [through] seeking meaning and direction for curriculum experiences” (Marsh, 1997, p. 270). My interest in “teachers as transformative intellectuals” (Giroux, 1988, p. 125) was fed by the understanding I gained from the work of South African education scholars about how the repressive and technicist apartheid-era (1948-1994) training and management of teachers continued to constrain the professional experiences of many teachers after apartheid policies had been dismantled (Christie, 1999; Gultig, 1999; Jansen, 1999a).

³ One of the main and most controversial post-apartheid education policy changes in South Africa was the introduction in 1997 of a new national curriculum, known as Curriculum 2005 (see Department of Education, 1997a, 1997b). Critics of the Curriculum 2005 ‘re-training workshops’ offered to in-service teachers argued that they were of a largely superficial nature and were based on a limited, instrumentalist conception of the dynamic relationship between teachers and curriculum transformation (Pithouse, 2001).

As I look back at my BEd Honours coursework, I can distinguish the initial emergence of a particular area of interest in the field of Education as well as a growth in skill and confidence in my practice of education scholarship. In retrospect, I identify the convergence of these phenomena as the beginnings of the development of a ‘professional-academic voice’ that would provide me with direction and means for further learning and research. I also see how Professor Graham-Jolly and Professor Moletsane contributed to the growth of my professional-academic voice by giving me space to discover my own research topics and by their constructive responses to my work:

Your advocacy of curriculum theorising as a strategy for South African teachers in a period of change is well argued and made more compelling by the inclusion of a personal ‘story’ and ‘journey’. (Extract from Professor Graham-Jolly’s comment on my essay on the ‘Curriculum 2005 Re-training Workshop’, 2000)

Very well argued Kathleen! I particularly like the section where you are reflecting on your curriculum unit using the various theoretical ‘groundings’ available. (Extract from Professor Moletsane’s comment on my essay on the ‘Phenomenal Women’ curriculum unit, 2000)

I remember that I finished my BEd Honours degree at the end of 2000 with a sense that I had embarked on a journey of intellectual and professional discovery. This prompted me to enrol for a Master of Education (MEd) degree by thesis, in the area of Curriculum Studies. With the support of my supervisors, Professor Graham-Jolly and Professor Moletsane, I undertook a narrative inquiry into my own curriculum experience as a teacher in the context of a ‘Teen Stories’ creative writing project that I conducted with two Grade 7 English classes in 2001 (see Pithouse, 2003). In the Teen Stories project, the learners spent several months producing collections of short stories about teenage experiences for our school library. As part of the project, I asked the learners to record their thoughts and feelings about the writing process and the project in daily journal entries. I also kept a journal during the course of the project. I chose to

work within the research genre of narrative inquiry because I understood it to be a form of curriculum inquiry that would allow me to start with and remain close to my lived educational experience (Clandinin & Connelly, 2000). Furthermore, as an English teacher, with a particular interest in creative writing, I was drawn to the idea of researching my experience of the Teen Stories project through “a dynamic process of living and telling stories, and reliving and retelling stories” (op. cit., p. xiv) .

Rereading my MEd thesis, I can trace a strengthening of my motivation, insight, and sense of self as a teacher and education scholar. My efforts to come to a deeper understanding of my experience and practices led me to search for meaning not only at the academic and professional levels as I had done in my BEd Honours coursework, but also at a personal level. I now recognise this as a shift in the growth of my ‘voice’ from professional-academic to personal-professional-academic.

In looking at the Teen Stories experience through the lens of my personal history, I came up against my uneasy, ambivalent relationship with the educational privilege that had characterised my school experience as a White⁴, middle-class, high-achiever in apartheid South Africa. While acknowledging the socio-economic benefits that my privileged schooling continued to bring me, I grappled with my shame at having been advantaged by the unjust and immoral apartheid education system. I also became more

⁴ In the apartheid-era, the government used the racial classifications of African, Coloured, Indian, and White to stratify South African society. ‘African’ referred to people who were understood to be indigenous to Africa, ‘Indian’ referred to people who were understood to have ancestral heritage from India, ‘Coloured’ referred to people who were understood to be of ‘mixed race’, and White referred to people who were understood to have ancestral heritage from Europe. These racial categories are still used by the current government for policy and data collection purposes. When I refer to these categories in this thesis, I am aware that they are, in one sense, artificial and somewhat arbitrary socio-political constructions. However, I am also aware that they continue to have a significant influence on the lives of people in post-apartheid South Africa. I am also aware that these categories play a significant part in processes of identity construction in South Africa. Although the terms, ‘Coloured’ and ‘White’ are not generally capitalised, I capitalise them in this thesis to show that I am referring specifically to constructions of race that are a legacy of the apartheid era.

conscious of the “mis-educative”⁵ (Dewey, 1938/1963, p. 25) aspects of the privilege that had constrained my learning experiences by keeping me apart from children of other races, languages, socio-economic backgrounds, and perceived abilities. In addition to re-examining my schooling history, I looked at how my teaching work with learners who were identified as having special educational needs had given me some insight into how it might feel to be a learner who is set apart from the mainstream by difficulty or difference and by others’ responses to that difficulty or difference. Through this process of autobiographical inquiry, I gained more clarity about what motivated me to teach and to pursue further study:

Through this interpretive work, I have become conscious that the teaching story that I wish to author in the future is one in which educational privilege is not understood as an advantage that is available only for a few, but rather as a sacred and vital civil right for each South African child. I have come to understand that my personal tension with the constraints of exclusive educational privilege has propelled me towards my teaching intention of facilitating inclusive, supportive, and genuinely educative classroom curriculum experiences for every learner. (Pithouse, 2003, p. 60)

In the light of this new depth of comprehension of my own teaching aims, I made a close examination of the learning and teaching that had taken place during the Teen Stories project. From this, I identified a number of key factors that I understood to have contributed to some measure of success in achieving my aspiration of privileging the inclusion, affirmation, and fruitful growth of every learner who participated in the project. I then reconstructed these observations into eight experiential precepts that could guide and inspire me as a teacher and that would be reworked through my continuing teaching practice and inquiry. In summary, these pedagogic precepts involve:

⁵ According to Dewey (1938/1963), an experience that impedes or warps the development of further experience is ‘mis-educative’.

- (a) encouraging and making use of ongoing learner input,
- (b) facilitating interaction among learners to expand opportunities for shared and individual reflection,
- (c) responding constructively and supportively to each learner's work as often as possible,
- (d) attempting to do the tasks that I require learners to undertake,
- (e) allowing the real interests and preoccupations of learners to inform the actual curriculum,
- (f) being mindful of how emotional and social factors can interact with learning,
- (g) offering genuinely creative learning experiences,
- and (h) making it possible for learners to see themselves as agents of their own learning processes.

In terms of the academic level of my evolving personal-professional-academic voice, I moved from discoveries about my individual teaching aims and pedagogic precepts to a conceptualisation that could take my particular curriculum experience beyond the personal and position it in the context of broader education discourse. I drew on the work of Dewey (1934), Eisner (1995, 1998a), and Greene (1994, 1998, 2000) to theorise my teaching and learning during the Teen Stories project as an artistic-aesthetic experience. I contrasted this conceptualisation with the narrow, apartheid-era construction of teachers as curriculum technicians and considered how a re-imagining of teachers as potential artists might enhance curriculum practice in South African schools.

As I trace the development of my personal-professional-academic voice through the text of my MEd thesis, I can also recognise how my early interest in the potential benefits to teachers of engaging in curriculum theorising matured into experiential,

personal insight into the “educative” (Dewey, 1938/1963, p. 28) value of such an undertaking. For an experience to have educative value, in the Deweyan sense, it should facilitate and enhance physical, intellectual, or moral growth. It should also enable one to remain open to stimuli and opportunities for further development in new directions and should add to the general quality of one’s life by “[arousing] curiosity, [strengthening] initiative, and [setting] up desires and purposes that are sufficiently intense to carry [one] over dead places in the future” (Dewey, 1934, p. 14). I understand my BEd Honours and MEd experiences of scholarly inquiry into my own teaching and learning as educative because I can see how they contributed to my personal-professional-academic growth and gave me direction, interest, and confidence for ongoing educational practice, study, and research.

I concluded my MEd thesis with a commitment to further exploration of my ideas about links between teachers’ inquiry into their own educational experience and the development of what I then identified as “a sense of personal and professional authority” (Pithouse, 2003, p. 74). I explained my conception of teacher authority in terms of teachers empowering themselves to: (a) reconstruct and make meaning from their own learning and teaching histories; (b) establish personal teaching aims; (c) critically and creatively examine their teaching practices; and (d) engage in discussions of their experiences, reflections, and conceptualisations with other members of the education discourse community.

PhD Proposal

After completing my MEd thesis in July 2003, I went on to write a PhD proposal. With a mixture of regret and anticipation, I had resigned from my teaching post at the end of 2002. I took this step because I had decided to study full-time for my PhD and because

I was interested in moving from school teaching to university teaching and hoped to acquire some relevant experience during my years of doctoral study. Looking back, I can see how this professional decision, as well as my ideas about the educative potential of teachers' inquiry into their own experience and practices, influenced the development of my PhD proposal.

In my PhD proposal, I put forward my intention of carrying out a narrative inquiry into the learning experience of a group of teachers engaging with and making meaning of their own educational histories and practices in the context of an MEd module on HIV and AIDS in education. I planned to design and facilitate this module under the guidance of my PhD supervisor, Professor Moletsane. I chose to locate my inquiry within a module on HIV and AIDS in education because it was an area of concern for me. A further motivation for my choice was that reading that I had done (for example, Badcock-Walters & Whiteside, n.d.; Coombe, 2003; Crewe, 2000) suggested that teacher education in the area of HIV and AIDS in South Africa was often hampered by failing to integrate teachers' personal and professional experiences into the learning process. Another reason was that in my reading I had not come across any studies of actual pedagogic experience in the area of HIV and AIDS-related teacher education at university level.

I saw my study as having two interactive layers of inquiry: (a) my narrative inquiry into (b) the group's experience-orientated inquiry process. Not having participated in or facilitated this kind of process among adult learners before, I gained ideas about the potential value and challenges of inquiry-based learning in an adult group setting from my reading of texts such as Kasl & Yorks (2002a), Kluth & Straut (2003), and Nieto (2003a). I also drew on: (a) my BEd and MEd experiences of personal-professional-academic growth through inquiry into my own history and practices as a teacher; (b)

my longstanding interest in ideas about teachers as researchers (Kincheloe, 1991), transformative intellectuals (Giroux, 1988), and curriculum theorists (Marsh, 1997); and (c) on reading that I had done on the transformative learning potential of dialogic, experience-orientated inquiry among adult learners (including, among others, Kasl & Yorks, 2002b; Marsick & Mezirow, 2002; Taylor, 1998). I proposed to explore possible connections between a teacher group's experience-orientated inquiry and what I referred to as "transformative learning and action" (PhD Proposal, November 2003). I linked my ideas of transformative learning and action to my developing conception of teacher authority:

I believe that this transformation should go beyond the restrictive apartheid notion of teacher authority as power derived from office and power to enforce obedience, and offer a more expansive view of teacher authority as power gained from enlightened, reflective practice and power to take action.

My key research question was: *How can my fellow teachers and I bear witness to the overwhelming HIV/AIDS crisis in KwaZulu-Natal⁶, acknowledge our vulnerability and fear, critically examine our own pertinent experiences and thoughts and feelings, explore broader discourses, and take meaningful action?*

Refining my PhD Proposal

My proposal was accepted, but with two main recommendations: (a) that I "confront and explore [my] own subjectivity" and make clear "to what extent [my] gaze [would] be that of an other and to what extent [I would] succeed in transforming [myself]" and (b) that I refine my initial idea of looking at 'transformative learning and action' to give it a more specific focus that could be studied within the confines of the fieldwork context (the university classroom) (Comments from the Higher Degrees Committee,

⁶ A recent survey of South African national HIV prevalence (Shisana et al., 2005) indicates that KwaZulu-Natal is the province with the highest HIV prevalence rate (16.5 %).

December 2003). These suggestions challenged me to embark on a process of interrogating my own position in my study and clarifying my object of study.

When constructing my main research question for the PhD proposal, I had positioned myself as a ‘fellow teacher’ with my prospective research participants. As I reworked the question over time, I began to realise that although I was a teacher in the sense of my professional identity, I needed to look more closely at my role in my PhD research. I came to recognise that in my proposed doctoral study I would be taking on multiple, intersecting roles of experienced (but currently non-practising) schoolteacher, novice teacher educator, and doctoral scholar-researcher. In my reading, I began to explore the work of education scholars who examine their own experience and practices as beginning teacher educators (for example, Clandinin, 1995; Guilfoyle, Hamilton, Pinnegar, & Placier, 1995; Kitchen, 2002) and doctoral scholar-researchers (such as Bass, Anderson-Patton, Rayer, & Baney, 1999; Conle, 2000b; Gudjonsson, 2004; Kitchen, 2004). I came to see how I could identify my ‘novice teacher educator-researcher self’ as the subject of my study and that my learning during my doctoral research process could be my object of study.

I realised that I had been prompted to embark on my PhD journey by my experience of personal-professional-academic growth through scholarly inquiry into my experiences and practices as a schoolteacher. To better understand and articulate my insight into the educative value of my own ‘experiential-scholarly’ inquiry, I decided to develop this insight into a ‘working educational theory’ that could provide a starting point for my doctoral research. I did not see this theory as fixed or definitive. Nor did I view it as a hypothesis to be proved or disproved. Instead, I understood my working theory as a contingent and provisional set of ideas that could help me to bring to mind and communicate my current thinking about an aspect of education *and* that

could prompt some form of related action and give direction to that endeavour (Dewey, 1934, 1935/1977, 1938/1963; Eisner, 1988, 1998b). I constructed my working theory of the educative potential of teachers' experiential-scholarly inquiry as follows:

I understand teachers' experiential-scholarly inquiry in terms of teachers undertaking scholarly inquiry into their own teaching and learning experiences and practices. By scholarly inquiry, I mean inquiry that involves a sustained, critical, and creative engagement with ideas and texts (written and/or audio/visual/performance) that are produced and/or discussed within an academic discourse community. This engagement also involves making verbal and/or textual contributions to the discussions of that academic community and making those contributions available for investigation and critical review by members of the community. In my view, teachers' experiential-scholarly inquiry is a form of scholar-teacher⁷ learning that involves dynamic, dialogic (both in terms of personal interaction and interaction with texts), and conscious processes of bringing into being ideas and actions that are aimed at making qualitative differences in human experience in educational settings. This learning takes place in relation to the contingent, changing lives of scholar-teachers.

Based on my own experience of engaging in experiential-scholarly inquiry as a postgraduate education student, I understand that it can offer opportunities for educative (Dewey, 1934, 1938/1963) learning experiences in academic education for teachers. In my view, such educative learning experiences are manifested, and thus possible to recognise and examine, in the articulation of

⁷ To refer to teachers (either practising or experienced but currently non-practising) at school and university levels who are actively engaged in academic study and research, I have borrowed the term "scholar-teacher" from Nash (2004, p. 26).

scholar-teachers' personal-professional-academic voices as they participate in verbal and written conversations within their academic teacher education contexts.

The development of this working theory allowed me to reconstruct my key research question as: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry?* In constructing this question, I was influenced by ideas of the self as a “focal point for studying the intersection of theory and practice” (Russell, 2002, p. 9). I was also inspired by ideas about teacher-researchers⁸ “[speaking] in their own voices in offering explanations for their own educational development”(Whitehead, 1993, p. 5) and thus awakening “possibilities for reliving, for new directions and new ways of doing things” (Clandinin & Connelly, 2000, p. 189).

My initial research plan, as outlined in my PhD proposal, had been to locate my inquiry within a MEd module on HIV and AIDS in education, which I would design and teach under the guidance of my PhD supervisor. As I reworked my key research question, my supervisor and I decided that I would be able to explore my revised question more fully by designing and teaching sessions for three postgraduate education modules.

I went on to work out three further ‘signpost’ questions from my key research question. My intention was not to try to reduce a complex, interactive research process to a neat linear progression, but rather to distinguish significant interconnecting

⁸ When I use the term ‘teacher-researcher’ in this thesis, I am referring to teachers at all levels (including school and university teachers), across all subject areas, who research their own lived educational experiences and practices. At times, I also use the terms ‘schoolteacher-researcher’ or ‘teacher educator-researcher’ to distinguish between teacher-researchers who work at school level and those who work in teacher education.

dimensions of my central research question that could help to open up paths for my doctoral research process. My three signpost questions are:

1. *How can I work from my theory of the educative potential of teachers' experiential-scholarly inquiry to find direction for my course design for three postgraduate education modules?*
2. *How can I examine and learn from my experience of teaching in three postgraduate education modules?*
3. *How can I conceptualise my learning as a novice teacher educator to provide stimulus and direction for my future educational work and to enter into public conversations about education?*

Research Aim

The initial impetus for my doctoral research arose from my own experience of personal-professional-academic growth through scholarly inquiry into my educational experiences and practices. My decision to enter into a process of learning through putting into practice the body of ideas that I had developed about the educative potential of teachers' experiential-scholarly inquiry was based on my own experience, my dialogue with the work of others in the education discourse community, and my desire for ongoing personal-professional-academic growth in new directions. The key research question that gives direction to my study is: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry?* It is important to emphasise that I view this question as exploratory. My intention is not to discover a series of steps that will reliably solve a particular problem, but rather to explore complex human experience and interaction. Thus, I understand the research aim that underpins the study as: *To*

penetrate, investigate, and communicate how I, as a novice teacher educator, can learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry.

In pursuing my research aim, I am using “writing as a method of inquiry, a way of finding out about [my]self and [my] topic” (Richardson, 2003, p. 499). I am writing this thesis for myself and for others with whom I share a commitment to educational practice, research, and scholarship. For myself, I hope that the experience of undertaking this study will play a role in the growth of my personal-professional-academic voice and practice. For other members of the education discourse community, I offer this thesis as a resource that they might use to generate some ideas or questions for their own work. In addition, for myself and for others, I hope that my study will make a contribution to the education field.

Research Stance

The title of this thesis is: *Learning through teaching: A narrative self-study of a novice teacher educator*. In constructing this research text, I am working with an exploratory outlook on educational inquiry. By this, I mean that while I am taking a particular narrative self-study “stance toward research” (LaBoskey, 2004a, p. 1173), I see my ideas about research, education, and human experience as contingent, provisional, and open to change. Nevertheless, I also understand that no matter how fluid and open-ended I intend my approach to be, the particular research perspective that facilitates my inquiry also constrains it (Eisner, 1988, 1993, 1998b).

To study my contextualised, interactive learning during my doctoral research process I am drawing, for the most part, on the work of scholars and researchers who adopt narrative and/or self-study approaches to inquire into human experience and

interaction, usually in educational contexts. The view of ‘self’ that informs my inquiry is that of an ongoing and basically continuous, but simultaneously fluid, process of ‘selfing’⁹ that takes place within and in response to evolving human relationships and experience, as well as contingent, changing social and individual conditions and situations. This selfing is evidenced to us and to others by our words and actions. These words and actions in turn influence the selfing process, as well as our personal and shared relationships, experiences, conditions, and situations. My conception of self as selfing links to a social constructivist understanding of self as an “ongoing process of self-construction” in which “the self is dynamically constructed through and reciprocally influences social life” (Brown, 2004, p. 529) and to a dialogic view of self as “always engaged in relationships with others and the social context” (Mkhize, 2004b, pp. 5-18). The notion of self as selfing also connects to the Southern African concepts of *ubuntu* (in the Nguni languages) and *botho* (in the Sotho and Tswana languages), which express self or personhood in terms of ongoing, relational, and dialogic processes of becoming (Mkhize, 2004a, 2004b).

Selfing often takes a narrative form as we engage in iterative processes of constructing, editing, and communicating stories of our remembered and envisioned ‘selves’ to orientate us, give us direction, and connect us to others. Narrative researchers and scholars such as Bruner (1990, 1996), Clandinin and Connelly (1994b, 2000), and Conle (1999, 2000a) assert that processes of constructing, revising, and sharing stories of experience actually create psychological and social realities in the lives of human beings. In narrative modes of educational inquiry, story is used to bring the texture, depth, and complexity of contextualised, lived experiences (and selfing) of

⁹ My ideas on ‘selfing’ are influenced by the teachings of Martine Batchelor and Stephen Batchelor, given during their Meditation and Study retreat at the Buddhist Retreat Centre, Ixopo, South Africa, 30 December 2006-7 January 2007.

teachers, learners, and researchers in educational settings into view. The purpose is to discern significant narrative tensions and patterns that occur “along temporal dimensions, personal-social dimensions, and within place” (Clandinin & Connelly, 2000, pp. 128-129). Narrative inquirers, often in collaboration with their research participants (see, for example, Beattie, 1995; Clandinin, Pushor, & Orr, 2007; Phillion, 2002), look critically and creatively at these tensions and patterns in order to generate possibilities for new stories of action and development at the interconnected individual and social levels (Bruner, 1996; Clandinin & Connelly, 2000; Jungck, 1996; Ritchie & Wilson, 2000). Narrative accounts of research also tend to acknowledge and explore the contextual and temporal dimensions of the research process (Clandinin & Connelly, 2000; Clandinin et al., 2007; Conle, 2000a). Thus, understandings and recommendations that emerge from narrative inquiry are typically presented as contingent and provisional (Clandinin & Connelly, 2000; Clandinin et al., 2007; Conle, 2000a; Denzin, 1989; Jungck, 1996; Nash, 2004).

Selfing—often in a narrative form (LaBoskey, 2004b)—is at the centre of self-study research and scholarship. This research and scholarship has thus far mostly been initiated and conducted by teacher educators (see, among others, Bass, Anderson-Patton, & Allender, 2002; Hamilton, 2005; Kaplan, 2002; Muchmore, 2000; Russell, 1995; Tidwell & Heston, 1998) and is also, increasingly, being undertaken by schoolteachers (for example, Austin & Senese, 2004; Grandau, 2005; Stagg-Jones, 2004). The emphasis is on studying the contextualised, processual selves-in-interaction of teacher-researchers (either in individual or collective studies) in order to investigate, inform, and advance their own understanding, development, and instantiation of educational practice and theory and to share and discuss this self-learning with the wider education discourse community (Bullough & Pinnegar, 2001; Hamilton, 2006;

LaBoskey, 2004b). In this way, teacher-researchers who adopt a self-study approach focus “on the nexus between public and private, theory and practice, research and pedagogy, self and other” (LaBoskey, 2004b, p. 818). Self-study can also be seen as a lens through which to look critically and creatively at not only personal experiences, viewpoints, and actions, but also broader social-ethical-political contexts and issues that situate and interact with them (LaBoskey, 2004a, 2004b; Mitchell & Weber, 2005; Whitehead, 2004).

My ideas about self and selfing are interconnected with the evolving understanding of pedagogy that I have developed through my practice and study of teaching and learning. I perceive learning and teaching as ongoing, experiential, developmental processes of bringing ideas, words, and actions into being. In my view, these ideas, words, and actions not only provide evidence of learning and teaching, but they also feed into and interact with continuing learning and teaching processes, as well as processes of selfing. As with selfing, I understand learning and teaching to take place though and in relationship and dialogue with others, as well as through interaction with social conditions, situations, and customs. In this conception of pedagogy, learning and teaching are intimately connected with the contingent, changing lives of learners and teachers who make sense of pedagogic processes in reference to their remembered and envisioned experiences.

My perspective on pedagogy infuses my stance toward educational research with a vision of ‘good quality’ pedagogy. An understanding of learning and teaching as relational and dialogic places a particular responsibility on teachers to work on developing attentive, responsive, and constructive relationships with and among learners. It also demands that teachers be conscious of how their words and actions form living exemplars for learners. In addition, it necessitates the facilitation of

learners' active and inclusive participation in classroom dialogue and the development of learning activities. An emphasis on the experiential, temporal, and contextual nature of pedagogy requires teachers to remain aware of and examine how a range of past and current lived experiences and socio-cultural factors interact with what is happening in the classroom. It also requires teachers to design learning activities that facilitate critical and creative engagement with lived experiences and socio-cultural issues.

In terms of a formative view of pedagogy as processes of bringing ideas, words, and actions into being, I see skilful teachers as experienced, informed, and caring guides who aim to foster learners' agency and self-reliance in these processes. In my view, accomplished teachers actually work to make themselves redundant by supporting and challenging learners to develop their own 'inner teacher'¹⁰. This involves teachers making their ideas about effective learning strategies as explicit as possible and providing frequent opportunities for learners to develop, practise, share, and revise their own strategies. A formative understanding of pedagogy also implies that teachers are constantly learning through teaching and that skilful teachers will strive to make that learning conscious, self-reflexive, and open to input from others (especially learners).

My thoughts about pedagogy can be linked to social constructivist ideas that explain learning in terms of individuals constructing and reconstructing their own understandings of the world through interaction with previous experiences and pre-existing ideas, new experiences and ideas, socio-cultural contexts, and relationships with others (Bruner, 1996; Dewey, 1934a, 1938/1963; Eisner, 1998b; LaBoskey, 2004b; Richardson, 1997). There are also connections to humanist and

¹⁰ I have drawn the idea of developing an 'inner teacher' from the teachings of Martine Batchelor and Stephen Batchelor given during their Meditation and Study retreats at Gaia House, Newton Abbot, UK (1-9 July 2005) and the Buddhist Retreat Centre, Ixopo, South Africa, (30 December – 7 January 2007).

phenomenological approaches that place the focus of pedagogy and educational research directly on people and on lived experience, emphasising the fundamental significance of human lives, interaction, and relationships in learning and teaching (Allender, 2004; van Manen, 1990). Ideas about learning and teaching as experiential, contextual, formative, and relational processes also permeate the work of scholars and researchers who adopt narrative and/or self-study approaches to educational inquiry (see, among others, Bullough & Pinnegar, 2001; Clandinin & Connelly, 2000; LaBoskey, 2004b; Loughran & Northfield, 1998; Phillion, 2002).

In taking a narrative self-study stance toward research in the construction of this thesis, I am focusing on the experiential level of educational inquiry. This research text is underpinned by a conception of inquiry by teachers and teacher educators as a significant and distinctive way of exploring, understanding, and communicating the complexities of lived experience in educational settings. In creating this narrative self-study thesis, I am working from an understanding of my ‘self’ as a protagonist that is situated amongst the storylines, settings, and characters of an unfolding life story and yet is able to take action within and in response to those narrative conditions. From my perspective, narrative self-study encompasses learning, teaching, and researching as interconnected, symbiotic processes, which are as important as their products. By using narrative self-study as a way of learning, teaching, and researching in my doctoral study, I aim to look critically and creatively at stories of my novice teacher educator-researcher self to examine, inform, and enhance my own practice and to contribute some insights and questions to the wider education discourse community.

Research Setting and Participants

The fieldwork setting for my study is the Faculty of Education at the University of KwaZulu-Natal (UKZN), South Africa. Owing to the post-apartheid government's higher education restructuring policy¹¹ (see Ministry of Education, 2002, June), UKZN was formed on 1 January 2004 by a merger between two universities in the province of KwaZulu-Natal: the University of Durban-Westville and the University of Natal. Under the apartheid policy of racially separate education, enrolment at the University of Durban-Westville was restricted to students who were classified as Indian, while enrolment at the University of Natal was limited to students who were classified as White (with the exception of the Medical School). In 1983, following a change in the laws governing university education, both universities began to admit some students from other racial groupings. The Faculty of Education at UKZN is based at the site of a former White teacher-training college¹².

In this thesis, I examine my learning as a novice teacher educator in three postgraduate modules offered by the Faculty of Education at UKZN. For my study, I designed and taught: (a) five out of 12 two-hour sessions of a BEd Honours module conducted in 2004 (Cultural Diversity and the Curriculum), (b) eight out of 14 three-hour sessions of a MEd module conducted in 2006 (Health, Sexuality and HIV/AIDS in Education), and (c) all sessions of another MEd module conducted in 2006 (Contemporary Issues in Curriculum).

¹¹ The restructuring of higher education through mergers has been, like the introduction of a new national curriculum, a far-reaching and contentious post-apartheid education policy move (see Jansen, 2003b; Kraak, 2004).

¹² In post-apartheid South Africa, teacher-training colleges have been incorporated into the university sector.

The BEd Honours degree is a postgraduate coursework degree that runs over one year (full-time study) or two years (part-time study) and is a prerequisite for entry into the MEd programme. The MEd (by coursework) degree is also a one or two year degree, which culminates in the submission of a 20 000 word dissertation. Although the BEd Honours degree is offered at postgraduate level and was previously only accessible to teachers with university degrees, students may now enrol with an initial four-year teaching diploma (in the case of three-year diplomas, a further certificate or diploma in Education is required). This change in admissions policy is intended to open up opportunities for practising teachers to improve their qualifications (Department of Education, 2000/2003). Consequently, those who design and teach the BEd Honours and MEd modules must cater for students who, while often having many years of teaching experience, may have limited experience or even no experience of university-based learning and research.

Most students who enrol for the BEd Honours and MEd degrees at UKZN are practising teachers who come from a wide range of educational backgrounds. According to records kept by UKZN's information management division (A. Pillay, personal communication, May 31, 2006), the majority of students who enrolled for the BEd Honours and MEd programmes in 2004 and 2006 were female¹³ (with a range between 70% female in the 2004 BEd Honours and 60% female in the 2004 MEd). Enrolment records show that, in relation to apartheid-era racial classification, BEd Honours students in 2004 were 37% White, 36% African, 21% Indian, and 6% Coloured; in 2006, they were 42% African, 28% Indian, 25% White, and 5% Coloured.

¹³ According to The National Policy Framework for Teacher Education in South Africa (Department of Education, 2007), two-thirds of teachers in public schools are female.

In 2004, the MEd enrolment was 54% African, 29% Indian, 14% White, and 3% Coloured; in 2006 it was 52% African, 33% Indian, 11% White, and 4% Coloured.

The participants who contributed to my study were the 22 students (14 women and eight men) who took part in the three postgraduate modules for which I designed and taught sessions. There were 10 students in the BEd Honours class, nine in the MEd class on Health, Sexuality and HIV/AIDS in Education, and five in the MEd class on Contemporary Issues in Curriculum (two students took part in both the 2004 BEd Honours module and the 2006 MEd Curriculum module). 19 of the students are South African and three are from the neighbouring country of Lesotho. According to apartheid-era racial classification, 18 of the participants are African, three are Indian, and one is White. The participants' home languages are IsiZulu (14), English (4), and Sesotho (4). All the participants are experienced schoolteachers, across a range of grades and subject areas. At the time of taking part in the courses, 16 participants were teaching in schools, four were on study leave from their teaching posts, and two were involved in other education-related work.

Outline of the Structure of the Thesis

In this concluding section of my introductory chapter, I indicate how the rest of this thesis will unfold. It is important to note that this thesis does not include a traditional literature review chapter. Instead, to highlight the temporal, contextual, and dialogic nature of my interactive reading of the work of scholars and researchers within the education discourse community, references to other texts are integrated into the storyline of this narrative self-study research text (Conle, 2000a, 2000b; Nash, 2004; Phillion, 2002). I must also point out that, because it is my aim to offer this thesis as a resource for others, I have tried to write in a way that is clear, engaging, and accessible

to a broad and varied audience (Bullough & Pinnegar, 2001; Conle, 2000a; Loughran & Northfield, 1998; Nash, 2004; Richardson, 2003; Walford, 1991).

Chapter Two: A Narrative Self-Study Research Process

In Chapter Two, I pay close attention to my narrative self-study research process. I identify and discuss five significant, interconnecting facets of my research process: (a) enhancing trustworthiness and looking outwards; (b) working with researcher and participant roles and relationships; (c) generating and gathering research data; (d) representing and making meaning from significant data; and (e) conceptualising my teaching-learning-researching experience. I account for my decision-making concerning each of these aspects and demonstrate links between my research process and the work of others in the education discourse community. The chapter also highlights some of the ethical and procedural complexities and challenges of undertaking research into my own practice as a novice teacher educator.

Chapter Three: A Narrative Self-Study Course Design Process

In Chapter Three, I engage with my first signpost research question: *How can I work from my theory of the educative potential of teachers' experiential-scholarly inquiry to find direction for my course design for three postgraduate education modules?* In this chapter, I focus on my process of designing sessions for the three modules. I draw attention to my narrative self-study stance toward pedagogy and discuss the pedagogic intention and points of pedagogic orientation that underpinned my course design process. I also describe how I identified certain pedagogic priorities in my design for the modules and illustrate how these pedagogic priorities influenced my decision-making about pedagogic strategies, pedagogic resources, and coursework activities. As

part of this discussion, I explain my perception of the significance of these priorities in the contemporary South African education context.

Chapter Four: A Narrative Self-Study Research Collage

In Chapter Four, I respond to my second signpost research question: *How can I examine and learn from my experience of teaching in three postgraduate education modules?* In this chapter, I present a ‘narrative self-study research collage’. This textual collage is composed of narrative pieces of writing through which I give an account of my experience of teaching in the three modules and engage in a process of learning from my experience. I also highlight areas that I wish to explore further in my future educational practice and inquiry.

Chapter Five: Conceptualising my Narrative Self-Study Experience

In Chapter Five, I work with my third signpost research question: *How can I conceptualise my learning as a novice teacher educator to provide stimulus and direction for my future educational work and to enter into public conversations about education?* I begin this chapter by tracing the educational ideas and experiences that have informed my doctoral teaching-learning-researching experience. I then build on the insights that I have gained from constructing and interacting with my narrative self-study research collage to develop a conceptualisation of my teaching-learning-researching experience. I discuss how I can draw on this conceptualisation to guide my future educational work and to become involved in public conversations about education in South Africa.

Chapter Six: Closing

In Chapter Six, I highlight three key narrative strands that have evolved through the study and consider how each strand might give direction to further work in the field of academic teacher education. I also reconsider my study in the light of the underlying research aim that I set out in Chapter One. To end, I look back at the ‘working theory’ that motivated my doctoral research and re-examine the thinking expressed in this theory with regard to what I have learned through this study.

CHAPTER TWO

A NARRATIVE SELF-STUDY RESEARCH PROCESS

In the preceding chapter, I describe the development of the central research question that gives impetus to my doctoral study. I explain how I decided to respond to this key question through designing and teaching sessions for three postgraduate education modules: a Bachelor of Education (BEd) Honours module conducted in 2004 (Cultural Diversity and the Curriculum) and two Master of Education (MEd) modules conducted in 2006 (Health, Sexuality, and HIV/AIDS in Education¹; Contemporary Issues in Curriculum²).

In this chapter, I discuss the narrative self-study research process through which I have conducted the study of my experience as a novice teacher educator in academic teacher education. I highlight and examine five key, intersecting facets of my research process: (a) enhancing trustworthiness and looking outwards; (b) working with researcher and participant roles and relationships; (c) generating and gathering research data; (d) representing and making meaning from significant data; and (e) conceptualising my teaching-learning-researching experience.

Enhancing Trustworthiness and Looking Outwards

By taking a narrative self-study stance toward my doctoral research, I am entering into the “scholarly conversations” (Clandinin & Connelly, 2000, p. 136) that take place among members of the education discourse community who explore narrative and/or self-study approaches to educational inquiry. Within these conversations, there is

¹ For convenience, I refer to this module as the MEd Health module.

² For convenience, I refer to this module as the MEd Curriculum module.

engagement with critiques and potential shortcomings of taking a self-focused stance toward educational research (see, among others, Bullough & Pinnegar, 2001; Clandinin & Connelly, 2004; Feldman, 2003; LaBoskey, 2004b; Loughran, 2007; Mitchell & Weber, 2005). Because small-scale, qualitative inquiries into lived educational experience evolve within and in response to unique, contingent, and shifting situations and relationships, the methodological soundness of these studies cannot be ‘tested’ by being replicated by other researchers. Furthermore, even if other researchers were to attempt to replicate such studies, it is unlikely that they would draw identical conclusions. In addition, since the researcher who conducts a self-focused educational inquiry is also a subject of that study, the educational understanding that is gained through the research is bounded by that person’s particular viewpoints, observations, and interpretations. Moreover, there is a danger that a self-focused researcher might not look beyond the self to make connections with broader educational issues that situate and interact with individual educational experience.

Because I have chosen to adopt a narrative self-study stance to research, my study cannot be regarded as ‘reliable’ or ‘objective’ in the way that a scientific experiment might be seen to be. Nor can I suppose that what I learn from my study will be universal and definitive. Nevertheless, drawing on Mishler’s (1990) notion of “trustworthiness” in social science research, I can aim to explicate my research process in a way that will give it the potential to serve as an accessible, credible resource that others might use to generate ideas, strategies, or questions for their own inquiries or practice (Conle, 2000a, 2000b; LaBoskey, 2004b; Loughran, 2002; Nash, 2004). I can also aim to contextualise and balance my inward focus by “simultaneously pointing outwards and towards the political and social” (Mitchell & Weber, 2005, p. 4).

Consequently, in this thesis, I endeavour to be candid and self-reflexive about the details of my research process, to substantiate my observations about this process, and to show how my research decisions have been made in dialogue with the work of other scholars and researchers. I also aim to connect my observations, decisions, and understandings to wider educational contexts and issues. However, despite my intention to be frank and self-reflexive, and to also look beyond my self, it is inevitable that my account of my research process will entail some self-censorship (Walford, 1991) and that it will be limited by my vantage points. Nonetheless, I have committed myself to try not to present an idealised version of my research journey, but rather to “share some of the challenges and embarrassments, the pains and triumphs, the ambiguities and satisfactions of trying to discover what is unknown” (op. cit., p. 5).

Working with Researcher and Participant Roles and Relationships

In my study, I position myself as an experienced (but currently non-practising) schoolteacher, a novice teacher educator, and a doctoral scholar-researcher. My learning during the research process is my object of study and my contingent and evolving novice teacher educator-researcher self is my research subject. In this thesis, I attempt to bring to light and examine my interconnecting roles and positioning in my doctoral research process. This is in keeping with what Feldman, Paugh, and Mills, (2004, p. 974) identify as one of the most important methodological features of self-study approaches to educational research, which is “to be self-critical of one’s role as both practitioner and researcher.” My thinking about research roles is also linked to the work of narrative scholars, such as Clandinin and Connelly (2000), who argue that it is essential for researchers to be mindful that how they conceive and enact their roles will influence the research process. They maintain that researchers must strive to be open

and self-reflexive about their roles when conducting research and when constructing research texts.

I understand my learning as a novice teacher educator (the object of my study) to have taken place in context, through interaction with my learning environment, and with the people who played a key role in shaping that environment. I, therefore, consider the students who took part in the three modules for which I designed and taught sessions during my doctoral study to be research participants who have made a vital contribution to my study (Bass, Anderson-Patton, & Allender, 2002; LaBoskey, 2004b; Loughran & Northfield, 1998). In addition to being students, these research participants are experienced (and mostly practising) schoolteachers. Thus, in this thesis, I draw attention to the student participants' multiple roles as experienced (and mostly practising) schoolteachers and as my fellow postgraduate students, actively engaged in academic study and research, by writing about them as "scholar-teachers" (Nash, 2004, p. 26) as well as students and research participants.

Because my intention was for my research to start with and remain as close as possible to lived educational experience, I did not purposively select particular research participants from among the BEd Honours and MEd students in the three modules. Instead, as any teacher educator does, I worked with all the students who chose to register for the modules. I introduced myself to each of the classes as a doctoral student, an experienced (but currently non-practising schoolteacher), and a novice teacher educator. I explained that, with the guidance of my PhD supervisor, I would be researching my own learning while teaching in the modules and committed myself to trying to draw on my self-study research approach to bring an enhanced openness, responsiveness, and reflexivity to my teaching (LaBoskey, 2004b).

In my discussions with each class, I assured the scholar-teachers that I would only consider them as research participants if I received written consent from them. I was conscious that my relationship to the students as their teacher and as someone who would be assessing their coursework might make them feel obliged to give permission for me to include them as participants in my research. Consequently, I attempted to make it clear that the giving or withholding of consent would not affect their involvement or achievement in the modules or their relationship with me in any way. I also explained that the scholar-teachers could revise their decisions about participation in my research at any time during the modules or my thesis writing process. All the students in the three courses elected to become participants in my research and to date, none of them has withdrawn this permission.

Generating and Gathering Research Data

In composing this thesis, I have made use of data offered by a range of “field texts” (Clandinin & Connelly, 1994a, p. 1318) that were generated through and because of my research process: a) my learning-teaching-research journal; b) course outlines; c) students’ learning-research journals, written coursework, and module evaluations; and d) audio recordings of class discussions and student presentations. In Table 1, I give an outline of when these field texts were collected. (I offer more information about this data collection process in the following sections.)

Table 1. Data Collection

<i>Type of Field Text</i>	<i>Gathered During</i>	
	<i>Module</i>	<i>Year</i>
My learning-teaching-research journal	BEd Honours module	2004
	MEd Health module	2006
	MEd Curriculum module	2006
Course outlines	BEd Honours module	2004
	MEd Health module	2006
	MEd Curriculum module	2006

Students' learning-research journals	BEd Honours module	2004
	MEd Health module	2006
	MEd Curriculum module	2006
Students' written coursework	BEd Honours module	2004
	MEd Health module	2006
	MEd Curriculum module	2006
Students' module evaluations	MEd Health module	2006
	MEd Curriculum module	2006
Audio recordings of class discussions	MEd Health module	2006
	MEd Curriculum module	2006
Audio recordings of student presentations	MEd Curriculum module	2006

My use of a variety of methods to generate and gather research data is in keeping with what LaBoskey (2004b, pp. 859-860) considers an essential element of the methodology of self-study: using “multiple, primarily qualitative, methods” that “provide us with opportunities to gain different, and thus more comprehensive, perspectives on the educational processes under investigation.” Cochran-Smith and Lytle (1993, p. 18) emphasise how teacher-researchers often draw on “multiple data sources that can be used to confirm and/or illuminate one another.” Additionally, Clandinin and Connelly (1994a, 2000) maintain that narrative inquirers use a range of qualitative methods to engender and collect field texts that relate diverse aspects of researchers' and participants' experiences in the research setting.

It is important for me to acknowledge and attempt to make visible my influence on the field texts that afford the data for my thesis (Clandinin & Connelly, 2000; Connelly & Clandinin, 1994; Ritchie & Wilson, 2000). These texts are either authored by me (my learning-teaching-research journal; course outlines) or have emerged through interaction with me and at my instigation (students' learning-research journals, coursework, and module evaluations; audio recordings of class discussions and student presentations). It should also be noted that, when drawing on these field texts in the construction of this thesis, I have attempted to preserve the original tone and style

while correcting non-standard grammar, punctuation, or spelling that might impede the reader's understanding.

I am both the researcher-author who has constructed this thesis and the primary research subject who has provided the data or raw material that has informed its construction. This multifaceted positioning is a primary trait of self-study research, which is both “*initiated by and focused on* [teacher-researchers] in relation to others” (LaBoskey, 2004b, p. 820). By taking a self-study approach, teacher-researchers “are simultaneously engaged in practice and in the investigation of that practice” (op. cit., p. 858). In the study of my own learning as a novice teacher educator-researcher, I have drawn on field texts that show me bringing ideas, and actions into being through interaction with my previous experiences and pre-existing ideas, new experiences and ideas, my teaching context, and my relationships with significant others. Because I understand my learning to have happened in relationship with key participants within my teaching context (the BEd Honours and MEd students), I consider it essential to augment and weigh the field texts that I have produced with field texts contributed by these participants (Hutchinson, 1998; LaBoskey, 2004b; Loughran, 2007; Loughran & Northfield, 1998). My aim is not to use these field texts to study the students who took part in the three modules, but rather to study my learning in relationship with them (Austin & Senese, 2004).

My Learning-Teaching-Research Journal

During my doctoral research process (2004-2007), I have kept a journal in which I have both recorded and engaged with my intersecting experiences of learning, teaching, and researching. Journaling is a method of data production and collection that is frequently used by teacher-researchers and by researchers who adopt self-study

and/or narrative approaches to educational inquiry (Clandinin & Connelly, 2000; Cochran-Smith & Lytle, 1993; Hamilton & Pinnegar, 1998). Looking back through the six volumes of my journal, I can identify many different types of entries. These include: long, introspective conversations with myself about my thoughts, feelings, and experiences; scribbled observations and notes made while teaching a class; retrospective notes on classes taught; reflections on conversations with others; notes from presentations attended and given; memos of things to remember or to explore further; diagrams of my planning and thinking; discursive logs of my reading; versions of my thesis title, research questions, and research aims; outlines of chapters for my thesis; responses to field texts; and lists of things to do and things done. Rereading my entries, I am aware that my journal has been more than a medium for generating and gathering research data; it has provided me with an intimate, unthreatening space in which to mull over my teaching-learning-researching experience and to bring ideas into being or to let them go (Clandinin & Connelly, 1994b, 2000). My journal has also become a repository for the anxiety, self-doubt, and frustration that I have experienced at times:

It does really help to write in the journal → to work through ideas and feelings → to let things surface. To acknowledge things that I find difficult or feel not ready/able to talk about. (Kathleen, Journal, May 10, 2006)

I have carried my journal with me when doing anything related to my doctoral research and have tried to make entries whenever I have thought of something new or as soon as possible after a seemingly significant event. I made a point of writing about each BEd Honours or MEd session I taught. I found time for this during the sessions when the students were busy writing in their own journals, and after the sessions. However, I did sometimes find it quite difficult to make a journal entry:

Students are now working on their questions. I feel that I should be using this time to write my journal entry on yesterday's [MEd Health] class³. I just feel exhausted when I think about it → my head aches, but also I feel really drained. Although I know it would be better to write it down when it's fresh in my mind, I also feel like I need a bit of a break before I revisit it → it was such an intense session. I feel it in the tension of my shoulder, neck, and head. (Kathleen, Journal, April 5, 2006)

Memories of the MEd Health session from April 4

It's now a week later and it's the first time that I feel (kind of) ready to make notes on that session. After the session, I felt exhausted and drained for the rest of the week—it was all I could do to facilitate the [MEd] Curriculum course each day. (Kathleen, Journal, April 11, 2006)

While I consider my journal a rich and valuable resource for this study and for my future professional and academic work, I am aware that it can only form a partial source of data on my learning during my narrative self-study research process. The scope of my journal is bounded by my observations and memories of happenings and my decisions about the significance of events, as well as my varying frames of mind during the research process.

Course Outlines

The course outlines⁴ that I designed for the BEd Honours module and the two MEd modules also serve as field texts for this thesis. While teaching each module, I kept the outline at hand and jotted down any changes and additions made during the learning and teaching process and noted possible improvements I could make in the future. I also made notes on the course outlines while reading and commenting on the students' coursework:

I really learnt a lot about how to develop / refine / improve the modules through the process [of reading the student's drafts and assessing their coursework] → I

³ In this session, students in the MEd Health class read out and discussed short descriptions that they had written of personal experiences related to HIV and AIDS. These descriptions were focused on emotionally weighted issues such as sickness, fear of infection, denial, death, bereavement, and sexual violence.

⁴ See Appendices, A, B, and C.

scribbled down ideas on my course outlines as I went through each piece of writing → ideas for making things more explicit, and for certain points/skills to emphasise. (Kathleen, Journal, June 30, 2006)

Students' Learning-Research Journals, Written Coursework, and Module

Evaluations

Students' work offers a valuable source of data for teacher-researchers who take a self-study approach (Anderson-Patton & Bass, 2002; Cochran-Smith & Lytle, 1993; Kaplan, 2002; LaBoskey, 2004b; Lyons & Freidus, 2004). In constructing this thesis, I have made use of data provided by the scholar-teachers' learning-research journals, their other written coursework, and their anonymous module evaluations.

During each of the modules, I asked the scholar-teachers for written consent to draw on their journals and other written coursework as evidence for my doctoral research. I promised to respect their dignity and privacy and to maintain confidentiality. I also tried to emphasise that I did not intend to make the students the objects of my research:

I took care to explain that I wasn't going to be researching *them*, but that I would use their words as evidence for my *self-study* research. (Kathleen, Journal, March 14, 2006)

In addition, I attempted to make it clear that the students were under no obligation to give their consent. All the scholar-teachers gave permission and I received journals and coursework from 20 out of 22 students (one student in each of the MEd classes did not submit their coursework due to personal reasons). As agreed in the informed consent forms that the students signed, I made copies of the journals and other coursework for my research records.

I decided, for pedagogic reasons (which I explain further in Chapter Three) as well as for my research purposes, to make it a coursework requirement for all the students in the BEd Honours and MEd classes to keep learning-research journals. My decision was

influenced by my own experience of the usefulness of keeping a journal during my MEd research and by my reading of the work of authors such as Ballantyne and Packer (1995a, 1995b) and Kerka (1996) who argue for the value of journal writing as a pedagogic strategy for research students and adult learners. I was also influenced by LaBoskey's (2004b) case for the importance of creating close connections between pedagogic and research strategies in teacher-researchers' self-study. Following LaBoskey's reasoning, I tried to ensure that my teacher educator-researcher strategies would instantiate my evolving views on effective pedagogy and that, in turn, my pedagogic strategies would generate forms of data that could provide me with insight into the scholar-teachers' perspectives and with evidence to inform assessments of my own understandings and practice of teaching, learning, and researching.

My view of pedagogy as experiential, contextual, relational, and formative⁵ underpinned my belief that I should provide the scholar-teachers with learning activities that could facilitate critical and creative engagement with lived personal-professional-academic experiences, contexts, and issues. I also felt that it was my responsibility to foster agency and self-reliance by making what I considered effective learning and research strategies as explicit as possible and providing regular opportunities for the students to develop, practise, and revise their own strategies. In addition, to enhance our shared learning and teaching process, I wanted to make space for the scholar-teachers to give ongoing input on our interactive experience. Consequently, I encouraged the students to use their journals as a learning and research resource in which they could:

- (a) keep a record of interesting experiences, observations, ideas, and questions;
- (b) keep a log of texts relevant to their learning and research;

⁵ See Chapter One for further discussion of my guiding view of pedagogy.

- (c) build a collection of mind maps, outlines, and rough drafts of essays, chapters, presentations, and research proposals;
- (d) make connections between new information and what they already knew;
- (e) make connections between their personal and professional experience and their learning and research;
- (f) trace the development of their learning and research process; and
- (g) express their thoughts and feelings about their learning and research experience.

It should be noted that the journals are simultaneously personal and public documents and this somewhat awkward conjunction must have constrained the scholar-teachers' writing in some measure. Although the content, style, and presentation of the journal entries were not assessed, I did require them to be dated and legible. I also advised the students only to include information that they felt comfortable with disclosing and to ensure confidentiality by using pseudonyms to refer to other people and to institutions. While I encouraged the scholar-teachers to use the journals to map and develop their own learning and research, I did offer some guidelines on what might be useful to include in the journals and I prescribed certain journal writing activities as part of each course.

The other written coursework that supplements the research data provided by the journals consists of: a) a letter to a teacher and a teacher self-story (BEd Honours module), b) an autobiographical essay (MEd Health module), and c) a narrative scholar-teacher portfolio (MEd Curriculum module)⁶. As with the learning-research journals, this coursework was composed in line with the guidelines and requirements that I communicated to the scholar-teachers (and these guidelines and requirements were underpinned by my evolving understanding of effective pedagogy). The scholar-

⁶ I give detailed explanations of this coursework in Chapter Three.

teachers' coursework was also certainly affected by the spoken and written advice I gave during the writing process. I therefore have had to remain aware of my influence on the students' writing while selecting, representing, and making meaning from the data it offers. On the other hand, in working with the data provided by the scholar-teachers' coursework, I have also had to remember that they were being taught by a number of other, more experienced, teacher educators and that mine was not the only pedagogic influence on their academic writing.

The students' anonymous module evaluations for the two MEd modules also form field texts for my study. For the BEd Honours module, the scholar-teachers did not write a separate anonymous evaluation of the sessions that I taught. In accordance with university policy, they were given a multiple-choice evaluation questionnaire to complete at the end of the whole module (for which I taught the first five out of twelve sessions). I relied on the BEd Honours students' journal entries to gain written feedback on the sessions that I taught. In retrospect, I see that it would have been helpful to ask the students to write brief anonymous evaluations of my sessions. For the MEd module evaluations, I asked the scholar-teachers to identify and briefly discuss what they liked most and least about my sessions for the modules. All the MEd students submitted these evaluations. Almost all the comments were positive and, although these evaluations were anonymous, I am aware that the scholar-teachers may have not wanted to hurt my feelings by giving negative feedback.

Audio recordings of Class Discussions and Student Presentations

My initial plan for gathering data, as articulated in my PhD proposal, was to collect the written texts that emerged from the interactive teaching and learning process. This was how I had gathered data for my MEd study and it was a strategy that had worked well

for me as a schoolteacher-researcher. As a schoolteacher, I was constantly collecting written texts (such as my notes on lessons, my lesson plans and evaluations, and learners' class work) as evidence for my continuous assessment of the learners' progress and of my teaching. Consequently, the use of this kind of data collection strategy during my classroom-based research for my MEd study did not interrupt the flow of classroom activities and did not detract from my primary function of teaching. Moreover, although my research participants (the grade 7 learners) had given consent for me to refer in my thesis to their class work and my observations of their class participation, because we continued to work in our usual way during the research project they did not appear to feel that they should do or say anything out of the ordinary. Thus, from my MEd research experience, I began my doctoral research with an understanding that by using the classroom-based data collection strategies I had developed during my years of school teaching, I would be keeping my research as close as possible to the everyday processes of teaching and learning.

Because I was working from an understanding of learning and teaching as relational and dialogic when planning my pedagogic and teacher research strategies for the BEd Honours module in 2004, I hoped to facilitate the development of an interactive classroom community (LaBoskey, 2004b). However, when I thought back to my experiences of being a BEd Honours student in 1999-2000, I remembered that many of the classes that I had attended were conducted in lecture form, with little student interaction. Moreover, I remembered that when lecturers had tried to initiate whole class discussions, many of my fellow students had seemed hesitant to participate and the discussions were frequently dominated by a few more confident or forceful students (often, but not always, these were men or those students who, like me, spoke English as their home language). Consequently, I expected that it would require at least

several sessions, with hard work on my part, to reach a point at which each of the BEd Honours students would be an active participant in whole class discussions. I also anticipated that some scholar-teachers might prefer to develop their ideas in their journals and other written coursework rather than through discussions.

Contrary to my expectations, active and inclusive participation in whole class discussions played a major role in the teaching and learning process from the beginning of the first session of the BEd Honours module. Because the class was relatively small (10 students), I started the first session by asking the group to move the chairs out of rows into a circle. To try to establish a non-threatening, inclusive environment, I used a ‘circle-time’ strategy to set a group discussion in motion⁷. I introduced a topic and explained that each person in turn would have an opportunity to contribute, but could choose just to say, “Pass,” instead. People who had ‘passed’ would then be given another turn to speak at the end of the round, but could pass again if they still did not feel prepared to say something. I noted the class’s response in my journal:

We had a ‘circle time’ type of discussion. (We moved desks away and sat in a circle → it worked well → more conducive to participation.) I started by going around and asking each person to comment on the relationship between self-study, cultural diversity, and curriculum. All seemed happy (even keen) to participate—no one elected to ‘pass’. (Kathleen, Journal, August 4, 2004)

The initial whole class discussion seemed to set a pattern for the rest of the BEd Honours module. As the course progressed, I observed a growth in the scholar-teachers’ self-confidence as discussants and in the atmosphere of mutual trust within the class. I saw a corresponding growth in the complexity of the interactive thinking taking place during the discussions and I began to question whether my note-taking was adequately capturing the detail and significance of these whole group discussions:

⁷ I give a more detailed explanation of ‘circle time’ as pedagogic strategy in Chapter Three.

[A visiting scholar] joined the class for the first hour. We talked about self-study—I asked the group to share ideas and questions that had come up in the course of our reading and discussions on self-study....I would have liked to have taped this discussion → too complex to capture in notes. (Kathleen, Journal, August 18, 2004)

However, upon enquiry, I found that the university audiovisual centre could not provide me with any audio equipment that could record a 10-person group discussion. For this reason and because I was wary of introducing a new element that might unsettle the positive dynamic that had developed through the class discussions, I decided to keep to my original data gathering strategy for the duration of the BEd Honours module.

The written texts that were generated during the BEd Honours module emphasised the significance of the whole class discussions. In their journals, some of the scholar-teachers explained how these discussions had contributed to their learning:

What I learned also is that in the past years, the way teachers treated us shows us that learners' rights were not taken care of. Maybe they didn't exist at all. Some of us were punished severely using corporal punishment and others were slapped on the face. *Through our discussion* [italics added], we find that these incidents are still happening. We also admitted that we sometimes treat a learner in a negative manner unaware. (Ms E.⁸, Journal, August 25, 2004)

...I realised that bad behaviour overshadows any good things a person may have done before, that is why even my first story is on the bad treatment I received from my teacher. However, *from the discussions* [italics added] I discovered that out of the negative experiences, good things can come. For example, my teacher beat me because she was angry, and that taught me never to punish my students when I'm angry. (Ms F., Journal, September 8, 2004)

In our discussions [italics added], it was evident that learners come from different backgrounds, for example, the socio-economic status is different for each and every learner. (Mr I., Journal, September 8, 2004)

Accordingly, after consultation with my PhD supervisor, when planning for the two MEd modules, I decided to seek permission from the scholar-teachers to make audio

⁸ To uphold confidentiality, all students' names have been replaced with an alphabetical character. A-J represent students from the BEd Honours module, K-S represent students from the MEd Health module, and A-B, T-V represent students from the MEd Curriculum module (two students took part in both the BEd Honours module and the MEd Curriculum module).

recordings of class discussions and of the student presentations that would form part of the Curriculum course. I also managed to borrow a powerful digital voice recorder that I could use to record whole class discussions.

The MEd students gave me consensual verbal permission to record the class discussions and individual written permission to make use of the audio data in my research. With both classes, I tried to clarify my reasons for wanting to record class discussions and I explained that, as with the written data that they were providing, I would use their spoken words as evidence for the study of my learning through teaching, not to research the students. The recordings were made of the discussions and presentations as they happened during the teaching and learning process and I found that the presence of the miniature digital recorder did not appear to intrude on the sessions. I also came to appreciate how the recordings could enhance my teaching as well as my data gathering techniques:

I listened to parts of the recording from yesterday....It's interesting to listen to it—I picked up on some things that I didn't pick up on at the time, or things that I perhaps brushed aside/overlooked because of other considerations....I'm really excited about having the recording—it's so rich and also I've found that with this [MEd Health] class there's so much discussion and interaction that I need to be really present for that I can't often make notes during class. And when I get home at 7:30 pm after teaching for three hours, I'm too tired [to make notes until the next day]. (Kathleen, Journal, March 29, 2006)

In the end, I had approximately 31 hours of audio files. I tried out two different approaches for working with the audio recordings and found that there were benefits in each. For some recordings, I typed detailed transcriptions of whole sessions. This was very time-consuming, but I found that the intensive listening that it required helped me to pay fine-grained attention to the intra-class communication during the sessions. As I listened and typed, I used the comment function on the word processor to capture my observations and responses. I made use of these annotated transcriptions to inform my

data selection and representation process. For other recordings, I used the qualitative data analysis software, Atlas-ti, to code the audio files as I listened to them. Later, when I was engaged in selecting and representing data, I went back and listened again to the sections of the audio files that I had marked. I found that working directly with the audio files helped me to relive the experience of teaching in the modules in a more immediate and vivid way than re-reading the typed transcriptions. In future, I think that I will continue to use a combination of these two approaches because I think that they enhanced my interaction with the audio data in different and complimentary ways.

Representing and Making Meaning from Significant Data

In constructing this thesis, I have had to make decisions about selecting and representing significant data from the array of field texts that I have gathered during my research process. These decisions needed to correspond to my intention of constructing a research text that would not only be a resource for my future professional and academic work, but could also serve as an accessible, meaningful, and useful resource for others interested in exploring similar approaches, issues, or experiences.

The ongoing, recursive process of thinking about the treatment of my research data began when I was planning my PhD proposal and I expect it to continue after the completion of this thesis. My deliberations on what makes certain data noteworthy for my study, and about how to depict and make meaning of this data, have changed and developed through my research process. My thinking has been influenced by my experience of learning through teaching in the modules, my interaction with the scholar-teachers and with my doctoral supervisor, my engagement with the field texts, and my reading and writing.

A Narrative Self-Study Research Collage

Through my deliberation, my reading about alternative forms of data representation “whose limits differ from those imposed by propositional discourse and number” (Eisner, 1997, p. 5), and many attempts at different forms of narrative representation, I developed a ‘narrative self-study research collage’. This textual collage⁹ (presented in Chapter Four of this thesis), is made up of a collection of narrative pieces of writing through which I both represent *and* engage with data derived from the field texts that were generated through my research. In constructing the collage, I intended to give a vivid, evocative, multifaceted account of my experience of learning through and from teaching in the three modules. I saw the collage as a medium through which my reader and I could enter into the particularity and complexity of my experience and open it up for ongoing questioning and meaning-making (Bruner, 1996; Eisner, 1997, 1998b; Hamilton & Pinnegar, 2006; Lyons & LaBoskey, 2002; Richardson, 2003; van Manen, 1990). I also saw the collage as a medium through which I could cultivate my evolving personal-professional-academic voice. I am aware that the form in which I represent the research data that has emerged from my teaching-learning-researching experience both facilitates and influences the meanings that might be made from that experience (Eisner, 1997, 2004 ; LaBoskey, 2004b). I am also conscious that because representing data involves making decisions about what to leave out and what to put together, the representation that I offer through the collage is partial and that it could have been constructed in other ways (Eisner, 1997, 1998b; Hamilton & Pinnegar, 2006).

⁹ I started thinking about possibilities for constructing a textual collage after reading Hamilton and Pinnegar’s (2006) discussion of visual collage as a form of alternative representation in educational research.

I have arranged the narrative self-study collage in three parts. Owing to the linear nature of a document such as a doctoral thesis, I present these three parts in a linear sequence. However, I borrow the notion of collage from the visual arts to emphasise interconnections and interaction between these parts and to draw attention to the multidimensional and multifocal nature of processes of representation and meaning-making in dynamic relation to lived experience (Diamond & van Halen-Faber, 2005; Eisner, 1997; Hamilton & Pinnegar, 2006; Richardson, 2003; Vaughan, 2005). In constructing the collage, I have chosen to use a variety of fonts, borders, and colours to signal a connection to the visual arts and to distinguish the text of the collage from the introductory and concluding text of Chapter Four. To help differentiate the three parts of the collage, each is presented in a different colour.

Parts One and Two of the Collage

In the first two parts of the collage, I present themed clusters¹⁰ of narrative portrayals that link to the points of pedagogic orientation that foreshadowed and underpinned my course design for the three modules and to the pedagogic priorities that informed my design¹¹. My intention in using these points of pedagogic orientation and pedagogic priorities to focus the clusters of narrative portrayals is to make explicit links between my course design and the pedagogic experience of the three modules. Each cluster begins with a brief explanatory note, in which I revisit my original vision for the particular point of pedagogic orientation or pedagogic priority and draw attention to

¹⁰ I developed this idea of composing ‘clusters’ of narrative portrayals from reading Butler-Kisber’s (2005, p. 108) suggestion of constructing “poetry clusters [as a] way of producing a kaleidoscope of essential ideas around [a] narrative theme.”

¹¹ See Chapter Three for further discussion of these points of pedagogic orientation and pedagogic priorities.

how the ideas that informed my course design have been strengthened, challenged, and extended through my practice.

The narrative portrayals that I present in Part One and Part Two of the collage are not offered as works of literary merit (Anderson-Patton & Bass, 2002; Richardson, 2003). Instead, I view them as resources for communicating and learning from my experience of teaching in the three modules. The portrayals illustrate significant instances of this experience, as well as my observations and reflections, and students' responses. In composing the narrative portrayals, I made use of data offered by the array of field texts that were generated through and because of my doctoral research process: a) my learning-teaching-research journal; b) course outlines; c) students' learning-research journals, written coursework, and module evaluations; and d) audio recordings of class discussions and student presentations. When using excerpts from the field texts in constructing the narrative portrayals, I endeavoured to preserve the meaning, tone, and style of the original wording. However, I did correct any non-standard language that might impede readers' understanding. Additionally, to enhance clarity or to facilitate the flow or structure of the narrative portrayals, I did, at some points, make minor changes to the original wording. I also edited some excerpts to make them shorter. At times, I compressed two or more statements by the same person into one statement.

I constructed the narrative portrayals in a variety of forms: reflective dialogues, reflections, found poems, dramatic presentations, lived-experience descriptions, and letters. In Table 2, I indicate which of the field texts I drew on to compose each form of narrative portrayal:

Table 2. Data Sources for Each Form of Narrative Portrayal

<i>Form of Narrative Portrayal</i>	<i>Data Sources</i>
Reflective dialogues	<ul style="list-style-type: none"> ▪ My learning-teaching-research journal ▪ Students' learning-research journals, written coursework, and module evaluations ▪ Audio recordings of class discussions and student presentations
Reflections	<ul style="list-style-type: none"> ▪ My learning-teaching-research journal ▪ Course outlines ▪ Students' learning-research journals ▪ Audio recordings of class discussions and student presentations
Found poems	<ul style="list-style-type: none"> ▪ Students' learning-research journals, written coursework, and module evaluations ▪ Audio recordings of class discussions and student presentations
Dramatic presentations	<ul style="list-style-type: none"> ▪ My learning-teaching-research journal ▪ Students' learning-research journals ▪ Audio recordings of class discussions and student presentations
Lived-experience descriptions	<ul style="list-style-type: none"> ▪ My learning-teaching-research journal ▪ Course outlines ▪ Students' learning-research journals ▪ Audio recordings of class discussions and student presentations
Letters	<ul style="list-style-type: none"> ▪ My learning-teaching-research journal

I created the *reflective dialogues* by combining excerpts from a range of field texts. This was an idea that I developed from reading about how Anderson-Patton and Bass (2002, pp. 102-103) created “narrative dialogues” from their teaching journals and their

students' coursework as part of their representation of a narrative self-study teacher education process. When composing the reflective dialogues, I imagined that the scholar-teachers and I had all come together to share and discuss our experiences of the three modules. My intention was for the dialogues to illustrate a range of responses to the modules and to stimulate further thinking about various aspects of the teaching and learning that occurred during the modules.

For the most part, I composed the *reflections* that appear in the collage by reworking and expanding on entries in my journal, with some reference to other field texts as well. In addition, one of the reflections is drawn from a student's journal entry¹². As with the reflective dialogues, I developed the idea for writing these reflections from my reading of Anderson-Patton and Bass's (op. cit.) narrative self-study work. The reflections are intended to convey and stimulate deliberation on significant issues that I became aware of through my teaching and my interaction with the field texts.

The idea for putting short extracts from field texts into poetic form to develop *found poems* came from my reading of Richardson's (2003, pp. 512-517, 528-532) suggestions for "evocative forms" of data representation and Butler-Kisber's (2005, pp. 96-101, 108) discussion of her use of "found poetry" as an arts-based form of data representation. In constructing the found poems, I chose extracts that caught my attention because of the ideas that they expressed and the way in which these ideas were communicated. By transforming these extracts into found poems, I hoped to highlight the content and form of the ideas they convey and to evoke intellectual *and* emotional responses (Butler-Kisber, 2005; Eisner, 1997; Richardson, 2003; van Manen, 1990).

¹² See the reflection, *I'm exhausted* (pp. 127-128 of Chapter Four).

The *dramatic presentations* were developed mainly from audio recordings of sessions, with some reference to other field texts, such as my journal. As with my use of found poetry, my decision to include these dramatic presentations in my collage was informed by Richardson's (op. cit.) suggestions for evocative modes of data representation. I saw the dramatic presentations as a means for my reader and me to 'relive' significant instances of my teaching-learning-researching experience and as a way of giving life to the human interaction and relationships that were at the core of that experience (ibid.).

I borrowed the idea of presenting narrative portrayals in the form of *lived-experience descriptions* from my reading of van Manen's (1990, pp. 63-66) advice on how to produce written accounts of personal experience. I also used van Manen's (ibid.) guidelines for writing lived-experience descriptions in designing coursework tasks for the two MEd modules. I constructed most of the lived-experience descriptions for the collage by reworking entries that I had made in my journal. As I rewrote these entries, I added and revised certain details in the light of other field texts, such as the audio recordings and the students' journal entries. As with the reflections, one of the lived-experience descriptions is drawn from a student's journal entry¹³. In composing the lived-experience descriptions, my intention was to depict a certain event or experience "from the inside," as a particular person had lived through it (ibid.). With the exception of the description that I drew from a student's journal entry, the events and experiences are recounted from my perspective. The majority of the lived-experience descriptions are written in the first person. However, I found that the use of

¹³ See the lived-experience description, *Ms U. 's Choice* (pp. 120-121 of Chapter Four).

the third person for one particular description helped me to revisit an event that I had found stressful and emotionally taxing¹⁴.

I developed the idea for writing narrative portrayals in the form of *letters* to scholar-teachers from a writing activity that is described by Nieto (2003b). I also used a similar idea in designing the ‘letter to a teacher’ coursework task that I gave to the BEd Honours students. In the ‘letter to a teacher’ task, I required the students to think back to their schooldays and to write (but not send) letters to teachers whom they particularly remembered for their involvement in episodes of learner inclusion/support or exclusion/harm. In composing my letters for the collage, I thought back to my experience of teaching in the BEd Honours and MEd classes and wrote to two students, Mr D. and Mr S., about happenings and issues that seemed noteworthy to me and that I wanted to explore further. By using a letter format, I hoped to acknowledge these scholar-teachers’ contribution to my thinking and to remind myself to write about the students in ways that did not objectify or patronise them. Although I did not send the letters to Mr D. and Mr S, I wrote them with the awareness that these students might choose to attend the discussion session in which I would present my thesis work. I was also conscious that because I had made a commitment to the students who took part in the three modules to notify them when my thesis became available in our university library, Mr D. and Mr S. might read the letters in my thesis.

Part Three of the Collage

In the third part of the collage, I present additional narrative pieces of writing in the form of a letter and a series of memoranda. These narrative pieces grew out of a

¹⁴ See the lived-experience description, *She felt tempted just to pretend that she had not heard* (p. 115 of Chapter Four).

‘member check’ meeting that I held to discuss my doctoral research. The meeting took place after I had constructed the narrative portrayals for Parts One and Two of the collage. All the students who took part in the three modules were invited to the discussion meeting and six chose to attend. Among the six, there was at least one representative from each class. My PhD supervisor also participated in the meeting. During the meeting, we read and discussed some of the narrative portrayals and we also talked about the modules more generally. In addition, I asked the scholar-teachers to give brief, anonymous, written comments on the portrayals¹⁵.

To preserve confidentiality during the meeting, I had used alphabetical characters to replace the names of the students who were featured in the narrative portrayals that we were to read and discuss together. Additionally, at the start of the meeting, I asked the scholar-teachers not to divulge the names of people from their classes who were referred to in the portrayals. I was aware that the shared reading and discussion of certain portrayals¹⁶ could possibly cause some discomfort for students who were featured in those portrayals. Where feasible, I met with those students to show them the relevant portrayals and to discuss the option of presenting them at the meeting. Where this was not possible, I omitted the more sensitive portrayals from the material that I presented at the meeting.

According to LaBoskey (2004b, p. 859), it is vital that “self-study methodology is *interactive* at one or more points during the research process” so that the researcher can “guard against the inevitable limitations of individual interpretation so affected by

¹⁵ The questions that I asked the students to give written responses to are listed in Appendix E.

¹⁶ See for example, the narrative portrayals, *I didn't really know how to respond* (pp. 112-113 of Chapter Four), *She felt tempted just to pretend that she had not heard* (p. 115 of Chapter Four), and *Learning to Cry* (pp. 162-164 of Chapter Four).

personal history.” Additionally, Clandinin, Pushor, and Orr (2007) highlight the contribution that consultation with research participants can make to teachers’ and teachers educators’ narrative inquiry processes. I saw the discussion meeting as a means of receiving feedback from my research participants in an interactive way that would not impose as much on their busy lives as being asked to read and comment on sections of my thesis. I also understood the meeting as a way of exploring how accessible, useful, and meaningful the narrative portrayals might be for others (Anderson-Patton & Bass, 2002; Loughran & Northfield, 1998).

The *letter* that I present in Part Three of the collage is addressed to the scholar-teachers who participated in the discussion meeting. I used this letter format to acknowledge these scholar-teachers’ contribution to my learning. In composing the letter, I drew attention to significant aspects of the feedback that I received during the discussion meeting.

The series of *memoranda* that appears in Part Three follows on from the letter to the six scholar-teachers. My intention in constructing these memoranda was to clarify and communicate what I had learnt through composing and interacting with the narrative portrayals and from the discussion meeting. My dialogue with the work of scholars who adopt narrative and/or self-study approaches to educational research (for instance, Clandinin, Pushor, & Orr, 2007; Conle, 2000a; Hamilton & Pinnegar, 2006; LaBoskey, 2004b) reminded me that this learning was taking place in the context of contingent, shifting relationships and situations and that it would not end with the writing of these memoranda. Thus, I understood these memoranda as tools for mindfulness through which I could document a certain phase of my thinking to inform my continuing deliberations and decision-making. To extend the memoranda’s usefulness beyond my own learning, I focused my writing on ideas and questions that

might be interesting and meaningful for others as well as for me. Additionally, I endeavoured to convey my thinking clearly, succinctly, and with feeling.

Conceptualising my Teaching-Learning-Researching Experience

Through my interaction with the work of scholars such as Clandinin and Connelly (2000, 2004) and Bullough and Pinnegar (2001, 2004), I am aware that taking a narrative self-study approach to educational research requires me to move forward from the representation and exploration of my particular experience to the conceptualisation of this experience. I understand that a conceptualisation of my experience as a novice teacher educator-researcher can function as an accessible guide (Eisner, 1998b) that I can carry with me into new teaching, learning, and researching situations and that I can use to move outward from my doctoral study to enter into public conversations about academic teacher education. Accordingly, I have worked to develop a conceptualisation of the teaching-learning-researching experience that I represent and examine in my narrative self-study research collage. In this conceptualisation, which I present in Chapter Five, I have drawn on Dewey's (1897/1964, 1916, 1938/1963) vision of education as a *social process of living* to explain how, in my view, the collage both depicts and kindles a social process of living that I have come to conceptualise as *educative engagement*. By developing and sharing my conception of educative engagement, I believe that I have made available a lens through which I, and others who might engage with my work, can "see differently" (Bullough & Pinnegar, 2004, p. 331). I understand that seeing differently can bring to light possibilities for moving in different directions and for exploring new ways of doing things (Clandinin & Connelly 2000).

Concluding Thoughts

In this chapter, I have endeavoured to explicate my narrative self-study research journey by drawing attention to five noteworthy, interrelated aspects of this process: (a) enhancing trustworthiness and looking outwards; (b) working with researcher and participant roles and relationships; (c) generating and gathering research data; (d) representing and making meaning from significant data; and (e) conceptualising my teaching-learning-researching experience. I have discussed my understanding of the significance of these facets of my research and explained the research decisions that I made in connection with each of them. Additionally, I have shown how these research decisions were made in dialogue with the work of members of the education discourse community.

The chapter reveals that my narrative self-study research process was not a straightforward progression along predetermined lines. It was, instead, a complex and challenging human experience that developed in relationship with other people and in relation to my evolving understanding of how I could facilitate, represent, and make sense of my learning as a novice teacher educator-researcher. The chapter brings to light some of the ethical and practical complexities and challenges inherent in researching my own teaching. It calls attention to my efforts be candid about my research intentions and strategies in my dealings with the students who consented to act as participants in my study. Moreover, the chapter illustrates how I tried to conduct my research in a way that would not exploit, objectify, or undervalue these scholar-teachers.

This chapter highlights some ways in which my narrative self-study research process interconnected and interacted with the process of designing and teaching sessions for three postgraduate education modules. In the following chapter, I look

more closely at links between my narrative self-study research approach and my narrative self-study approach to pedagogy as I discuss the process through which I designed sessions for the modules.

CHAPTER THREE

A NARRATIVE SELF-STUDY COURSE DESIGN PROCESS

The key research question that provides direction for the study in this thesis is: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry?* Following on from this question, I (with the guidance of my doctoral supervisor) designed and taught sessions for three postgraduate education modules: a Bachelor of Education (BEd) Honours module (Cultural Diversity and the Curriculum) conducted in 2004 and two Master of Education (MEd) modules (Health, Sexuality, and HIV/AIDS in Education; Contemporary Issues in Curriculum) conducted in 2006. In this chapter, I engage with the first of the 'signpost' research questions that I identified in Chapter One of this thesis: *How can I work from my theory of the educative potential of teachers' experiential-scholarly inquiry to find direction for my course design for three postgraduate education modules?* In this chapter, my discussion of the three modules is limited to the course design process. In Chapter Four of this thesis, I look again at the modules in terms of lived teaching and learning experience.

In Chapter Three, I identify and discuss three significant factors underpinning my design for the BEd Honours and MEd modules: pedagogic intention, points of pedagogic orientation, and pedagogic stance. I then go on to examine the course design in more detail. I explain how I settled on particular pedagogic priorities in my design for the modules and I show how these pedagogic priorities manifested in my decision-making about pedagogic strategies, pedagogic resources, and coursework activities.

My aim in this chapter is to construct a clear and concrete exemplar of my course design practice in which I contextualise and explicate my decision-making and

demonstrate links between my design and the work of other members of the education discourse community. By constructing such an exemplar I intend to strengthen the trustworthiness of my study and to offer ideas and approaches that other teacher-researchers might engage with, rework, and extend through their own practice (Loughran, 2004; Lyons, 2000; Mishler, 1990).

Pedagogic Intention, Points of Pedagogic Orientation, and Pedagogic Stance

In Chapter One of this thesis, I present my ‘working theory’ of the educative potential of teachers undertaking scholarly inquiry into their own educational experiences and practices. I explain that I understood ‘teachers’ experiential-scholarly inquiry’ as a form of scholar-teacher learning that could offer opportunities for constructive learning experiences in academic teacher education. Consequently, my primary pedagogic intention in designing sessions for the BEd Honours and MEd modules was to establish teaching and learning conditions that would be conducive to the development of processes of ‘experiential-scholarly inquiry’ among the scholar-teachers who participated in these classes.

It is important to stress that I did not regard my course design practice as a process of working out a systematic, infallible formula for facilitating teachers’ scholarly inquiry into their educational experiences and practices. Because I understand lived educational experience to be contingent and changeable, I do not believe that it can be manufactured or controlled through careful, step-by-step course design. Nonetheless, looking back at my course design process and my learning-teaching-research journal¹, I can see how I gravitated toward certain interconnecting points of pedagogic orientation in my planning for the three modules. To pull these points of orientation together, I

¹ In Chapter Two, I discuss my use of this journal as a research tool and pedagogic resource.

took a narrative self-study stance toward pedagogy in the course design process. In so doing, I engaged particularly with the ideas of teacher educator-researchers who adopt narrative and/or self-study approaches to pedagogy and whose work manifests some or all of my points of pedagogic orientation (see, among others, Anderson-Patton & Bass, 2000, 2002; Clandinin, 1992; Conle, 1996, 2000a; Elbaz-Luwisch, 2002; Gomez, Walker, & Page, 2000; Grant, 1995; Jalongo, Isenberg, & Gerbracht, 1995; Kleiser, 2004; Mitchell & Weber, 1999; Nash, 2004; Ritchie & Wilson, 2000; Samuel, 2003). Thus, in my doctoral study, have taken a narrative self-study stance toward research² and toward pedagogy. As I point out in Chapter Two, LaBoskey (2004b) identifies this kind of congruency between a teacher-researcher's pedagogic stance and research stance as a distinctive feature of self-study research in education. In the following paragraphs, I outline my points of pedagogic orientation and show links with the work of others who adopt narrative and/or self-study approaches to pedagogy.

My first point of pedagogic orientation, *valuing self-awareness*, is informed by my notion of 'self' as an ongoing process of 'selfing' that takes place within and in response to evolving human relationships and experience, as well as contingent and changing conditions and situations³. For me, self-awareness involves knowledge of that which shapes and feeds into our selfing and mindfulness of how this selfing plays out in our social world. In my course design, I hoped to promote self-awareness by developing learning activities that would allow the students to study their evolving scholar-teacher selves. This would entail recognising and examining *influences on and instantiations of* their personal-professional-academic selfing, such as experiences and relationships, and *conduits and products* of this selfing, such as feelings, beliefs,

² See Chapter One and Chapter Two for further discussion of my narrative self-study stance toward research.

³ See Chapter One for a more detailed explanation of this concept of 'selfing'.

values, and aspirations (Anderson-Patton & Bass, 2000; Jalongo, Isenberg, & Gerbracht, 1995; Samuel, 2003). My understanding was that bringing self-awareness to pedagogic processes in the BEd Honours and MEd modules could provide openings for the students to interrogate, deepen, and extend their understanding of how they were moved to act as scholars and teachers and of the possible impact of these actions (Anderson-Patton & Bass, 2000; Ritchie & Wilson, 2000; Samuel, 2003).

Remaining close to lived experience is a point of reference that is rooted in my long-standing awareness of pedagogy as “a development within, by, and for experience” (Dewey, 1938/1963, p. 28). I understand learning and teaching as intertwined with the contextual, shifting lives of learners and teachers who interpret pedagogic processes in the light of their remembered and envisioned experiences. As I illustrate in Chapter One, in my work as a scholar-teacher I have come to appreciate the educative value of examining and making meaning of my own pedagogic experiences and of allowing the lived experience of learners to inform my teaching practice. When thinking about my course design for the BEd Honours and MEd modules, I was aware that I would be teaching adult learners who bring with them a range of educational, professional, and personal experience. In dialogue with work by teacher educator-researchers such as Elbaz-Luwisch (2002), Conle (1996), Gomez, Walker, and Page (2000), Ritchie and Wilson (2000), and Samuel (2003), I decided to position the scholar-teachers’ lived experience as the core of the pedagogic processes in the modules. In this way, I hoped to call attention to the value of “personal experience...as a source of new knowledge and understanding” (Loughran & Northfield, 1998, p. 17) in scholar-teacher learning.

My third point of pedagogic orientation, *connecting learning to story and memory*, is underpinned by my formative, temporal, contextual view of pedagogy⁴. I value story-telling both as a pedagogic process, through which we can bring into being ideas, knowledge, and understanding, and as a pedagogic resource, through which we can access and engage with others' contextualised experiences, viewpoints, and insights in a vivid and evocative way (Anderson-Patton & Bass, 2002; Clandinin, 1992; Conle, 1996, 2000a; Jalongo, Isenberg, & Gerbracht, 1995; Nash, 2004). As we create and revise our stories and encounter others' stories, we make sense of our present learning by remembering and reconstructing stories of the past and re-envisioning stories of the future. By connecting story and memory to learning in my course design, I hoped to offer the scholar-teachers tools to communicate, access, and reflect on experiences, knowledge, and understanding, and thus open up possibilities for future action (Clandinin, 1992; Grant, 1995; Mitchell & Weber, 1999; Ritchie & Wilson, 2000).

My fourth point of reference, *bringing together learning and critical-creative inquiry*, entails offering opportunities and assistance for learning through inquiry. LaBoskey (2004b) identifies inquiry-orientated learning as a characteristic of self-study approaches to pedagogy. In my view, learning through critical and creative inquiry involves well thought-out observation, questioning, and judgement, accompanied by inventive, imaginative engagement and response. For me, an inquiry orientation in pedagogy brings with it a sense of discovery and vitality, as well as spaciousness and possibility (Conle, 2000a). When designing learning activities for the three modules, I was hoping to encourage and challenge the scholar-teachers to make up their own minds about concepts, issues, and happenings, and to generate new ideas and questions. Furthermore, I was hoping to learn from and be challenged by the students. I also

⁴ See Chapter One for further discussion of my view of pedagogy.

anticipated that as the scholar-teachers identified and delved into educational questions that were of interest to them, they would find an intrinsic motivation for and satisfaction in educational scholarship (Grant, 1995; Kleiser, 2004; LaBoskey, 2004b).

Emphasising dialogue, interaction, and human relationships is a point of orientation that stems from my understanding of learning and teaching as processes that occur through and in relationship, dialogue, and interaction with others. As I show in Chapter One of this thesis, I am aware of the significant role that support, guidance, and encouragement from others has played in my learning as a scholar-teacher and of how my teaching practice has been enhanced by facilitating dialogue and interaction among learners and by responding constructively and supportively to learners. In my view, dialogue in scholar-teacher learning can take place through direct personal interaction and through interaction with audio/visual/written texts created by other human beings. Dialogue can happen through the medium of spoken and written words, as well as non-verbal communication. In planning for the BEd Honours and MEd courses, I was aiming for a design that would be conducive to establishing an open and supportive class environment in which the scholar-teachers and I could learn about, from, and with each other through dialogue and interaction (Anderson-Patton & Bass, 2002; Clandinin, 1992; Grant, 1995; Kleiser, 2004; Samuel, 2003). LaBoskey (2004b) emphasises that strategies aimed at developing interactive classroom communities are a key feature of self-study approaches to teaching and learning.

My sixth point of reference, *calling attention to the significance of personal and social contexts*, requires me, as an educator, to be mindful of how a range of past and current experiences and socio-cultural factors interact with what is happening in the classroom. For the BEd Honours and MEd modules, it involved thinking about the design of coursework activities that could highlight the temporal and contextual nature

of learning, teaching, and researching (Clandinin, 1992; Conle, 2000a). Furthermore, I wanted to devise activities that could present opportunities for critical and creative engagement with diverse personal circumstances and the broader social-historical-political contexts and issues that situate and feed into them (Conle, 2000a; Samuel, 2003).

Valuing scholar-teacher authority and agency is my last point of orientation. As mentioned in Chapter One, my interest in conceptions and enactments of teacher authority and agency emerged during my time as a BEd Honours student in 1999-2000. My thinking about teacher authority and agency was influenced by conceptions of teachers as “transformative intellectuals” (Giroux, 1988) and “curriculum theorists” (Marsh, 1997) and by my own desire to deepen and extend my pedagogic practice through academic and professional development. My course design process was informed by my evolving understanding of scholar-teacher authority and agency as skill, confidence, and motivation to originate, evaluate, and communicate academic-pedagogic ideas and to take action aimed at making qualitative differences in lived educational experience. In my planning for the BEd Honours and MEd modules, valuing scholar-teacher authority and agency involved providing support and opportunities for students to develop, practise, share, and revise their own academic-pedagogic ideas and strategies (Nash, 2004; Ritchie & Wilson, 2000). It also required me to make my academic-pedagogic ideas and strategies as explicit as possible and to keep these open to input and questioning by the scholar-teachers (Anderson-Patton & Bass, 2002).

In the second part of this chapter, I move from looking at the thinking that foreshadowed and underpinned my design for the three modules to an examination of the actual course design.

Course Design

The policy framework for academic education for teachers (Honours, Masters, and Doctoral degrees in Education) in post-apartheid South Africa (as articulated in Department of Education, 2000/2003) envisions a multifaceted curriculum that promotes study and research that is scholarly and intellectual, but also connected and relevant to teaching practice. This policy focuses largely on the macro level and does not discuss how specific content and pedagogies could facilitate the experiential, interactive level of curriculum in academic teacher education. Consequently, teacher educators in this field currently have considerable curriculum autonomy and opportunities for exploring a range of content and pedagogic approaches (Parker, 2003; Robinson, 2003; Sayed, 2004).

The current focus on developing teachers as competent practitioners *and* as scholars and researchers (see also the Norms and Standards for Educators in Department of Education, 2000), and the present degree of curricular independence in academic teacher education are both particularly significant in the light of the history of teacher education in South Africa. The apartheid government's training and management of teachers was explicitly intended to produce and control servants of the state who would strengthen the unjust regime and reinforce White supremacy through the unquestioning and efficient delivery of a racially differentiated curriculum (Baxen & Soudien, 1999; Chisholm, 1999; Enslin, 1990; Gultig, 1999). Although there were those who challenged the apartheid state's positioning of teachers (see Chisholm, 1999; Enslin, 1990; Hyslop, 1990; Wieder, 2003), they faced harsh sanctions for any defiance—especially in African schools and teacher-training colleges (Enslin, 1990; Flanagan, Soudien, & Sayed, 1992; Mahlase, 1997). It is important to note that while

apartheid-era teacher-training colleges⁵ were subject to rigid and far-reaching controls, universities did have comparatively more independence in decision-making about content and pedagogic approaches in the teacher education they provided (Sayed, 2004; Soer, 1998).

When making decisions about my course design for the BEd Honours and MEd modules, I had to consider the national policy framework (as discussed above), as well as the pre-existing module descriptions and outcomes. These module descriptions and outcomes had been developed in previous years by the module coordinators, Professor Relebohile Moletsane⁶ (for all three modules) and Professor Robert Morrell (for the MEd Health, Sexuality, and HIV/AIDS in Education module) and had been approved by the University of KwaZulu-Natal (UKZN) Faculty of Education and by the South African Qualifications Authority (SAQA). I also had to liaise with the module coordinators to ensure sufficient cohesion between our vision for the courses. Additionally, I needed to make certain that in the case of the BEd Honours module and the MEd Health module, for which I was teaching only some sessions, my design would correspond with the coordinators' plans for the other sessions.

In the following sections, I examine my course design for the BEd Honours and MEd modules. I identify and discuss four pedagogic priorities that informed my design:

- (a) fostering authorship, interactive reading, and group talk (for all three modules);
- (b) rethinking cultural diversity in schools (for the BEd Honours module);
- (c) bringing self-awareness to HIV and AIDS in education (for the MEd Health module); and

⁵ In post-apartheid South Africa, teacher-training colleges have been incorporated into the university sector.

⁶ Professor Moletsane is also my doctoral supervisor.

(d) paying attention to the quality of curriculum experience in schools (for the MEd Curriculum module).

I illustrate how these pedagogic priorities were instantiated in my decision-making about pedagogic strategies, pedagogic resources, and coursework activities for the three modules.

Fostering Authorship, Interactive Reading, and Group Talk

A significant influence on my planning for the three modules was my recollection of being a BEd Honours student at the University of Natal⁷ in 1999-2000 and of how exciting and intimidating it had felt to return to academic writing, reading, and discussion after five years of working as a teacher⁸. I also thought back to my interactions with and observations of other students in my BEd Honours cohort. Some of my classmates had not studied for a degree before⁹ and for a number of them, English, the medium of study, was not their home language. In addition, many had attended school and obtained their initial teaching qualifications in racially segregated apartheid-era African, Coloured, and Indian schools and teacher-training colleges, which were actively disadvantaged in countless respects in favour of providing privileged education in White institutions. With these factors in mind, I wondered how it might have felt to embark on postgraduate study without the academic proficiency and self-assurance that I had gained from my privileged education, or to have to try to

⁷ As I explain in Chapter One, the University of Natal merged with the University of Durban-Westville in January 2004 to form the University of KwaZulu-Natal.

⁸ I had completed a Bachelor of Arts degree, majoring in English and French, in 1993 and then obtained a Higher Diploma in Education in 1994.

⁹ Although the BEd Honours degree is offered at postgraduate level, applicants may enrol without a prior degree, provided they hold an initial four-year teaching diploma (in the case of three-year diplomas, a further certificate or diploma is required).

tackle academic reading, writing, and discussion in a language other than my home language of English.

My thinking about pedagogic priorities for the BEd Honours and MEd modules was also informed by the work of South African education scholars, such as Henning and Van Rensburg (2002), Mbatha (2004), and Thomson (2004, 2005), who look at reading and writing in university education faculties and in schools. These scholars emphasise that one of the consequences of the apartheid education system's "strong behaviourist and non-inquiry ethos" (Henning & Van Rensburg, 2002, p. 85) and race-based inequity was a paucity of effective teaching of writing and reading, especially, but not exclusively, in African schools. There has been a significant post-apartheid curriculum policy shift (see Department of Education, 2002a) away from a view of effective writing as the reproduction of 'model' essays, and effective reading as the harvesting of information to be memorised and regurgitated. Nonetheless, it appears that these kinds of approaches continue to influence the literacy practices that many novice and experienced schoolteachers employ when teaching and learning (Henning & Van Rensburg, 2002; Mbatha, 2004; Thomson, 2004, 2005).

Accordingly, in the light of my own experiences and observations, as well as my reading about literacy matters in South African education, I felt that it would be of value to make writing, reading, and discussion in the context of academic teacher education a key area of pedagogic focus for my course design for the three modules. Because of my view of pedagogy as experiential, processual, and contextual, I wanted to integrate my focus on written and spoken language in academic teacher education into learning and teaching about the designated subject matter for each module. This kind of approach is advocated by Henning, Maimane, and PHEME (2001), Henning and Van Rensburg (2002), and Kapp (2004), who argue for deliberate integration of

academic literacy development into discipline-based university courses in South Africa.

Authorship

My interest in thinking about connections between pedagogy and authorship began when I was conducting my MEd study in 2001 as a schoolteacher-researcher¹⁰. I noticed how the Grade 7 learners who were writing short stories for a ‘Teen Stories’ creative writing project seemed to treasure the feeling of being ‘real’ authors—with reference to their own assessment of their development as writers and of the worth of their stories, and also in my response to them as writers (see Pithouse, 2003, 2004). For me, the growth of a sense of authorship includes the development of effective writing skills, and, in addition, it implies an active, inventive, and personally meaningful engagement with the challenges of creating a piece of writing. I also see authorship in those fleeting experiences of relish and satisfaction in the act of writing that can promote perseverance through the complex and frequently frustrating task of writing. Additionally, authorship suggests to me a certain authority in thinking about and discussing processes, experiences, and examples of writing. And, importantly, I think, for learning and teaching, by bringing the notion of authorship into classroom-based writing activities—whether at school or university level—we attribute significance and dignity to those activities and to the learners who undertake them.

Integrating authorship. Ivanič (1998) maintains that a pedagogic focus on authorship requires that the teaching of academic writing be integrated into context-specific writing tasks such as coursework essays rather than generic writing exercises.

¹⁰ I give more information on my MEd study in Chapter One.

One integrative strategy that I used in my course design for all three modules was to compose writing process guidelines¹¹ for the written coursework tasks¹². My decision to use a writing process approach was informed by my critical reflection on the generally mis-educative (Dewey, 1938/1963) nature of ‘composition lessons’ during my own schooling (see Pithouse, 2003, 2004), which usually involved being given a set topic and then being expected to produce a well thought out, innovative piece of writing within an hour. I was also influenced by my positive experiences of using a process approach to teaching writing at school level (see Pithouse, 2003, 2004), and by my own efforts to develop my writing skills and a sense of authorship since embarking on my BEd Honours in 1999. Based on my evolving experience as a writing teacher and as a writer, I hoped that building a writing process approach into the course design would help to alleviate some of the often-paralysing anxiety that can come with facing a blank page or computer screen. I also anticipated that encouraging scholar-teachers to focus on one part of the writing process at a time might help them to feel less overwhelmed by the complexity of the coursework tasks and more in control of their own writing (see Pithouse, 2003, 2004). Additionally, through using a writing process approach, I wanted to promote what van Manen (1990, pp. 131-132) refers to as “depthful writing”:

...depthful writing cannot be accomplished in one straightforward session. Rather, the process of writing and rewriting (including revising or editing) is more reminiscent of the artistic activity of creating an art object that has to be approached again and again, and now here and then there, going back and forth between the parts and the whole in order to arrive at a finely crafted piece that often reflects the personal “signature” of the author.

¹¹ My writing process guidelines are informed by guidelines given by Johnson (1997).

¹² See Appendix A, pp. 236-238, 239-241; Appendix B, pp. 258-261; Appendix C, pp. 290-295.

Another integrative pedagogic strategy that I used was to infuse the course design with activities involving reading, writing, and discussion *about* the act of writing and examples of writing. One aspect of this involved trying to explicate my ideas on effective writing strategies¹³. My efforts to define and illustrate in context what I meant by, for instance, ‘revising’, correspond to Ivanič’s (1998) contention that it is the responsibility of teachers in particular academic settings to clarify for themselves and for their students what they understand ‘good’ academic writing to involve. Ivanič (1998) further advises teachers to make their ideas about ‘good’ writing more open to contestation in the classroom, and, looking again at the three course outlines with this advice in mind, I now see that this is something that I could have given more attention to in my course design.

I also endeavoured to promote thinking and dialogue about writing by providing opportunities for the scholar-teachers to share their pieces of writing with each other and give each other advice¹⁴, as well as to discuss their experiences as writers and as audience¹⁵. My attempts to facilitate the development of a ‘writing group’ atmosphere within the BEd Honours and MEd classes were influenced by my analysis of the pedagogic value of sharing and response among learner-writers in my MEd study (see Pithouse, 2003; Pithouse, 2004). Elbaz-Luwisch (2002), Ivanič (1998), Mendelowitz (2005), and Richardson (2003) highlight the ways in which a writing group can provide support, advice, and opportunities for reflection on writing in an academic context. Ivanič (1998) also points out that class discussion about writing practices and experiences can offer writing teachers helpful insights into and ideas for the pedagogy of academic writing.

¹³ See, for example, my “Hints” for pre-writing in Appendix B, p. 258 and my suggestions for revising in Appendix C, pp. 294-295.

¹⁴ See, for instance, the “Activity” in Appendix C, p. 296.

¹⁵ Refer to “Activity 1” in Appendix A, p. 238.

In addition to the group reading and discussion activities, I followed the recommendations of Richardson (2003) and Ballantyne and Packer (1995b) in encouraging the students to use learning-research journals¹⁶ as an informal, unthreatening space to muse on and articulate their ideas for writing, as well as their thoughts and feelings about themselves as writers and their own writing strategies¹⁷. I specified in the course outlines that the content and style of the scholar-teachers' journal entries would not be assessed¹⁸. I also suggested that they write notes for and drafts of their coursework in their journals. My intention was to offer the students opportunities to write relatively freely and to experiment with writing (Richardson, 2003), without anxiety about being judged, and without "the tyranny of the academic expectation that we always 'make sense'" (Elbaz-Luwisch, 2002, p. 415).

A further integrative strategy I employed was to develop learning activities aimed at engaging the students in dynamic dialogue with ideas and suggestions about writing offered by scholars such as Richardson (2003), Ritchie and Wilson (2000), van Manen (1990), and Nash (2004)¹⁹. I also—again following Richardson's (2003) recommendation—tried to show the scholar-teachers how they could glean ideas and generate possibilities for their own writing by looking at examples of others' writing²⁰.

Additionally, for the MEd modules, I required the scholar-teachers to write and submit 'self-reviews'²¹ of their coursework. My plan was that these self-reviews would be structured according to coursework assessment criteria that the students and I would

¹⁶ As I explain in Chapter Two, I decided, for pedagogic reasons as well as for my research purposes, to make it a coursework requirement for all the students in my BEd Honours and MEd classes to keep learning-research journals.

¹⁷ See, for example, "Activity 2" in Appendix A, p. 238; the "Activity" in Appendix B, p. 256; the "Closing" in Appendix C, p. 292.

¹⁸ See Appendix A, pp. 235; Appendix B, pp. 248; Appendix C, pp. 278.

¹⁹ Refer to the "Interpretive autobiography activity for Session 4" in Appendix A, p.238; "Activity 1" in Appendix B, pp. 260-261.

²⁰ See the "Hint" in Appendix A, p. 240.

²¹ Refer to Appendix D.

devise together. I had used this self-review strategy as a schoolteacher, and had found that it helped learners to revise their own written work and to gain insight into their development as writers. I had also found that it assisted me in my assessment of learners' work.

Cultivating authorial presence. In consultation with Professor Moletsane²², I decided to try to open up space for growth of the scholar-teachers' "authorial presence" (Ivanič, 1998, p. 26) in my course design for the BEd Honours module by not requiring them to refer to the work of other authors in the written coursework tasks: a 'letter to a teacher' and a 'teacher self-story'²³. Although I recognised the importance of learning to locate one's academic writing within the context of related literature, I remembered how, as a BEd Honours student myself, I had initially struggled to recognise and express my own ideas in the construction of an essay and had often masked my authorial presence with too many direct quotes from others' work. My thinking was influenced by Richardson's (2003, pp. 530-531) suggestion of acknowledging and nurturing your authorial presence in academic writing through first writing a personal narrative about something that is particularly significant to you and only then "layering" your writing by inserting references to the work and ideas of others in your academic discourse community. Given that I wanted to spend class time on actual processes of writing and on examining and discussing those processes, Professor Moletsane and I agreed to leave the 'layering' of writing for the second part of the BEd Honours module that she would teach.

²² Professor Moletsane, my doctoral supervisor, was teaching the second half of the BEd Honours module.

²³ See Appendix A, pp.236-238, 239-241.

The first written coursework task in each of the two MEd modules involved writing a short “lived-experience description” (van Manen, 1990, pp. 64-65)²⁴, which, like the BEd Honours ‘letter to a teacher’ and ‘teacher self-story’ tasks, was a personal narrative that did not require any reference to other texts. In the other written coursework tasks—an autobiographical essay²⁵ (for the Health course) and an ‘autobiography of the question’ essay and school-based self-study²⁶ (for the Curriculum course), I tried to encourage the development of authorial presence by advising the scholar-teachers to write down their own experiences, observations, and ideas and then to layer their writing with reference to relevant literature.

I also attempted to offer opportunities for cultivating authorial presence by designing the written tasks for the three modules in a way that would require the scholar-teachers to insert themselves directly into the text (Nash, 2004; Richardson, 2003). My aim was for the scholar-teachers to write about happenings, contexts, and issues that were personally meaningful to them and about which they might have “powerful reasons for writing” (Ivanič, 1998, p. 341). For example, in the ‘letter to a teacher’²⁷ task in the BEd Honours module, I asked the students to think back to their own schooldays and to try to remember a primary or secondary school experience where a teacher made them (or a classmate) feel either *included/affirmed* or *excluded/undermined*²⁸. Additionally, in the MEd Health module, the scholar-teachers were required to write autobiographies of their interest in health, sexuality, and HIV/AIDS in education²⁹.

²⁴ See Appendix B, pp. 253-254; Appendix C, pp. 283-285.

²⁵ See Appendix B, pp. 258-261.

²⁶ See Appendix C, pp. 290-297

²⁷ The ‘letter to a teacher’ is an idea that I drew from Nieto (2003b).

²⁸ Refer to “Assessment Task 2: Letter to a teacher” in Appendix A, pp. 236-238.

²⁹ See “Writing an autobiography of your interest in health, sexuality and HIV/AIDS in education” in Appendix B, pp. 258-261.

Interactive Reading

I first started to think about interactive reading when I was working with learners at senior primary and junior secondary school levels who were identified as having specific language learning difficulties and for whom reading was typically an arduous and demoralising task of struggling to decode a prescribed text³⁰. For me, reading in my home language at school had been generally unproblematic and often pleasurable, and, until I began to teach, I had never really thought much about *how* I read³¹. To assist learners in my special educational needs groups *and* my mainstream English classes, I tried to explicate my ideas about effective reading and to involve learners in a variety of reading activities so that they could select and develop their own reading strategies. These interactive reading activities included: using coloured pencils or sticky paper to highlight certain parts of a text, scribbling down comments and questions for the author, reading aloud, reading with a partner or group, acting out parts of a text, choosing certain sections of a text to read first, choosing to pass over certain sections, writing and sharing book reviews, and using extracts from texts to stimulate creative writing or visual/performance arts. I also made regular visits to the school library with the learners in order to assist them to choose books that they wanted to read and felt able to read. I encouraged the learners to recommend books to each other. In addition, I consulted the learners when requesting new books for the library. Another approach that I used was to put aside the invariably boring textbook ‘reading comprehension’ exercises and develop my own reading exercises, using extracts from

³⁰ I had not initially qualified as a special educational needs teacher, but when I began to work in this area (during a period when I was teaching in England), I took some additional courses and received some in-service training.

³¹ Although the Higher Diploma in Education that I obtained in 1994 was meant to equip me with skills to become a senior primary and secondary level teacher of English as a first and second language, I do not remember learning much about the teaching of reading while studying for the qualification.

books that were available in the school library and that I thought might hold more interest for the learners. By introducing the learners to an assortment of short extracts from books in the school library, I hoped to help them with their own selection of reading matter. Periodically, I also asked learners to select their own extracts and develop their own questions for class reading tasks.

In my view, interactive reading requires readers to become conscious of themselves as active agents who can make decisions about how to approach a text and, at least to some extent, which texts or parts of texts to read. I also see the interactive reader in a dialogic relationship with a text and, through the medium of the text, its author/authors. Wallace (2003, p. 9) describes this dialogic relationship as “a three way interaction between the writer, the text and the reader, each of which,..., is socially constrained and directed if not socially constructed.” As with spoken dialogue, it is essential to try to comprehend and contextualise what the other person is saying and to be aware that your understanding is mediated by your own experiences, ideas, and environment. But it is also important to take an active role in the dialogue by making up your own mind about what is being said and offering your questions and comments in an effort to stimulate further thought and discussion.

Thomson (2004) suggests that part of the legacy of mis-educative apartheid-era literacy practices is that many learners and teachers in South Africa, particularly in formerly African schools, are reluctant readers. Hardman and Ng’ambi (2003) and Thomson (2005), commenting on postgraduate courses in the education faculties of two South African universities, note that many students encounter great difficulty in engaging with the academic texts they are expected to read. In thinking about my course design for the BEd Honours and MEd modules, I hoped that taking an

interactive approach to reading would open up possibilities for increased motivation, efficacy, and gratification in reading in the context of academic teacher education.

Integrating interactive reading. As with my focus on authorship, I chose to integrate my focus on interactive reading into the course design for each module. In this way, I was taking on the role of “mediator between text producer or author, the text and the students” (Wallace, 2003, p. 9). An integrative strategy that I brought from my school teaching practices was to infuse the course outlines with an array of short extracts from longer texts. I chose extracts that I found relevant, and that I thought offered interesting ideas or useful suggestions. I hoped that these extracts would stimulate thought and discussion among the scholar-teachers and allow them to see possibilities for their own decision-making about further reading. I also gave comprehensive reference lists³² so that the students would be able to locate their chosen texts in one of our university libraries, on the internet, or via inter-library loan. To encourage dynamic engagement with the content of the extracts, I incorporated a number of the extracts into learning activities³³.

Another integrative strategy I used—again influenced by my teaching of reading at school level—was to bring the actual reading of extracts and texts into the classroom. I alternated between individual reading tasks³⁴ and reading activities in which scholar-teachers would take turns to read aloud for each other in pairs³⁵, small groups³⁶, and as a whole class³⁷. My thinking was that while it would be time-consuming to read in class, it would allow me to get some sense of the reading strategies the scholar-teachers

³² See Appendix A, pp. 241-242; Appendix B, pp. 262-263; Appendix C, pp. 299-301.

³³ See, for instance, the use of the extract from Mitchell & Weber, 1999 in Appendix A, p. 237.

³⁴ See “Activity 1” in Appendix B, p. 249.

³⁵ Refer to “Activity 1” in Appendix A, pp. 235-236.

³⁶ See the “Activity” in Appendix C, p. 287.

³⁷ Refer to the “Activity” in Appendix C, pp. 284-285.

were actually using and of their level of confidence and pace in reading independently and in a group situation. I also anticipated that it would give us ‘on-the-spot’ opportunities to discuss the act of reading and to share reading strategies.

To encourage active involvement with texts, I supplied questions for the students to discuss verbally and/or in writing³⁸. Moreover, at certain points in the three course outlines, I set learning activities aimed at cultivating interactive reading³⁹. Additionally, as with my focus on authorship, a further strategy for integrating interactive reading was to explicate my ideas about effective reading strategies⁴⁰. I also tried to encourage interactive reading through the reading and discussion of texts written by the scholar-teachers themselves⁴¹. In this way, I hoped to try to bring to life the idea of reading as interaction with the author of a text as well as the text itself.

Cultivating reader agency. Reader agency—which in my view includes active decision-making about how and what to read, questioning and commenting on a text, and using ideas or information from a text to stimulate your own thinking—is an integral part of my conception of interactive reading. While I did incorporate some of my own suggestions on how to read effectively into the course outlines⁴², and I anticipated that bringing reading into the classroom would encourage discussion about the act of reading and sharing of reading strategies, I now realise that I did not actually allocate space for this discussion in the course design. In retrospect, I see that course outlines and plans that pay more attention to encouraging discussion of students’ decision-making about *how* to read are essential.

³⁸ See, for instance, “Activity 1” in Appendix A, pp. 235-236.

³⁹ See, for example, “Activity 1” in Appendix C, p. 279.

⁴⁰ See, for example, the “Hints for reading” in Appendix B, p. 250.

⁴¹ See, for instance, the “Activity” in Appendix B, p. 256.

⁴² See, for example, the “Hints for reading” in Appendix B, p. 250.

As I explain in the preceding section, a strategy that I used to try to assist the scholar-teachers in making choices about what to read was to include a range of extracts from longer texts in the BEd Honours and MEd course outlines, and to give comprehensive references for those extracts. An additional strategy that I employed in the design of both MEd courses was to encourage the students to use their learning-research journals to keep records of texts that they considered relevant to their learning and research⁴³.

In the MEd Health course design, I endeavoured to facilitate active choice in reading matter by starting with a ‘mini literature review’, which required small groups of students to pick out readings from a selection I had compiled⁴⁴. Further on in the MEd Health course outline, I encouraged the scholar-teachers to make additional choices about what to read by developing their own reading plans⁴⁵.

I tried to promote choice of reading matter in the MEd Curriculum course outline by asking the students to review the prescribed texts that we had read in class in order to decide which ones to reread to inform their essay writing⁴⁶. Moreover, because I had more teaching time with the MEd Curriculum class, I was able to incorporate a visit to the campus library into the course design⁴⁷. (Again, this is a strategy that I had found worthwhile when teaching reading at school level.) In the course outline, I set the scholar-teachers a goal of finding roughly five new texts to inform their essay writing⁴⁸. My thinking was that this goal would provide some focus for the day we

⁴³ See, for instance, “Keeping a learning-research journal” in Appendix B, p. 248

⁴⁴ See “Activity 2” in Appendix B, pp. 243-244.

⁴⁵ Refer to “Developing a reading plan in preparation for writing your autobiographical essay” Appendix B, p. 250.

⁴⁶ See “Activity 1” in Appendix C, p. 292.

⁴⁷ See “Day 4: 6 April” in Appendix C, pp. 292-294.

⁴⁸ Refer to “Activity 2” in Appendix C, pp. 292-293.

were to spend in the library. In addition, I offered advice on how to choose texts⁴⁹ and I suggested particular texts or text sources that the scholar-teachers might find useful or interesting⁵⁰. I also gave information on where to look for these texts and text sources in the library and I made it clear that I would be in the library to assist with finding, selecting, and working with texts.

Another aspect of cultivating reader agency that I incorporated into my course design for all three modules was to try to encourage the scholar-teachers to think of and share their own questions and comments on the reading matter and on the “three way interaction between the writer, the text and the reader” (Wallace, 2003, p. 9). Scholars such as Hardman and Ng’ambi (2003) and Wallace and Poulson (2004) highlight the crucial role of interrogative or critical interaction with reading matter in academic study. They also maintain that many students lack confidence and/or proficiency in this area. Wallace and Poulson (2004, pp. 27-30) offer ten “critical questions” that students who wish to become more critical readers can use to interrogate a text. In addition, Hardman and Ng’ambi (2003, p. 145) recommend the development of a “questioning environment in which learners are expected to engage in question and response sessions with their class and the lecturer” to provide support and opportunities for students’ active meaning making of texts. Wallace (2003, p. 25) also argues that it is important for teachers to help to promote reader agency among students by “creating...opportunities for more specifically *critical* engagements with texts.” In my course design for the three modules, I provided questions that I hoped would promote the scholar-teachers’ active meaning making of texts⁵¹. In my role as a mediator between the scholar-teachers, the texts, and the authors of those texts (Wallace, 2003),

⁴⁹ See the “Hint” in Appendix C, p. 293.

⁵⁰ See “Helpful places to look for texts” in Appendix C, pp. 293-294.

⁵¹ See, for example, the “Discussion questions” in Appendix B, pp. 243-244.

I also wanted show my confidence in the students' ability to think carefully and critically about the ideas and information contained in the texts, and to weigh up this content in the light of their own experience. Wallace (2003) argues that it is important for teachers and materials developers to be conscious of how they position students in relation to reading and to avoid pigeonholing them as incompetent or as having no expertise to bring to the act of reading.

In addition to promoting reader agency through critical engagement with texts, I also designed learning activities aimed at encouraging creative involvement with reading matter. My intention was for the scholar-teachers to have opportunities to use reading matter as a stimulus for their own thinking, discussion, and writing⁵².

Group Talk

During my years of school teaching, I became increasingly interested in facilitating inclusive and constructive whole class discussion or "group talk" (LaBoskey, 2004b, p. 835) to enhance pedagogic processes. One of the strategies that I adopted to promote this kind of group talk in my English classes was to have regular 'circle time' sessions. (As with a number of my other mainstream English teaching strategies, I learned about circle time as a way of promoting spoken language development and group interaction through my work as a special educational needs teacher.) In these circle time sessions, the desks would be moved away and the learners and I would sit in a circle and talk for about half an hour. One of the significant features of circle time as it developed in my classes was that every person in the group would be given an opportunity to contribute on each new point of discussion, but could choose just to say, "Pass," instead. People

⁵² See, for example: (a) the use of a chapter from Mitchell & Weber, 1999 as a stimulus for the "Memory work activity" in Appendix A, p. 236; (b) the use of extracts from Mitchell & Weber, 2005 and others as a stimulus for the "Activity" in Appendix C, p. 286-287; and (c) question 8 in Appendix C, p. 287.

who ‘passed’ would then be given another turn to speak at the end of the round, but could pass again if they still did not wish to say something. Another key characteristic of circle time in my classes was an emphasis on everyone (including the teacher) listening when someone else was speaking and an emphasis on no ‘put downs’ or cutting remarks from anyone in the group (again including the teacher). I used the circle time rules of ‘we may pass’, ‘we listen when someone else is speaking’, and ‘no put downs’ to guide all group talk in my classroom. In my experience, the regular circle time sessions and the use of the circle time rules in all lessons helped to cultivate a shared understanding among learners that everyone was entitled to speak and be heard in whole class discussions, but also that no one would be pressured to speak. Even when I, as the teacher, posed questions to particular learners, they could still elect to ‘pass’. Interestingly, I found that when learners had the option of choosing to ‘pass’ a turn or a question they actually seemed to participate more freely and regularly in group talk.

Another strategy that I developed to promote inclusive and constructive group talk in my school teaching was based on Zaragoza and Vaughn’s (1995, p. 46) approach to teaching junior primary school children to respond to oral presentations of each other’s written work: “TAG: T-Tell what you like. A-Ask questions. G-Give ideas”. This approach helped to cultivate an atmosphere of support, mutual trust, and confidence in my classroom and encouraged careful listening and well thought out, helpful responses to each learner’s contributions. In my teaching, I tried to model a ‘TAG-like approach’ when responding to something that a learner had said, or to the oral presentation of coursework. I also made a point of reminding learners to use this type of approach when they were responding to each other’s ideas or work. The learners and I would also often talk about the consequences of responding to others’ verbal contributions in

particular ways and about the style of response they found most encouraging and beneficial.

In my view, inclusive and constructive group talk involves providing frequent opportunities for each member of the group to speak and be heard. It also requires a focus on the growth of each person's confidence in speaking in a group and the growth of a concomitant feeling of mutual trust and support within the group. In addition, it entails an appreciation of how an individual's learning can be stimulated, deepened, and extended by communicating ideas and receiving feedback in a group situation, as well as by listening to and reflecting on others' contributions.

Integrating group talk. Group talk among scholar-teachers was not something that I had had much personal experience of as a BEd Honours or MEd student. The BEd Honours classes that I attended were chiefly conducted in lecture form and, because I had elected to do my MEd by thesis, I had not attended MEd classes. Nevertheless, my conception of learning and teaching as relational and dialogic, and my understanding of the pedagogic value of engendering inclusive and constructive group talk, led me to try to integrate frequent opportunities for this kind of interaction into my design for the BEd Honours and MEd courses. I was also influenced by education scholars such as Cochran-Smith and Lytle (1993), Nieto (2003a, 2003b), and Palmer (n.d.), who maintain that teachers in schools and universities often lack time or opportunity to engage in regular group talk with their colleagues. These scholars propose that the development of "intellectual communities" (Cochran-Smith & Lytle, 1993, p. 22) among teachers can provide space for them to learn with and from each other through group talk.

I infused the course design for the three modules with a range of stimuli for whole class discussions. One form of stimulus was the reading of texts or extracts from texts⁵³. Another type of stimulus was the verbal presentation of the scholar-teachers' written coursework⁵⁴. Additionally, for the MEd Health module, I developed a slideshow on public events, issues, and debates in the area of HIV and AIDS in South Africa to use as a visual stimulus for whole class discussion⁵⁵.

I integrated group talk into the pedagogic processes of my course design for the modules in various ways. One tactic was to use whole class discussion to build on work done in individual or small group learning activities⁵⁶. Another strategy was to integrate whole class discussion into the actual writing processes of the scholar-teachers' written coursework. In the BEd Honours course design, I made group talk part of a preparatory writing activity for the 'teacher self-story'⁵⁷. Additionally, in the design for the two MEd modules, I included whole class discussion in the process of drafting the coursework essays⁵⁸. I also integrated group talk into the pedagogic processes of the MEd modules by requiring the scholar-teachers to devise and negotiate assessment criteria for their coursework through whole class discussion⁵⁹.

Cultivating interactive learning. As well as integrating a variety of group talk situations throughout my sessions for each module, I hoped to promote the development of interactive learning communities (LaBoskey, 2004b) in which each individual's learning could be stimulated, deepened, and extended by talking and

⁵³ See, for example, "Activity 1" and "Activity 2" in Appendix B, pp. 249-250.

⁵⁴ See, for instance, the "Activity" in Appendix C, p. 296.

⁵⁵ See Activity 1 in Appendix B, p. 257.

⁵⁶ See, for example: (a) the "Activity" in Appendix A, p. 234; and (b) "Activity 1" in Appendix C, p. 288.

⁵⁷ Refer to the "Activity" in Appendix A, p. 239.

⁵⁸ See, for example, "Activity 1" in Appendix B, p. 261.

⁵⁹ See, for instance, "Activity 1" and Activity 2" in Appendix C, p. 298.

listening in a whole class situation. In so doing, I also anticipated that I would be better placed to understand how and what the scholar-teachers were learning in the modules if I could witness learning-in-action through group talk (Rodgers, 2002; Tidwell & Heston, 1998). Thus, I employed a range of strategies to try to facilitate whole class discussions in which “talk itself [would be] a form of learning that [could] lead to change in thoughts and actions” (Nieto, 2003b, p. 124).

A strategy that I used in all three modules was to develop activities that could give the scholar-teachers opportunities to clarify their ideas by articulating them to the class and then to review and expand them in the light of other students’ presentations, as well as whole class discussion⁶⁰ (Cochran-Smith & Lytle, 1993; Gipe, 1998; Postholm, Wold-Granum, Pettersson, Flem, & Gudmundsdóttir, 1999). I also made space in the MEd course design for the scholar-teachers to present their written coursework and then to rework or build on that coursework in the light of subsequent whole class discussion⁶¹ (Anderson-Patton & Bass, 2002).

In my design for all three modules, I wanted to use group talk to assist the scholar-teachers to enrich and broaden their own thinking by accessing and making meaning of other class members’ experiences, viewpoints, interests, and insights⁶². The value of extending one’s learning through “careful consideration of perspectives beyond the self” (Bullough & Pinnegar, 2004) is emphasised by many teacher-researchers who take a self-study stance to educational research and practice, including Austin and Senese (2004), Kaplan (2002), and Loughran (2002). Haarhoff (1998) and Samuel (2003) highlight the particular value of accessing and engaging with others’ experiences and perspectives in post-apartheid South Africa, which carries a legacy of

⁶⁰ See, for example: (a) the “Activity” in Appendix A, p. 239; and (b) “Activity 1” and “Activity 2” in Appendix C, p. 288.

⁶¹ See, for instance, “Activity 1” in Appendix B, p. 261.

⁶² See, for example, the “Activity” in Appendix C, pp. 289-290.

separateness. In addition, Imel (1995) highlights the inclusive nature of adult learning environments in which students' diverse viewpoints and experiences are placed at the centre of pedagogic processes.

In thinking about my course design for the BEd Honours and MED modules, I was concerned that the whole class discussions might lose focus or stagnate without some supportive structure. However, I did not want to cut off possible avenues for learning by being overly prescriptive. Consequently, I decided to use a range of strategies to give direction to the group talk activities. These strategies alternated between fairly broad guidelines, such as, "We will discuss each of the key concepts and the following quotes as a group,"⁶³ and more detailed guidelines, often in the form of questions to consider⁶⁴. I also used concepts and suggestions developed by education scholars such as Dewey (1934, 1938/1963) and van Manen (1990) as a way of stimulating and focusing group talk⁶⁵.

From my experience as a schoolteacher, I understood that interactive learning through whole class discussion is supported by the growth of a sense of self-assurance for each learner and of an associated atmosphere of mutual trust, support, and empathy within each class. The value of establishing a non-threatening and supportive environment for interactive learning within an adult group is highlighted by scholars such as Conle, Loudon, and Mildon (1998), Guilfoyle, Placier, Hamilton, and Pinnegar (2002), Hollingsworth (1992), Imel (1998), Kasl and Yorks (2002b), and Palmer

⁶³ Refer to Appendix C, p. 276.

⁶⁴ See, for example, the "Activity" in Appendix B, p. 256.

⁶⁵ See, for example, my use of Dewey's (1934, 1938/1963) notion of educative and mis-educative experience and van Manen's (1990) suggestions for producing a lived-experience description in Appendix C, pp. 283-284.

(n.d.)⁶⁶. Furthermore, as I explain in Chapter Two, my experiences of being a BEd Honours student in 1999-2000 had led to me to expect that some of my prospective students might be hesitant to participate in whole class discussions and that such interactions might be dominated by a few more confident or forceful students. I was also aware that patterns of power and privilege—linked to factors such as gender, language, and race—that persist in post-apartheid South African society might work to marginalise certain voices in a group talk situation.

However, despite my focus on providing opportunities for interactive learning through group talk and my awareness of possible social and affective impediments to genuinely inclusive whole class discussion, when developing my written course outline for the BEd Honours module I did not explicitly address relational and emotional aspects of group interaction and talk. When I reviewed the BEd Honours course outline in preparation for my design for the MEd modules, I decided to place more emphasis on these factors.

One strategy that I used was to position a ‘getting to know each other’ activity at the start of the first session of the MEd modules⁶⁷. This activity required students to spend some time getting to know each other in pairs. Then the students would introduce their partners to the whole group. In these activities, I intended to promote the development of empathy and working relationships among the scholar-teachers. I also hoped that easing the students into group talk via initial ‘pair talk’ might assist them to feel more ready to speak to the class as a whole. I wanted to ensure that each person would play an active role in this first group talk activity.

⁶⁶ It is important to note that in my view, and in the work just cited, a non-threatening and supportive environment does not imply an absence of challenge or disagreement, but rather a dialogic space in which participants can share experiences and explore ideas without fear of ‘put-downs’ or gossip.

⁶⁷ See, for instance, “Activity 1” in Appendix B, p. 243.

Another strategy that I employed to target the relational and emotional aspects of the development of interactive learning communities in the MEd classes was to ask the scholar-teachers to read and discuss an article on ‘self-care’ in qualitative research (see Rager, 2005) and then to negotiate guidelines for ‘group-care’ within the classes⁶⁸. By starting with ‘self-care’ and then moving on to ‘group-care’, I hoped to encourage the scholar-teachers to think about the emotional and relational aspects of their interaction with each other in terms of the kind of response and support they would like to receive from other members of the class. In addition, by asking the students to read and discuss an extract from Nash (2004)⁶⁹ to inform their thinking about group-care, I wanted to highlight the importance of revealing only that which they felt comfortable with disclosing and of respecting others’ rights to privacy. I arranged to follow-up the self-care and group-care activity with a presentation from the Faculty of Education’s student counsellor⁷⁰ so that the scholar-teachers could meet her and find out how to access her support services. I also referred back to the group-care guidelines to steer group talk in a subsequent activity in each MEd module in which the students were required to present drafts of their written work for feedback from the class⁷¹. In addition to emphasising the group-care guidelines in this activity, I also tried to promote encouraging and helpful feedback by offering discussion guidelines based on Zaragoza and Vaughn’s (1995, p. 46) “TAG: T-Tell what you like. A-Ask questions. G-Give ideas” approach.

⁶⁸ See, for example, “Activity 1” and “Activity 2” in Appendix C, pp. 279-280.

⁶⁹ See “Activity 2” in Appendix C, p. 279.

⁷⁰ See, for example, the “Activity” in Appendix B, p. 250.

⁷¹ See, for instance, “Activity 1” in Appendix B, p. 261

Cultural Diversity and the Curriculum: Rethinking Cultural Diversity in Schools

A key influence on my thinking about the course design for the BEd Honours Cultural Diversity and the Curriculum module (which is offered as part of the BEd Honours Curriculum Studies specialisation at UKZN) was my work as a teacher of learners who were identified as having special educational needs. Despite my background of privilege and success in schooling, this work had allowed me some insight into how it might feel to be set apart from the mainstream culture of schooling and to experience persistent barriers to learning. My view of ‘culture’ in terms of schooling and the curriculum was informed by social constructivist ideas such as Bruner’s (1996, pp. 98, 87) conception of “school [as] a culture itself”, with a “way of life and thought that we construct, negotiate, institutionalise, and finally...end up calling ‘reality’ to comfort ourselves.” I was also influenced by Goodson’s (1990, p. 299) notion of curriculum as “a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas.”

As a practised schoolteacher and as a novice teacher educator, I was interested in inquiring into the experiential level of curriculum to look at how cultural diversity in schools might interact with my aim of facilitating inclusive, supportive, and genuinely educative pedagogic experiences for every learner. My personal interest corresponded with post-apartheid education policy as articulated in the South African Schools Act (Act 108 of 1996) and in the Education White Paper 6 of 2001. The former aims to “redress past injustices in educational provision [and to] provide an education of progressively high quality for all learners” (Department of Education, 1996/2003, p. B3). The latter sets out a vision of inclusive education that should “[maximise] the participation of all learners in the culture and the curricula of educational institutions

and [uncover] and [minimise] barriers to learning” (Department of Education, 2001, p. 16).

Part of the damaging legacy of the apartheid system of racial segregation is that conceptions of cultural diversity in schools are often limited to matters of racial diversity, thus obscuring the interplay of other factors that can contribute to barriers to learning, such as gender, language, or poverty (Moletsane, Hemson, & Muthukrishna, 2004; Nkomo, Chisholm, & McKinney, 2004; Samuel, 2003; Sayed, 2003). In addition, while post-apartheid education policy stipulates a comprehensive and active approach to educational inclusion, it appears that many teachers are not receiving adequate guidance and support in developing strategies to recognise and reduce a variety of barriers to learning in the classroom (Carrim, 2002; Moletsane, Hemson, & Muthukrishna, 2004). Furthermore, despite policy changes, many South African teachers who were educated in racially segregated schools and tertiary institutions still work in school contexts (particularly in previously African schools) that have remained largely uni-racial in terms of the apartheid-era classifications of race (Harber, 2002; Soudien, 2004). Accordingly, a challenge for teacher educators in South Africa is to work with practising teachers to identify and examine how processes of cultural inclusion and exclusion can play out within uni-racial school contexts that may appear to be culturally homogenous.

Furthermore, many teachers (predominantly in previously White, Indian, and Coloured schools) are working in schools that are increasingly enrolling learners of all races, but still have teaching staff that mainly represent the schools’ former racial classification (Soudien, 2004; Vally & Dalamba, 1999). From my own observations and my reading on post-apartheid school desegregation (see, for example, Moletsane, Hemson, & Muthukrishna, 2004; Soudien, 2004; Soudien, Carrim, & Sayed, 2004;

Vally & Dalamba, 1999), I was conscious that these schools often have an ethos of assimilation, in which the ‘newcomers’ are expected to adapt to the existing culture of the school. While ‘cultural tolerance’ and ‘celebrations of diversity’ may be espoused in these ‘assimilationist’ school communities, it seems that there is frequently a lack of active, self-reflexive, contextualised consideration of how processes of cultural inclusion and exclusion may unfold in classrooms and on playgrounds.

Consequently, when developing sessions for the BEd Honours module, I wanted to explore ways in which to acknowledge and work with cultural diversity *within* apartheid-era racial groupings as well as across these groupings. I also wanted the course design to go further than simply advocating tolerance or celebrating diversity and to involve the students in critical and creative engagement with complex and sensitive questions about processes of cultural inclusion and exclusion in actual school settings. With these concerns in mind, I tried to design my section of the module in a way that would situate the scholar-teachers’ experiences and voices at the core of the learning process. I decided to frame my component of the module as a ‘teacher self-study project’ called “Starting with Ourselves”. My plan for the project comprised an iterative, interactive process of discussion, reading, and writing through which I hoped the students would re-examine and share their past and current experiences of teacher involvement in processes of inclusion and exclusion in schools. I wanted to offer the scholar-teachers opportunities to review and “reframe” (Schön, 1983) their existing understandings of cultural diversity and the curriculum in the context of their own schooling experiences and teaching practice and from a variety of vantage points. This kind of approach is in keeping with the recommendations of Bell, Washington, Weinstein, and Love (1997), Moletsane, Hemson, and Muthikrishna (2004), Ritchie and Wilson (2000), and Samuel (2003). These scholars emphasise the role that critical

and creative self-knowledge and self-awareness, as well as exposure to stories of others' lived experience, can play in practising and pre-service teachers' understanding of and engagement with processes of inclusion and exclusion in schools and tertiary institutions.

Pedagogic resources that I used to try to generate rethinking of issues of cultural diversity in schools included O'Reilly-Scanlon's (1992) edited collection of letters written by members of the Canadian public⁷² about their memories of teachers. I recommended a selection of the letters to the students, trying to achieve a balance between letters that dealt with positive and negative memories. I also chose letters that highlight a variety of factors that can play a part in barriers to learning (including, among others, socio-economic status, abuse in the home, and ridicule in the classroom), as well as a range of ways in which teachers can either work to minimise those barriers or to create/exacerbate them. I then asked each scholar-teacher to choose one letter to write and talk about⁷³.

Another pedagogic resource was a set of autobiographical narratives written by four practising teachers (in Ritchie & Wilson, 2000). In these narratives, the teachers engage critically with their schooling and teaching experiences to explore "how their identities have been constructed by/in the culture and how cultural narratives of teaching have shaped their personal and professional subjectivities" (op. cit., p. 24). Informed by these, I designed a small group learning activity⁷⁴, in which each group was required to read and discuss one of these teacher narratives and then to share their

⁷² I did look for similar Southern African pedagogic resources, but was unable to find any that I thought would suit my purposes as well. I was interested to find that students of the BEd Honours class felt that there was significant resonance (Conle, 1996, 2000a) between the experiences that were described in the Canadian letters and their own schooling experiences. Students commented that they had been unaware that the schooling history of people in 'developed' countries such as Canada had much in common with the schooling history of people in Southern African.

⁷³ See "Activity 2" in Appendix A, p. 236.

⁷⁴ See the "Activity" Appendix A, pp. 238-239

thoughts with the class. I anticipated that this activity would contribute to rethinking of cultural diversity in schools because the narratives explore teacher involvement in processes of inclusion and exclusion in schools and because they broaden discussions of cultural diversity by looking at factors such as homosexuality, social class, and gender. The narratives also highlight how teachers' own experiences of schooling form what Ritchie and Wilson call "an 'accidental' apprenticeship in teaching" (op. cit., p. 19) and how this accidental apprenticeship, which often seems to remain unacknowledged and unexamined in teacher education programs, can have a significant influence on teachers' pedagogic understandings and practices. In choosing to include "memory work" (Mitchell & Weber, 1999, p. 73) as a pedagogic strategy, I was working from an understanding that:

Unless we are conscientiously aware of what is driving our choices of behaviour in the classroom, we are all too likely to revert to the ways of the teachers who taught us—maybe for the good, but usually for the not so good. (Allender & Allender, 2006, p. 15)

It is important to note that the aim of this kind of memory work is not to establish historical fact. The point is rather to examine how our memories, in their present form, might play a part in our current patterns of thought and action and how we might work with memory to intervene creatively in these patterns (LaBoskey, 2004b; Nash, 2004; van Manen, 1990).

I designed the two written coursework tasks, a 'letter to a teacher' and a 'teacher self-story', with the aim of offering the scholar-teachers opportunities to rethink their understandings of and responses to cultural diversity with regards to their own past and current teaching and learning contexts⁷⁵. In the letter to a teacher task, I required the scholar-teachers to think back to their schooldays and to write (but not send) letters to

⁷⁵ See: (a) "Assessment Task 2: Letter to a teacher" in Appendix A, pp. 236-238; and (b) "Assessment Task 3: Teacher self-story" in Appendix A, pp. 239-241.

teachers whom they particularly remembered for their involvement in episodes of learner inclusion/support or exclusion/harm. I hoped that this task would encourage the scholar-teachers to reconsider how processes of inclusion and exclusion had operated within their mostly uni-racial schooling environments and how their experiences of these processes had affected or could affect their evolving pedagogic understandings and practices. The letters were to be read aloud and discussed by the class and thus serve as pedagogic resources through which the students could interact with the experiences and viewpoints of others.

The teacher self-story task was designed to extend the work done in the letters. In the self-story task, I required the scholar-teachers to reflect on how their lived, contextualised experiences as learners and teachers may have influenced their understandings of cultural diversity and their involvement in processes of inclusion and exclusion in schools. I also required them to consider how they would like to address issues of cultural diversity and the curriculum in their future practice. In developing the task, I saw this narrative, autobiographical writing as a form of critical and creative inquiry through which the scholar-teachers could make personal and professional sense of their evolving rethinking of issues of cultural diversity in schools.

***Health, Sexuality, and HIV/AIDS in Education: Bringing Self-Awareness to HIV
and AIDS in Education***

As I explain in Chapter One, my initial intention for my doctoral research was to carry out a narrative inquiry into the pedagogic experience of a group of teachers engaging with and making meaning of their own experiences and practices in the context of a MEd module on HIV and AIDS in education. I had chosen to situate my inquiry within a module on HIV and AIDS in education because it was a significant area of concern

for me. Moreover, in my reading, I had not come across any studies of HIV and AIDS-related pedagogic experience in academic teacher education. In addition, available literature (for example, Badcock-Walters & Whiteside, n.d.; Coombe, 2003; Crewe, 2000) suggested that teacher education in the area of HIV and AIDS in South Africa was often hindered by a failure to incorporate teachers' experiences and voices into pedagogic processes.

After discussion with the two coordinators of the MEd Health, Sexuality, and HIV/AIDS in Education module, it was agreed that the sessions that I was to design and teach for the module would centre on HIV and AIDS in education. Part of my planning for the course design involved reading relevant research literature (including Andersson et al., 2004; Baxen & Breidlid, 2004; Brookes, Shisana, & Richter, 2004; Nelson Mandela Foundation, 2005; Pettifor et al., 2004; Shisana, Peltzer, Zungu-Dirwayi, & Louw, 2005; and Simbayi & Skinner, 2005). From my reading, I understood that HIV and AIDS education for teachers had so far focused mainly on dissemination of information and that while accurate knowledge is crucial, teachers also need to be actively involved in developing context-specific strategies for HIV and AIDS-related pedagogy in schools. Additionally, my reading led me to think that HIV and AIDS-related education programmes should look at associated socio-cultural issues affecting schools and communities, such as gender and sexuality, violence and abuse, and conceptions of teacher identity and authority. I also felt that it was important to involve teachers in a critical examination of the socio-political context of the HIV and AIDS epidemic in South Africa.

My thinking about how to focus my course design for the module led me to consider how members of the education discourse community (including me) tended to discuss issues related to HIV and AIDS. In my own experience of schools and

universities, as well as in my reading, I had mostly encountered teachers, teacher educators, scholars, and researchers who talked and wrote about HIV and AIDS with respect to *other people's* circumstances, behaviour, and learning, but seldom in relation to their own. Yet, with the second national HIV survey (Shisana et al., 2005) indicating an HIV prevalence rate of approximately one in nine South Africans, the likelihood of many members of the education discourse community being personally and/or professionally affected by the disease seemed very high. As with the BEd Honours module, I was interested exploring how critical and creative self-awareness, as well as exposure to stories of others' lived experience, might play a role in the scholar-teachers' engagement with HIV and AIDS-related issues in education. My interest was fed by a review written by Baxen and Breidlid (2004), in which they argue that much HIV and AIDS-related research and education in Sub-Saharan Africa overlooks the complexity and variety of teachers' experiences and contexts, as well as their agency in producing, interpreting, and mediating ideas, information, and action in HIV and AIDS-related pedagogy.

I decided to structure my course design as a 'mini research project', called "Studying ourselves as scholar-teachers in the age of HIV/AIDS in South Africa" and to focus the project on the scholar-teachers developing personal-professional-academic narratives of their interest in HIV and AIDS in education. Because the module is one of the courses offered as part of the MEd Gender and Education specialisation at UKZN, it was important for me to look at how my course design could engage the scholar-teachers with matters of HIV and AIDS in relation to gender issues. Consequently, I tried to infuse the learning activities with references to and questions about gender,

such as, “What roles does/could/should gender play in our stories?”⁷⁶ As well as making space for engagement with gender issues, I endeavoured to design the learning activities and coursework tasks in a way that could encourage the scholar-teachers to consider how a range of social and contextual factors situate and interact with HIV and AIDS-related experiences, perspectives, and issues⁷⁷.

I developed a ‘mini literature review’ activity⁷⁸ to precede the research project. I hoped that this interactive reading activity would give the scholar-teachers an opportunity to identify some key issues and ideas in relevant literature and to consider these in the light of their own experiences and interests. I provided readings that I grouped into six loosely themed collections: *Children and youth and HIV/AIDS*, *HIV/AIDS-related policies and rights*, *Researching HIV/AIDS and education*, *Schools and HIV/AIDS*, *Sexual violence and gender-based violence*, and *Teachers and HIV/AIDS*. I made a point of offering a range of type of texts, including an example of a personal narrative (see Mbandlwa, 2004), so that the scholar-teachers could get a sense of how writing and research on issues of HIV/AIDS and education could be approached in different ways and for diverse purposes.

The learning activities that I designed for the mini research project were aimed at assisting the scholar-teachers to bring self-awareness to HIV and AIDS in education by exploring and articulating their evolving personal-professional-academic interests in this area. One of the activities required the scholar-teachers to write and then present “lived-experience descriptions” (van Manen, 1990, pp. 64-65)⁷⁹. Because I was concerned that revisiting HIV and AIDS-related experiences—which interact with emotionally loaded issues of sickness, death, sexuality, and often, sexual violence—

⁷⁶ See Appendix B, p. 256.

⁷⁷ See, for instance question 1 of the “Closing” in Appendix B, p. 261.

⁷⁸ See Appendix B, pp. 243-246.

⁷⁹ See “Starting by re-membering a story of lived experience” in Appendix B, pp. 253-256.

could feel quite overwhelming, I hoped that the format of the lived-experience description would provide a contained space within which to do this memory work. To try to illustrate how one could bring one's self into thinking and talking about issues linked to HIV and AIDS, and also to 'break the ice', I decided to offer my own lived-experience description for discussion before the students embarked on their writing task⁸⁰. Writing this short description of an incident about which I still felt very strongly gave me a sense of the complex and challenging nature of bringing self-awareness to HIV and AIDS in education and of how important it would be to work to cultivate an atmosphere of support and mutual trust in the class⁸¹.

Another activity aimed at cultivating self-awareness involved constructing an "individual and public timeline of the 'Age of HIV/AIDS in South Africa'"⁸². My intention was for the scholar-teachers to map out their own personal-professional-academic experiences in relation to public HIV and AIDS-related issues and happenings. As with the lived-experience descriptions, I offered my own timeline as a pedagogic resource.

I linked the timeline activity with a slideshow on public events, issues, and debates in the area of HIV and AIDS in South Africa between 1982 and 2006⁸³. When developing the slideshow, I made a point of including controversial and thought-provoking issues and happenings. I continued to add current events and issues to the slideshow up until the time we were to watch it. One example of a very contentious matter that was taking place at the time of the module and that I incorporated into the

⁸⁰ See the "Activity" in Appendix B, pp. 254-255.

⁸¹ In this lived-experience description, I focus on an experience that I had of going to visit a colleague who was dying of AIDS. In retrospect, I feel that I am still distancing *myself* from HIV and AIDS in this story. I have subsequently written another lived-experience description in which I confront my own vulnerability to and fear of HIV and AIDS more directly. I will use both these lived-experience descriptions as pedagogic resources when I teach sessions for the MED Health module again in October 2007.

⁸² See Appendix B, p. 256.

⁸³ See Appendix B, pages 264-274 for the text of the slideshow.

slideshow was a rape trial in which the former deputy president of South Africa, Jacob Zuma, was accused of raping a female HIV-positive AIDS activist⁸⁴. I followed the viewing of the slideshow with questions aimed at stimulating critical debate, creative vision, and the engagement of the scholar-teachers' personal-professional-academic selves⁸⁵.

The main coursework task for my part of the module required the scholar-teachers to reflect on and articulate their own concerns in the area of HIV and AIDS in education and to consider how they might translate these concerns into action in their personal-professional-academic contexts⁸⁶. My aim in devising this coursework task was to give the scholar-teachers a framework within which to review and consolidate what they had learnt through their thinking, reading, and discussion during the module. I envisioned critical and creative narratives that would move inward, outward, backward, and forward to connect the scholar-teachers' selves to broader contexts, issues, and happenings, and to realistic possibilities for taking action in their personal, professional, and/or academic communities (Clandinin & Connelly, 2000; Ritchie & Wilson, 2000; van Manen, 1990).

Contemporary Issues in Curriculum: Paying Attention to the Quality of Curriculum

Experience in Schools

My ideas for the MEd module on Contemporary Issues in Curriculum (for the MEd Curriculum Studies specialisation) were informed by my view of curriculum as encompassing a range of interconnected aspects or levels of educational life. These

⁸⁴ See Appendix B, pp. 272, 274.

⁸⁵ See "Activity 1" and "Activity 2" in Appendix B, pp. 257-258.

⁸⁶ See Appendix B, pp. 259-261.

aspects of curriculum include what is planned (preactive curriculum⁸⁷), what actually takes place (interactive curriculum⁸⁸), what takes place but is not openly acknowledged (hidden curriculum⁸⁹), and what fails to take place (null curriculum⁹⁰). In my view, which links to social constructivist perspectives (e.g. Goodson, 1990, 1994), curriculum is dynamically constructed and negotiated by human beings in the context of particular historical and social settings and through interaction with people, events, and circumstances. As I explain in Chapter One, my particular area of interest within Curriculum Studies involves inquiry into the experiential or interactive level of curriculum. At this level, curriculum inquiry comes as close as possible to lived experience and aims to be practical in the sense of making a constructive difference to the lives of people within educational communities (Goodlad, 1994). The focus is on studying human beings and their relations with each other, their experiences, and their environments in the context of curriculum practice (Clandinin & Connelly, 1994). Additionally, because lived educational experience is dynamically interconnected with the preactive, hidden, and null curricula, I understand that experiential curriculum inquiry should acknowledge and explore interactive linkages between these aspects or levels of curriculum (Goodson, 1990).

When considering pedagogic priorities for the Contemporary Issues in Curriculum module, I found it helpful to start with what Goodson (1994, p. 19) puts forward as “the final question” regarding curriculum: “Who gets what and what they do with it?” and with Dewey’s (1938/1963) emphasis on paying attention to the *quality* of lived educational experience. I also mulled over my own observations and experiences of curriculum in post-apartheid South Africa, my conversations with people from

⁸⁷ This term is used by Goodson (1990).

⁸⁸ This term is used by Goodson (1990).

⁸⁹ Jackson (1968) is generally cited as the originator of this term.

⁹⁰ This concept was developed by Eisner (1979).

different educational communities, and my reading of contemporary South African research and scholarship that touches on aspects of the experiential level of curriculum. From my reading, I gathered that the post-apartheid government's efforts to provide schooling that is "just and equitable..., relevant, of high quality and...accessible to all learners" (Department of Education, 1997b, p. 2) had brought about some significant organisational and structural improvements such as more equitable funding, increased enrolments, improved physical infrastructure, and lower learner to teacher ratios (Chisholm, 2003, 2005; Hindle, 2004; Jansen & Taylor, 2003). However, despite the government's focus on transforming the curriculum⁹¹, it seemed to me that the quality of curriculum experience for many learners was adversely affected by a combination of the apartheid legacy and pervasive post-apartheid social and economic inequities (Carrim, 2002; Chisholm, 2003, 2005; Fiske & Ladd, 2005; Harber, 2002; Jansen, 2001; Jansen & Taylor, 2003; Nelson Mandela Foundation, 2005).

Because I was concerned about the seeming continuity of mis-educative experience in South African educational life and interested in exploring possibilities for cultivating educative experience, I decided to try to use the module as an opportunity for the scholar-teachers to undertake their own inquiry into the quality of curriculum experience in schools in contemporary South Africa⁹². The guiding question I chose for the module was Goodson's (1994, p. 19) "Who gets what and what do they do with it?"⁹³. I opted to use a portfolio format to provide a framework for the scholar-teachers'

⁹¹ Since 1994, the Department of Education has developed and implemented a new national curriculum framework (named Curriculum 2005, see Department of Education, 1997a) and then a revised version of that framework (named the Revised National Curriculum Statement, see Department of Education, 2002a).

⁹² I now realise that I should have anticipated that some of my prospective students might be from other countries in Southern Africa, such as Lesotho or Swaziland, and that I should have framed this inquiry in terms of Southern Africa rather than just South Africa.

⁹³ See Appendix C, p. 275.

inquiry process⁹⁴. In their ‘narrative scholar-teacher portfolios’, the students were required to include a series of interconnected written coursework tasks. My intention was that these tasks would both facilitate and illustrate the scholar-teachers’ curriculum inquiry and that the portfolios would provide material for the students’ oral of their coursework (Anderson-Patton & Bass, 2002; Lyons, 2002). My decision was influenced by my conception of the processual, formative, interactive nature of learning and teaching, and by my dialogue with the work of Anderson-Patton and Bass (2002) and Grant (1995), who have used portfolio formats to support and extend teachers’ inquiry-orientated learning. Another factor was that for this module (in contrast with my work on the other two) I was designing all the sessions and coursework tasks and could therefore use the portfolio format to frame the whole module. (It is important to note that I had to take into account that, unlike the other two modules, which took place in weekly two- or three-hour sessions over a whole semester, the bulk of the sessions for this module would occur over a week of full-time study during the school holidays.)

I developed a preparatory learning activity⁹⁵, through which I hoped to involve the scholar-teachers in thought and discussion about “studying curriculum [as] a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas” (Goodson, 1990, p. 299). I included extracts from work by two curriculum scholars, Goodlad (1994) and Goodson (1990), as stimulus for group talk about levels or aspects of curriculum and then required the scholar-teachers to write out their own working definitions for key curriculum concepts identified by Goodlad and Goodson. My hope was that this activity would allow the scholar-teachers to revisit,

⁹⁴ See: (a) “Course outline” in Appendix C, p. 273; and (b) “Narrative scholar-teacher portfolios” in Appendix C, p. 296.

⁹⁵ See Appendix C, p. 276-277.

share, and review their learning from previous Curriculum Studies modules, and to work on developing their own “conceptual tools” (Giroux, 1988, p. 47) for curriculum inquiry.

Other learning activities that I designed for the module were aimed at assisting the scholar-teachers to formulate their own questions to guide their inquiry into the quality of curriculum experience in schools in contemporary South Africa. My intention was that the students would bring self-awareness to their inquiry by developing questions that they found “emotionally as well as intellectually interesting” (Conle, 2000b, p. 190) and that emerged from their own experiences and contexts. I hoped that by formulating questions on topics that genuinely concerned them, the scholar-teachers would discover an intrinsic motivation for curriculum inquiry (Grant, 1995). In addition, my plan was for the scholar-teachers to develop their questions in such a way that they could be investigated in a relatively short period (the coursework would be due in at the end of the university semester, which was about two months after the week of full-time study).

In my own curriculum inquiry as an MEd student (see Pithouse, 2003), I had found Dewey’s (1934, 1938/1963) conceptions of educative and mis-educative experience a useful lens through which to examine and distinguish the quality of lived curriculum experience. Consequently, I incorporated a brief introduction to these ideas in the course outline⁹⁶. I followed this with an activity in which I asked the class to read and discuss two short descriptions of lived school experience (from Mitchell & Weber, 1999; O’Reilly-Scanlon, 1992) in the light of the concepts of educative and mis-educative experience⁹⁷. I chose these particular examples of lived-experience

⁹⁶ See “Educative and mis-educative experience” in Appendix C, pp. 283-284.

⁹⁷ See the “Activity” in Appendix C, pp. 284-285.

descriptions as pedagogic resources because I felt that they offered evocative and accessible examples of educative⁹⁸ and mis-educative⁹⁹ school-based experience.

I built on the group activity with an individual task that entailed writing a short description of a primary or secondary school experience that the scholar-teachers remembered as being particularly educative or mis-educative¹⁰⁰. The second part of this task involved rewriting this self-story through the voice of another main character in the story, for example, a teacher or a classmate. This was an idea that I gained from Elbaz-Luwisch (2002, pp. 416-417), who describes how she used similar strategies for exploring diverse narrative perspectives in writing workshops with teachers “to spark new ways of understanding the stories” and to function “as points of entry into deeper discussions.”

I followed the writing activity with reading and discussion of the scholar-teachers’ stories¹⁰¹. I anticipated that through this reading and discussion, the self-stories would become pedagogic and curriculum inquiry resources for the whole class. I hoped that by sharing these stories, looking for connections and variation between them, and re-examining them in the light of social and temporal contexts and key curriculum concepts, the scholar-teachers would become involved in thinking and talking about their own questions on the quality of curriculum experience in schools in contemporary South Africa. (The stories also formed part of the students’ coursework as they were required to hand in final drafts of these lived-experience descriptions as part of their narrative scholar-teacher portfolios.)

I then designed a sequence of activities to assist the scholar-teachers to move outwards from their individual and shared experiences to consider their emerging

⁹⁸ Refer to “The Teacher Who Changed My Life” in Appendix C, p. 284.

⁹⁹ Refer to “Lana’s Memory” in Appendix C, pp 284-285.

¹⁰⁰ See “Preparation for Day 2: 4 April” in Appendix C, p. 285.

¹⁰¹ See the “Activity” in Appendix C, p. 286.

questions in relationship with broader contexts and issues. These activities were aimed at involving the scholar-teachers in reading and talking more generally about historical continuities and discontinuities in the interactive curriculum in South African schools (with reference to Chisholm, 2005; Harber, 2002) and about justice and injustice in curricular practices (with reference to Connell, 1993)¹⁰².

To follow, I developed several tasks to help the scholar-teachers with the formulation of their questions¹⁰³. My thinking, informed by my own recent experience of developing and revising a key research question for my doctoral study¹⁰⁴, was that it was important to acknowledge and plan for the emergent, processual nature of making meaning through raising and reworking questions (Grant, 1995). I thought that it would be helpful for the students to go through a process of recognising and articulating several questions they might have and then, after group talk and further reflection, narrowing their focus down to one key question (and possibly two or three sub-questions).

I integrated the process of formulating a key question into a coursework writing task¹⁰⁵ that I called ‘the autobiography of the question’¹⁰⁶. In this task, I required the scholar-teachers to articulate their central questions and then to give an account of their personal-professional-academic interest in these questions, with reference to relevant literature and to developments in South African education. This piece of writing was to form another part of their narrative scholar-teacher portfolios.

¹⁰² See: (a) the “Activity” in Appendix C, p 286; and (b) “Activity 1” in Appendix C, p. 287.

¹⁰³ See: (a) “Preparation for Day 3: 5 April” in Appendix C, pp. 288-289; and (b) the “Activity” in Appendix C, pp. 289-290.

¹⁰⁴ See Chapter One for a description of this process of reworking my key research question.

¹⁰⁵ See Appendix C, pp. 290-294.

¹⁰⁶ I borrowed this idea of the “autobiography of the question” from Miller (1997).

The third written portfolio task that I developed required the scholar-teachers to explore their key questions through a school-based self-study¹⁰⁷ that they would undertake in their own workplace settings after our week of full-time study¹⁰⁸. My idea was that the scholar-teachers would begin to plan for this self-study on the final day of our weeklong course and that they would then carry out their inquiry during the rest of the university semester. I intended to offer follow-up support in the form of a whole class session to take place some weeks later, contact via telephone and e-mail, and meetings with individual students.

I saw the school-based self-study task as an opportunity for the scholar-teachers to move from raising questions about the quality of curriculum experience in schools to actually exploring some aspect of the interactive curriculum in their own workplace environments. My thinking was that in this task the scholar-teachers would take a self-study approach to curriculum inquiry. In designing the task, I drew on the work of Anderson-Patton and Bass (2000, 2002), Grant (1995), and Kleiser (2004), who use self-study and/or portfolio development as pedagogic approaches to teacher education. I also took into account Austin and Senese's (2004) suggestions for self-study in school teaching, as well as recommendations for writing accounts of self-study inquiries (contained in texts such as Bullough & Pinnegar, 2001; Feldman, 2003; Loughran & Northfield, 1998; and Loughran, 2002). In the task guidelines, I asked the scholar-teachers to give descriptive and explanatory details of their inquiry contexts, their selection and treatment of inquiry "artefacts" (Anderson-Patton & Bass, 2002, p. 102) or data, their thinking and actions during the inquiry, and their dialogue with relevant

¹⁰⁷ I now realise that I should have anticipated that some of my students might be working in settings other than schools or that they might be on study-leave from their schools. I should, therefore, have framed this task more generally as a 'work-based or university-based' self-study rather than as a 'school-based' self-study.

¹⁰⁸ See Appendix C, p. 297.

literature. My intention was to encourage the scholar-teachers use their writing as a vehicle for critical and creative investigation into and reflection on the interactive curriculum as it manifested in their school settings. To encourage the scholar-teachers to move their inquiry outward and forward, I also required them to reflect on how this self-study could inform and advance their work as scholar-teachers and on its potential value to others.

Concluding Thoughts

In Chapter Three, I have focused on the process of designing sessions for three postgraduate modules in academic teacher education. To explicate this course design process, I have discussed my underlying pedagogic intention, my narrative self-study pedagogic stance, and my corresponding points of pedagogic orientation. In addition, I have examined the pedagogic priorities that shaped my design for the modules and explained my understanding of the significance of these priorities in the contemporary South African education context. I have also shown how my course design process was informed by the work of other members of the education discourse community.

The chapter draws attention to how, as a novice teacher educator, many of the decisions that I made during the course design process were influenced by my experiences as a schoolteacher, as a postgraduate student, and as a school pupil. The chapter shows how, in my course design, I drew on a number of pedagogic strategies that I had developed as schoolteacher. Chapter Three also illustrates how, through the course design process, I articulated and concretised my pedagogic values, insights, interests, and concerns. Moreover, the chapter reveals my evolving understanding of how I could put narrative self-study into practice through pedagogy as well as through research. In the subsequent chapter, I move from an examination of the written

curriculum for the three modules to an exploration of the lived educational experience that followed my course design process.

CHAPTER FOUR

A NARRATIVE SELF-STUDY RESEARCH COLLAGE

The central research question that provides momentum for the study in this thesis is: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry?* Moving from this question, I designed and taught sessions for three postgraduate modules in academic teacher education: a Bachelor of Education (BEd) Honours module conducted in 2004 (Cultural Diversity and the Curriculum) and two Master of Education (MEd) modules conducted in 2006 (Health, Sexuality, and HIV/AIDS in Education¹; Contemporary Issues in Curriculum²). In this chapter, I look at the interactive, experiential level of teaching and learning to work with the second of the 'signpost' research questions that I developed from my key research question. This signpost question is: *How can I examine and learn from my experience of teaching in three postgraduate education modules?*

In the chapter, I use the framework of a 'narrative self-study research collage' to give an account of my experience of teaching in the three modules and to enhance my process of learning from this experience. (See Chapter Two for a detailed discussion of the collage.) This textual collage consists of three parts, each of which is presented in a different colour. The first two parts of the collage comprise themed clusters of narrative portrayals that connect to the points of pedagogic orientation that foreshadowed and underpinned my course design for the three modules and the pedagogic priorities that

¹ For convenience, I refer to this module as the MEd Health module.

² For convenience, I refer to this module as the MEd Curriculum module.

informed my design³. Each cluster is introduced by a short explanatory note. In these explanatory notes, I call attention to how the ideas that informed my course design process have been affirmed, challenged, and extended through my experience of teaching in the modules.

I regard the narrative portrayals that I present in Part One and Part Two of the collage as resources for sharing and learning from my experience of teaching in the three modules. These portrayals illustrate noteworthy instances of this experience, my thoughts on the experience, and students' responses to the experience. I have constructed the narrative portrayals in a range of forms: reflective dialogues, reflections, found poems, dramatic presentations, lived-experience descriptions, and letters⁴. To compose these portrayals, I have made use of data offered by a range of field texts that were generated through and because of my doctoral research process: a) my learning-teaching-research journal; b) course outlines; c) students' learning-research journals, written coursework, module evaluations; and d) audio recordings of class discussions and student presentations⁵. To preserve confidentiality, all students' names have been replaced with an alphabetical character. A-J represent students from the BEd Honours module, K-S represent students from the MEd Health module, and A-B, T-V represent students from the MEd Curriculum module (two students took part in both the BEd Honours module and the MEd Curriculum module).

In the third part of the collage, I present a letter and a series of memoranda. In these concluding narrative pieces, I attempt to articulate what I have learnt through composing and interacting with the narrative portrayals that are presented Part One and Part Two of the collage. To deepen and extend this meaning-making process, I draw on

³ See Chapter Three for further discussion of these points of pedagogic orientation and pedagogic priorities.

⁴ See Chapter Two for further discussion of these narrative forms.

⁵ See *Table 2. Data Sources for Each Form of Narrative Portrayal* on p. 47 of Chapter Two.

feedback that I received during a thesis discussion meeting with my doctoral supervisor and some of the students who had taken part in the three modules⁶.

⁶ See Chapter Two for more information about this discussion meeting.

The Collage

Part One: Narrative Portrayals for my Points of Pedagogic Orientation

Cluster I: Valuing Self-Awareness

Explanatory note: My intention in promoting awareness of ‘self’ in the three modules was to encourage the scholar-teachers to think about their own experiences, viewpoints, and actions in new ways and from different perspectives. I hoped that the study of self could generate new ideas about and for the students’ academic and professional practice. This cluster of narrative portrayals draws attention to some queries and concerns that the scholar-teachers raised about studying their selves, as well as some benefits that they identified. It also illustrates how my understanding of bringing self-awareness to pedagogic processes developed through interaction with the students in the modules.

Found poems:

Scholar-teachers’ thoughts about others and self

What’s
The point
Of self-study?
So,
You know
Yourself,
So what?

-- Mr D.

What does
Ourselves
Mean?

-- Mr I.

But
Now I
Wonder how
Self-study will
Benefit someone
Who doesn’t want to change,
Who believes in *himself* or *herself*?

-- Ms C.

How do I
Avoid dwelling
Too much
On *self-study*
And neglecting
The learners?

-- Ms F.

Will I
Like what I
Find in getting
To know
Myself?
Will I
Be able to
Change that
Which I
Do not like?

-- Ms N.

Reflective dialogues:

“I’ve come to see myself in a different view”

Mr I.: This was the first time I was given the opportunity to reflect on myself in an academic course.

Ms A.: Yes, we’ve never been made to look at ourselves and reflect on how we act, think, and present ourselves.

Ms K.: It was very new to me too.

Mr I.: Self-study enabled me to express and explore my inner feelings and emotions. And because I now have a better understanding of myself, I think I can be more tolerant towards other people and can adapt to changing conditions at school.

Ms A.: Through this self-study, I’ve come to see myself in a different view. I’ve started to be more observant and careful of the way I deal with my learners and the manner in which I relate to other educators in my school.

Ms K.: Yes and I’ve also begun to look more closely at what I read, hear, and see around me every day. I won’t say that I’m going to run out and change the world, but I think I’ve made progress.

“It’s easier to put on rose-coloured glasses and look at yourself”

Ms K.: With self-study, you’ve got to acknowledge what’s wrong with yourself as well. And doing that is hard. Looking at yourself, thinking, “Gee, I’m not the best teacher in the world, perhaps, because I *do* do certain things wrong.” It means looking at things that you don’t necessarily like, as well—looking at things that you don’t really want to acknowledge that you do. It’s easier to put on rose-coloured glasses and look at yourself.

Mr D.: Yes. Through this self-study project, I became more conscious of the severe brutality that I, together with many other learners, suffered at the hands of teachers and parents. I now see that the atrocious treatment that I went through as a learner was in a way a directive to me. It was portrayed as an authentic way to deal with the misbehaviour of learners. This as such encouraged me to be very hard on learners who misbehave, and to see caning⁷ as the only tool to use.

⁷ ‘Caning’ refers to corporal punishment, which was legal in South African until 1996. Literature on the history of corporal punishment in twentieth century South African schools emphasises that it was a significant feature of schooling for all learners except, in general, for White girls (Morrell, 2001; Morrell & Moletsane, 2002). Research confirms that the use of corporal punishment in South African schools is still widespread, particularly in formerly African schools, rural schools, and schools in low-income areas (see George, 2001; Morrell, 2001; Nelson Mandela Foundation, 2005). Explanations given for this include the legacy of violent and authoritarian apartheid-era disciplinary strategies, a perceived lack of alternative disciplinary strategies for teachers, an enduring belief among teachers that corporal punishment is essential to orderly schooling, parental use of and support for corporal punishment, and some official ambivalence about enforcing anti-corporal punishment legislation (Mabeba & Prinsloo, 2000; Morrell, 2001).

Mr S.: You know, sometimes you even feel like you have to go back and kneel down and apologise for things that you've done.

Mr D.: Yes, after this self-study, it's my wish that I could meet all the learners that I happen to have unfairly treated so that I could get the opportunity to say I'm sorry.

Ms U.: What makes it more painful is to think how much you've missed out by the way you've been doing things. You actually feel the pain about the time lost when you were practising something differently and thinking that you, that it was fine.

Kathleen: I think it's also important though to remember that self-study isn't about judging ourselves harshly and thinking that we are terrible people. It's more a question of looking at our behaviour and viewpoints, and saying, "Hmm, it just doesn't feel quite right." And that prompts us maybe to think again and to take some action. And self-study isn't only about changing things that are not working well. We can also recognise what we *are* doing well and then we can build on that.

A letter to a scholar-teacher:

I didn't really know how to respond

Dear Mr D.

Today, in class, you told us about something that seemed to be troubling you very much. You explained how, yesterday, some girls came in late for morning assembly at the primary school where you are the deputy principal. They were late because they had been practising netball with their coach. You told us that the teacher conducting the assembly was furious with the latecomers. He kept them afterwards and beat them with a cane. The netball coach tried unsuccessfully to intervene. She withdrew to the staffroom and wept. Because the school principal was away, the other female teachers converged on you and demanded that you take action. You said that you felt that you couldn't interrupt the teacher who was beating the girls because he was too angry. It seemed to me that you were afraid of the possible consequences of challenging him. You told the women that you would refer the matter to the principal when he returned to school.

This episode obviously disturbed you very much. You talked to us about how the self-study work we've been doing started you thinking about the life-long negative impact that teachers' actions can have on learners. You appeared to feel helpless about the incident you described, even though you were in charge of the school in the absence of the principal. Although you implied there was nothing you could have done, you were clearly unhappy with your part in this incident.

I didn't really know how to respond to what you told us. I believe that physical punishment and humiliation of children is wrong and that teachers and school managers have a duty to protect all learners in their care. And yet, I didn't feel you needed *me* to tell you that. I think that you are already grappling with these issues and beginning to ask yourself some challenging questions.

Now that I've had time to reflect on what you told us, I would like to tell you that you've helped me to understand more about the complexity of bringing self-awareness to our practice as scholar-teachers. I see that self-study could actually make a teacher's professional life more difficult because other people might feel threatened by new ideas or

ways of working. I hope that we can work together with the rest of the class to look more deeply into tensions between individual teachers' intentions and deep-rooted patterns of school life. However, I'm not sure that this is something that we can completely resolve in our sessions. I think that we need to keep working with others to negotiate these tensions as they arise in our professional settings. And that's not easy.

Best wishes
Kathleen

Cluster II: Remaining Close to Lived Experience

Explanatory note: In my course design, I aimed to position the scholar-teachers' lived experience at the centre of teaching and learning in each module. My understanding was that the students would bring a range of educational, professional, and personal experiences to our classes and that interaction with their own and each other's lived experience could engender new knowledge and understanding. The narrative portrayals in this cluster reveal some of the scholar-teachers' thoughts and concerns about the effectiveness of drawing on lived experience as a pedagogic resource. The portrayals also highlight the emotional aspects of bringing lived experience into the classroom.

Found poems:

Scholar-teachers' thoughts about remaining close to lived experience

I started out with
The idea that who I am
Only has to do
With my personal
Efforts to be where I am

Now I realise that some
Of the decisions
I make for myself
Come from
My experiences, both
Positive and negative

-- Ms A.

It's easier to
Deal with a topic from far
But when it's closer
To you it touches
Your emotions and all those
Things you want to hide

-- Ms N.

About experience,
Are there
Any experiences
That are *true*?

-- Mr V.

A reflective dialogue:

"It sticks because it's our own experiences"

Kathleen: Although we did get knowledge from outside in this module, we also used our own experience as a key learning resource. How well did this work?

Ms N.: It made it less abstract and more personal, more clear.

Anonymous⁸ 1: Because the content was about what affects us in our lives and occupation we were inspired to be involved.

Anonymous 2: And because we discussed things that are related to our experience, it helped me with guidelines of how to cope with the real situation.

Ms N.: The stories of my lived experiences helped me in the production of my knowledge in issues of health, sexuality, and HIV/AIDS. I had a base onto which I was adding new knowledge.

Mr S.: I've been trying to compare it to the instruction that we were getting when I was at school in the 60s. A biology teacher would come and teach you about plants and I could label them well at that time, but now I don't remember any of it because it didn't concern my life at all. But what we're doing in this module, it's so much part of our lives, and the inputs that we make in these discussions are part of ourselves.

Ms R.: I think it sticks because it's our own experiences that we're reflecting on.

A lived-experience description:

She felt tempted just to pretend that she had not heard

After Ms N. finished reading her story about how her husband had raped her, she went on to explain that this experience had been a sort of catalyst in her life. She told the group that she had left her husband after this and that she had never seen him again. There was silence for a while and then people started to voice their support for her actions. But then Mr S. responded in a way that sounded quite antagonistic and angry. He was critical of Ms N.'s decision to leave and not look back. "What about him?" he demanded. "Didn't you think about him, didn't you care what happened to him?"

Again, there was silence in the room. Kathleen, who was feeling quite emotional and drained after listening to Ms N.'s story, felt tempted just to pretend that she had not heard Mr S.'s questions. She felt unsure about how to acknowledge the issue that Mr S. was raising, while still showing support for Ms N. After some hesitation, she decided to try to move the conversation away from a focus on Ms N.'s particular experience and to give Mr S. an opportunity to reposition his questions in relation to a more general discussion about society's responses to perpetrators of sexual violence. This tactic seemed to work and he rephrased his questions to ask, "Is it enough just to shut them out or push them away?" "Isn't there some responsibility on society's part to engage with them?" In the ensuing group talk, Kathleen tried to attend to Mr S.'s earlier criticism of Ms N.'s actions in a non-specific way by explaining that, in her view, the rehabilitation of perpetrators of sexual violence was a task for society and not the duty of individual victims.

The session went on without any noticeable friction, but Kathleen continued to feel very anxious about how this discussion of personal experience might easily have developed into a hurtful and divisive situation.

⁸ 'Anonymous' indicates an extract from the anonymous module evaluations written by the students of the two MEd classes. Numbers are used to distinguish between several different anonymous responses in a single narrative portrayal.

Cluster III: Connecting Learning to Story and Memory

Explanatory note: In my planning for the modules, I saw memory and story as tools for communicating, accessing, and generating experiences, knowledge, and understanding. I also hoped to use story and memory to facilitate the scholar-teachers' intellectual and emotional engagement with the learning process. The narrative portrayals in this cluster convey some of the scholar-teachers' ideas about the function and value of memory and story in learning processes. The portrayals also draw attention to the emotional weight of working with memory and story.

Found poems:

Scholar-teachers' thoughts about connecting learning to memory

Through this
self-study journey
I have learned
That my past
Is not in
The past

It plays
A huge role in
Who I am today
And how I respond
To situations
Around me

-- Ms A.

Some people
Don't want
To look back
At their past

They
Just want
To get on
With life

-- Ms C.

There are memories
That are both
Painful and difficult
To remember

Maybe what we find
Difficult or painful
To remember
Could indicate
The kind of teachers
We are

-- Mr J.

Looking back
To our past experiences
Is like doing
Self-realisation

-- Ms E.

I liked that we
Didn't just
Dwell on
Negative memories,
But looked at the
Positive
As well

-- Ms T.

Reflective Dialogues:

“Reflections on our past experiences can open up doors”

Mr V.: There is a saying that a nation without history is a lost nation. So, as much as there may be certain things that we might not want to remember, those things could be important to remedy the situation we are in at the present moment and to lead us to the future.

Ms N.: I think more reflections on our past experiences can open up doors for us to understand what happened and to actively make a positive change in the state of affairs. Reflecting on my experience made me realise that I was not the only silent victim of abuse. I now have a better understanding of why people, at times, are forced to be silent.

Kathleen: I think that writing and rewriting my lived-experience story was very useful because it forced me to look at my misgivings about my actions and viewpoints at that time and also at how my outlook might have changed since then. I can't change what happened and I don't know if I could have changed it anyway. But, I hope that through going back to that experience, I've learned things that maybe will help me to change something in the present and future.

Ms B.: What I learnt from our story writing activity is that stories can help past experiences to be alive. And past experiences can help me to solve present problems.

Ms H.: In writing my letter to my former teacher, I realised that the incident I described is of tremendous importance to me because I don't want to do to my learners what was painful to me during my schooling days. I experienced the pain and I want to try to avoid doing that to other people.

Ms E.: Through our discussion, we found that the incidents we described in our letters are still happening. We also admitted that we sometimes treat a learner in a negative manner unaware.

Ms F.: Remembering the wrong things our teachers did to us will ensure that we avoid doing the same things to our learners. At the same time, the good things our teachers did will help us do the same or even better, and learners will benefit.

“We learnt a lot from each other through these memory stories”

Ms T.: We learnt a lot from each other through these memory stories that that we shared.

Ms A.: Yes, I was thinking, when I listened to the other stories, “Did I ever experience that in my life, did I have a teacher like that?” It makes you think of your own experiences, and you say, “Is there something that is similar in my life?” And you think, “Hey, I could have written something about that!”

Ms Q.: During the session where we had to read out our narratives, I heard about marital rape. I knew about it, but found it difficult to believe that a husband would rape his wife. By listening to Ms N. read her story, I could feel her pain. I could tell how degraded and used she felt.

Ms R.: The lived-experience stories related by other class members made me realise just how poorly informed I had been about issues of HIV/AIDS. I had no idea that the problems associated with this were a part of the lives of so many people. I felt so ashamed to hold such a detached view of HIV/AIDS. The more I listened, the more I realised that I needed to become involved in some way, in learning more and in making a positive contribution.

Kathleen: I think that's part of the power of stories. Listening to stories can evoke a resonance within us. It brings the teller's experience into the listener's own direct experience and it creates links between the teller and the listener. And it can prompt more self-study, more memory work, on the part of the listener.

"My memory became a reality emotionally"

Ms E.: While listening to different autobiographies, I noticed that some experiences have left big scars in such a way that you will hear a person literally crying whilst reading his or her story. Some of us couldn't finish reading because of the pain.

Ms A.: When I wrote my letter, I used a lot of anger. My memory became a reality emotionally.

Ms R.: While telling the story of my experience, I felt the same anxiety as I did when I actually experienced what I was narrating. I realised that those feelings of disappointment and betrayal were still part of me.

Ms N.: As I wrote my stories, it was like I was reliving them. I sometimes had to stop to get some air before I could continue. My stories came with a lot of emotions that needed an outlet, especially because some of the stories had been locked in my mind for a long time. It was very emotionally draining because it was like scratching at a healing wound, thus opening it again. To some extent though, the practice proved to be healing for me.

Anonymous: Sometimes we like to suppress things that happened in the past. I wasn't comfortable with thinking about them and also with writing the stories. But I do understand that it was part of the approach that I enjoyed.

Ms N.: I think this is a good way of learning, but it would be advisable to have counselling services on the alert for some cases. It also seems that some experiences would need a lot of preparation and support before they can be written as stories.

Cluster IV: Bringing Together Learning and Critical-Creative Inquiry

Explanatory note: In my course design, I wanted to create openings for the scholar-teachers to identify and inquire into their own areas of interest within the overall themes of the three modules. Part of my inquiry-orientated approach involved giving broad outlines for the coursework assignments and requiring the students to discover their own foci for their writing. I anticipated that my inquiry-orientated approach would help the students to find intrinsic motivation for and satisfaction in learning. I also hoped that this approach would make the learning in our classes more relevant to the scholar-teachers' lived experience and to their professional and academic work. This cluster of narrative portrayals illustrates how the scholar-teachers found learning through inquiry to be both stimulating and intimidating. It also draws attention to the complexity of this kind of learning and to the high level of teaching time and support it demands. In addition, it shows how I learnt that taking an inquiry-orientated approach in my teaching requires me to relinquish some control of the pedagogic process and to be open to learning with and from students.

Reflective dialogues:

"I enjoyed being able to pursue my own topic of interest"

Mr G.: When I started teaching, I quickly learnt that in order to be a good teacher one had to do without questioning. A teacher who had a vortex of *'whys?'* was regarded as a rude teacher. As a last resort, I decided to further my studies in order to be more knowledgeable about what a good teacher is: Is it the teacher who is willing to receive information? Or is it the one who observes, critiques, and analyses the situation?

Anonymous 1: I liked the fact that this course was based on us doing our own research.

Ms T.: The question I chose to explore in my reading and writing for our module was: how can I change my teaching to provide equality of curriculum experience for all learners? My interest in this question was based on my experiences as a learner under Bantu Education and the negative effect that this had on the quality of curriculum experience I received. My question was also driven by my awareness of the inequalities that learners in my classes were experiencing.

Ms K.: I enjoyed being able to pursue my own topic of interest in-depth. I chose to follow a theme of sexual violence in my reading and writing throughout our course. This interest came from the fact that here in South Africa we are bombarded on a daily basis by media coverage highlighting innumerable counts of sexual violence. My greatest fear is to be raped or sexually assaulted. I don't know how I would deal with such an invasion of my body.

Ms T.: The whole course was an eye-opener to me. It made me reflect on my teaching and it made me rethink the way I teach. I kept asking myself these questions: “Do I really consider all my learners when I’m planning my lessons?” “Do they all get equal education?”

Ms U.: And going through the process of choosing my own question to explore in this module helped me in choosing the topic for my MEd dissertation.

“I had a sense of insecurity”

Anonymous: I had a sense of insecurity about the assignment. I wanted to know the specific details and the exact requirements.

Ms Q.: Yes, I also found writing the essay to be very challenging. It was difficult to formulate my own questions and sift out the information I required. But, at the same time, it was more interesting to focus on a particular aspect that I had chosen.

Ms R.: It was challenging because you needed to be selective. Many things came into my mind and I had had so many different experiences. Then I had to select from those.

Ms K.: I also felt nervous about the assignment as I didn’t feel a hundred percent comfortable with exactly what it entailed. It was unlike other academic writing we have to do whereby we are given a topic and can go out and get concrete material from which we can develop an argument. This project was scary in that we had to create our own data and find our own way.

Kathleen: It requires a lot of creativity and a lot of your personal input when you’re developing your own question rather than just responding to somebody else’s question. It’s quite demanding and I realise that it can make people feel unsure.

Ms K.: I did find that reading what I had written in my journal helped to focus me. Looking back over the entire project, I could see my development week by week. We had actually mapped and guided our assignment from the start of the module. I also think that the amount of discussion and the tasks that were set each week helped to steer our thinking and helped to, in the end, shape our assignments. Without reflecting in our journals and writing the closing thoughts each week we would have had no evidence on which to base our narratives. We also had step-by-step guidance and assistance from Kathleen along the way.

Lived-experience descriptions:

Ms U.’s choice

Yesterday (day three of the Contemporary Issues in Curriculum module) was kind of heavy for me. Kathleen had given us the task of writing questions. I had five questions that I had written and I narrowed them down to two. I then had to choose one question that I would use to focus my essay. It was very difficult for me to choose one question. The class tried to help me to see which was more urgent. I therefore chose the second

question. I left the class at 3:45 pm and went for the next lecture, which began at 4 pm. During that lecture, I realised that I needed to revisit the decision I had made earlier on. I decided instead to choose the question based on learner-centredness. What actually made me change my mind was that I felt that this could be the beginning of choosing my research topic for my dissertation. I asked myself, “How many times have I talked about this issue of learner-centredness and nobody seemed to understand?”

I’m now focusing on learner-centredness. I begin my task of writing the autobiography of my question at 5 am after reflecting and having given much thought with my cup of coffee.

Finding a way to proceed

As the MEd Health class and I went through the pre-writing guidelines⁹ for the autobiographical essay, I had a feeling of rising panic because I could see these blank faces. So, I suggested that we look at the first draft guidelines¹⁰ to see if this would make things clearer, but it didn’t really seem to work. I started to feel even more panicky and unsure—maybe this assignment was too nebulous, too undefined. (Now that I’m thinking about it, I remember that I felt the same way when trying to prepare the BEd Honours class and the MEd Curriculum class for their assignments.) I felt that we were talking in circles and things weren’t becoming any clearer. I could sense a general lack of clarity and also that everyone seemed really tired. I felt quite desperate. Then someone mentioned the personal-public timelines the class had constructed—what a lifesaver! I asked each person to read out her or his timeline and suddenly what people needed to do became clearer. We agreed that they could start by writing down the story that they had mapped on the timeline and that we would then work with those narratives in the next session. At last, there was tangible way to proceed.

-- Kathleen

⁹ Refer to p. 258 of Appendix B.

¹⁰ Refer to p. 259 of Appendix B.

Cluster V: Emphasising Dialogue, Interaction, and Human Relationships

Explanatory note: In my planning for the modules, I intended to promote the development of open and supportive class environments in which the scholar-teachers and I could learn about, from, and with each other through dialogue and interaction. This cluster of narrative portrayals draws attention to some of the scholar-teachers' ideas about the value of taking a relational, dialogic, and interactive approach to learning. It also reveals the emphasis that students placed on their relationships with each other and me. In addition, the cluster shows how I was prompted to re-examine my roles and relationships as a teacher educator through my interaction with the scholar-teachers.

Found poems:

Scholar-teachers' thoughts about others and self

You can't
Learn about
Yourself
In isolation

Working with
And caring for others
Helps because
As you reflect
On your experiences,
You also take into consideration
Other people's views and feelings

-- Ms N.

I always
Put myself
In others' shoes

If I feel
It hurts me,
I know it probably
Hurts the other
Person too

I now have
A name for that:
Self-study

-- Ms. E.

It helped me
As a teacher
To know that
We're all
In this together,
We're all learning

-- Ms T.

Reflective dialogues:

"I like an interactive atmosphere"

Ms U.: From the start of the module, I realised that I would be actively involved in the sessions.

Anonymous 1: One of the things I liked most about this module was the working environment provided.

Ms N.: As a teacher, I like an interactive atmosphere. I found myself looking forward to all the different perspectives and viewpoints that would emerge in our sessions.

Ms T.: I really enjoyed myself in our sessions. I liked the interactive style that was used because it meant that we were engaged in many discussions.

Anonymous 2: I think that the interactive mode of presentation also made the issues discussed a little less 'sensitive' and more easy to talk about.

Mr I.: It was also important to interact with people from other race groups.

“She had a different approach to learning”

Ms K.: I think that Kathleen's gentle and encouraging manner facilitated the good group dynamic to a degree.

Ms U.: I found Kathleen very relaxing. She alleviated the anxiety I had felt about the course.

Ms B.: And, when we discussed our letters and stories, Kathleen made some comments to show our good points.

Anonymous 1: She also settled us in each activity and made sure that we were clear about what to do. And she encouraged us to be involved.

Anonymous 2: She was always well prepared and provided assistance whenever required, even after hours.

Ms K.: Maybe because Kathleen was a student as well, she had a different approach to learning than other lecturers. And she wasn't intimidating.

Ms U.: I couldn't distinguish whether these things that Kathleen brought into play in class were part of *her* as a teacher or if it was part of the narrative self-study approach that we were following.

“Support and understanding from my fellow students was very helpful”

Ms F.: Support and understanding from my fellow students was very helpful.

Mr V.: This was my first year at this university and I didn't know anyone when I arrived. In this class, I had a chance to get to know my fellow students and I felt like it was a community.

Ms F.: Yes, our group felt like a family.

Ms K.: What I particularly liked about our sessions was the openness of the group. Our class had a very good dynamic and it was comfortable to share and express thoughts and opinions.

Reflections:

Presenting myself as a fellow student has been one of my 'cover stories'

In today's session, Ms K. talked about me being a fellow student and how the class felt comfortable with me because I wasn't intimidating. I suppose, in a way, presenting myself as a fellow student has been one of my 'cover stories'¹¹ while teaching these modules. It's allowed me to feel somewhat better about not getting everything 'right'. I also think I chose to position myself as a fellow student because I wanted to be honest about who I was, and maybe to try to facilitate the interactive, relaxed kind of environment I like teaching and learning in. But, how will it be when I'm teaching university courses and I'm not a fellow student any more? It's not a cover story I can keep using! I suppose maybe that what I can take from Ms K.'s comment is that even when I am no longer a fellow student, I can continue to see myself as a fellow *learner*, and remain open to learning with and from students.

-- Kathleen

Did I underestimate, undermine, or set apart certain students in my classes?

Yesterday, I had a follow-up session with the MEd Curriculum class so that they could raise any queries or comments they had about the assessment of their portfolios and about the module in general. At one point in the session, the students (who are all African) started talking more generally about their experiences of studying at our (English language medium, formerly White) university. Something that stands out in my mind is how they spoke with palpable anger, frustration, and hurt about often feeling "labelled as second language English speakers." The students explained that they felt discouraged, undermined, and set apart when they were addressed separately as "second language speakers" by their lecturers. They also said that they sometimes felt they couldn't challenge things that were said by "first language speakers" in class because they felt disempowered by being "reminded all the time" that they were second language speakers with a "minimal" understanding of English.

This conversation reminded me of how, when discussing the concept of the hidden curriculum with the MEd Health class, both Ms N. (who is African) and Ms K. (who is White) spoke about their perception of a hidden curriculum of racial discrimination in university lectures. Ms N. said that she'd noticed lecturers ignoring African students, not looking at them, and not encouraging them to participate, while Ms K. talked about her experience of having been the only White student in a class and having felt excluded by the lecturer. (Neither specified the race of the lecturers.) Although the students in the Curriculum class didn't explicitly link 'second language labelling' with racial discrimination, I had the sense that, for them, the first felt very like the second.

¹¹ I started thinking about this idea of the cover stories that we adopt when teaching and researching after reading Kitchen (2004).

The discussion led me to think about my own teaching practice in the BEd Honours and MEd modules. Did I, as a White, 'first language speaker' underestimate, undermine, or set apart certain students in my classes because of assumptions linked to their racial or language 'groupings'? It wasn't something that came up in our class discussions or in the student's journal entries or the anonymous module evaluations. But, I'm not sure that the students would have felt comfortable with raising the matter, even anonymously. While listening to audio recordings of sessions from both MEd modules, I've noticed that, despite the generally open and comfortable atmosphere that developed in the classes, people of all races (including me) often seemed to find it quite awkward to talk about race and racial discrimination. When these issues did arise, they were often spoken about in lowered tones or with hesitation. These topics also sometimes provoked nervous laughter.

Listening to the recordings did support my suspicion that in my teaching I do sometimes try too hard to protect learners from experiencing 'failure' and that I can be too ready to jump in to 'assist'. However, I couldn't distinguish if this tendency was more pronounced with any particular 'group' of students. My perception (or perhaps my hope) is that, in my teaching practice, I try to start getting to know learners, with their idiosyncratic learning circumstances and characteristics, as soon as possible and to respond to each individual learner rather than to my idea of certain 'categories' of learner. But this is something that I need to remain conscious of and to keep interrogating.

-- Kathleen

Cluster VI: Calling Attention to the Significance of Personal and Social Contexts

Explanatory note: In my course design for the modules, I wanted to involve the scholar-teachers in thinking and discussion about how a range of circumstances, situations, and issues interact with pedagogic processes. The narrative portrayals in this cluster convey some of the scholar-teachers' ideas about how exploration and understanding of context can aid educational inquiry and practice. The cluster also draws attention to how scholar-teachers' learning in the university context interacts with their professional and personal situations and obligations.

Reflective dialogues:

“Their actions were perpetrated in certain contexts”

Ms K.: Throughout this self-study project, I've had to reflect on my upbringing and the environment in which I live, work and socialise. What I've been able to see is that we are definitely products of our race, class, and socio-economic environments.

Ms R.: Looking through a social constructivist lens, I realised that my understanding of the HIV/AIDS epidemic was shaped through my middle-class, South African, Indian, female mindset.

Ms E.: When I thought back to the context in which I attended school and started teaching, I realised that during our times in the 1970s, children and educators were kept in silence in most of the schools, especially African schools. There were no such things as children's rights. You were sometimes punished for no reason, but you would simply shut up and say nothing to prove your innocence. I think that this had much to do with our culture. It was the same thing with educators. They were expected to comply with whatever rules of school and more especially those of the principal. These kinds of situations and contexts were being inherited from generation to generation. During those days, it was like, “I was badly treated, so I'm going to take revenge by ill-treating the next person to come.”

Mr D.: Maybe those people deserve a certain amount of forgiveness in the sense that their actions were perpetrated in certain contexts.

Ms A.: Yes, I think it's very important for us to try to understand people's actions in context. In the community where I teach, I see a lot of girls who are left with babies who don't have fathers as they run away. It would be easy for me to assume that the boys are evil for running away. However, the question is: What have we done in our schools and community to make sure the boys understand the consequences of getting a girl pregnant? What have we done to educate them on their role when it comes to being safe and protected when sexually active, not just from pregnancy but also getting HIV? The boys

fear the unknown of becoming parents as the school and community did not prepare them for it.

“This state of affairs can be changed for the better”

Ms N.: Writing my autobiographical essay showed me the importance of male and female gender socialisation in the health of women in Lesotho. Some Basotho women are still the powerless partners in sexual relationships, with no right to negotiate the terms under which they have sex. It doesn't have to be like this. This state of affairs can be changed for the better.

Kathleen: Yes, I think that we are surrounded by our history, our society, economics, and politics. But when we realise that and we start to look at our selves, our viewpoints, and our actions in context, we can start to make changes and there is some room to move. We're not totally stuck within the framework of our lives.

“It's become apparent to me that I can't ignore context”

Ms T.: This self-study has helped me to reflect on my teaching and look at ways that I can improve my teaching to give my students equality of curriculum experience. This can only be possible if I take their different backgrounds and needs into consideration when planning lessons.

Ms Q.: We as teachers tend to look at learners through a lens of what we think people should be like and how they should behave. However, we need to look at learners through a wide lens; we need to take into account their socio-economic status, their intellectual capacity and, the environment that they may come from, etc.

Ms T.: But you also have constraints when you want to make changes to lessons, for example, time.

Ms U.: Yes, as a subject advisor to junior primary teachers, I need to take into account constraints in school environments such as class size and floor space.

Ms A.: I've also become more conscious of how the background of learners *and* teachers affects the learning process.

Ms U.: I agree. Through my work-based self-study, it's become apparent to me that I can't ignore how teacher identity is influenced by socio-historical contexts.

A reflection:

I'm exhausted!

It's really difficult to separate my teaching work and my studies. I feel that my whole life now revolves around work, work, and work! I have two assignments due very soon and I also need to find time to read journals and books relevant to my Contemporary Issues in

Curriculum study. On top of all that, it's a hectic week in my school with schedules and report deadlines. I feel like I'm drowning in my work. I don't have enough time now to spend with my family and friends. I guess one has to prioritise. Today I spent the whole day attending a lecture. After that I went to the library to do more reading and thinking for my self-study. I'm exhausted!

-- Ms T.

A letter to a scholar-teacher:

It's much easier to talk about how other people's choices are limited by their environments

Dear Mr S.

In today's class, we talked about social constructions of femininity and masculinity and how these constrain us, but also how there can be some room to manoeuvre within these constraints, even though it may be a struggle. The issue of girls being excluded from schools because of pregnancy came up. Mr O. told us he had stopped that practice when he took over as principal of his school. And then you talked about how you had been responsible for excluding pregnant girls as a teacher and as a principal. You explained how, since studying gender, you had come to have "misgivings" about your actions, but that, at the time, it had seemed the correct thing to do. You also said that if you were still working in a school, you still might do the same, even with those misgivings. You went on to say that you could come to our class and talk about issues of sexuality and gender and be able to express your misgivings about certain practices, but that in a different social environment, like a school staffroom or with a group of male friends, you might not feel able to say those things.

I think that it was courageous of you to acknowledge your doubts about your ability to put your beliefs into words or action in certain social contexts. It's much easier to talk about how other people's choices are limited by their environments than it is to admit that we as teachers or researchers also grapple with these kinds of tensions. But, because you were brave enough to share your doubts, it made it easier for the rest of us to start thinking and talking about our own.

Your words also reminded me of the importance of remaining conscious of the complex, often confusing relationship between learning that happens in the classroom and the learner's life outside the classroom. I need to be careful of falling into the (quite tempting) trap of thinking that learning can be transferred in a straightforward way to another context or that the quality or value of learning can be measured easily by subsequent behaviour in a different situation.

Best wishes

Kathleen

Cluster VII: Valuing Scholar–Teacher Authority and Agency

Explanatory note: In my planning for the modules, I intended to promote scholar-teacher authority and agency by providing support and opportunities for students to develop, practise, share, and revise their own academic and pedagogic ideas and strategies. I also aimed to make my ideas and strategies as explicit as possible and to keep these open to input and questioning by the scholar-teachers. The narrative portrayals in this cluster convey some of the scholar-teachers' ideas about the opportunities and challenges involved in being expected to take ownership of their learning. The cluster also shows how some scholar-teachers began to explore notions of learner authority and agency in relation to their own professional practice. Additionally, the cluster draws attention to my learning about how challenging it could be to open my novice teacher educator self to comment from students and to negotiate between my sense of commitment to learner agency and my sense of professional responsibility and accomplishment.

Reflective dialogues:

“We were given the opportunity to lead in our own learning”

Ms A.: I enjoyed the way the lectures were handled. We were given the opportunity to lead in our own learning and have control over how we learn and understand different issues.

Ms K.: We had to find our own way. It seemed that there wasn't always a right or wrong way. And that, for me, was difficult.

Ms F.: I agree that this reflective journey wasn't a simple exercise. It was filled with obstacles such as uncertainty and emotional weakness. However, through the encouragement of the tutor and support from fellow students I was able to deal with those obstacles and realised my potential and willpower.

“Our learners can be very clear about what they need”

Ms A.: Through self-study of my teaching, I learned that our children are not as powerless as I thought. Our learners can be very clear about what they need. They just need assistance in finding the right way. This can't happen by telling them the right way, but they need to discover it. In that process, we need to be there for support and understanding and also to provide correct information when they need it. I know now that I don't have the answers to it all and I don't need to, as I'm also in the process of learning with them.

Ms T.: Through my self-study, I became aware that I never really consult with my learners about which learning outcomes to use in a lesson. It's always about what *I* feel is right for

them. They are my silent partners, as I never give them the voice. I impose on them my ideals about learning. I think this is what I need to change in relation to my teaching.

Ms A.: Yes, I found that I had to relinquish most of my power as educator, who knew it all and gave it to my learners, so I could find my way to how they needed me to proceed.

Ms E.: I'm also now trying my best to have my learners reflect on my teaching, although it's not easy because they're not used to that. I wish all the students I have taught for the past 14 years would come back and reflect on me so that I would know myself and change if there is a need to change. If I were the principal of my school, I would make it one of the school policies that learners must reflect on the educators' teaching and behaviour.

Ms F.: I agree. I think that learners' contributions can help a teacher in her or his self-study.

Kathleen: Yes, but it can also be quite scary sometimes to open yourself up to learners and say, "Well, you know, we're going to do this exercise and I'd like you to tell me what you feel works well and what you feel we could do better next time." It's scary to do that because you're making yourself quite vulnerable.

Ms U.: The lesson that I learnt from my work-based inquiry is that, as a subject advisor, I need to be open and welcoming in guiding teachers. What became evident to me was that being prescriptive and assuming a position of power denies one access to the actual situation in schools and to teachers' innovative ideas.

Reflections:

It contradicted an idea I had of myself

This morning, as we were discussing key concepts in Curriculum Studies, Ms T. asked me to give some more examples of the null curriculum. I mentioned homosexuality as a good example of something we generally just don't talk about in schools. And then Ms U. pointed out that, as I said the word "homosexuality," I lowered my voice. I laughed along with the rest of the group and said that it illustrated how difficult it is to talk about something that is taboo in the classroom. But, actually, I was quite shocked when Ms U. drew my attention to what I had done. I suppose it contradicted an idea I had of myself and revealed something about me that I wasn't particularly pleased to see.

I think the fact that Ms U. felt confident enough to point this out suggests a growing sense of community within our class and also indicates perhaps that the students are not feeling intimidated by me and feel they can really talk to me. And also, I hope it was a sign that Ms U. felt that I would not be averse to this kind of feedback on my teaching practice.

-- Kathleen

I feel a bit concerned about 'letting them go off'

Now that my sessions with the MEd Health class are finished, I feel a bit concerned about 'letting them go off' to write their essays. It turned out that we didn't have as much class time as I had hoped to work together on the essays. I did ask the students to contact me with questions and drafts, but I feel quite uneasy. I'm sure that some will get in touch with me, but I'm not sure if those who might need more assistance will ask for it. It's difficult to know how prescriptive to be. If they were all on e-mail, it would be much easier to keep up a correspondence. Again, I think the ones who might need the most assistance are the ones who are not using e-mail. I feel better about the MEd Curriculum group because we have made a plan to meet again before they hand in their portfolios.

I suppose that this dilemma is about responsibility and protection versus separation and independence—when and how much is it right to let go? I feel that this is something I'm always going to be working on as a teacher. I know it was an issue when I was working with children, but it's more noticeable with adults (and maybe more noticeable the more self-study I do?!). How do I find a balance between giving enough support and giving space? I don't want the students to fail—I can't bear them to fail because I feel that it's my failure. I suppose it's a continual process of negotiating the tension between my belief that very often learners fail because their teachers let them down and my understanding that I will be failing my students if I don't allow them any room to find their own way.

-- Kathleen

Part Two: Narrative Portrayals for my Pedagogic Priorities

Cluster I: Fostering Authorship

Explanatory note: When planning for the three modules, I hoped to foster the growth of a sense of authorship among the scholar-teachers by creating opportunities for the development of effective writing skills and for personally meaningful engagement with writing. To promote authorship, I decided to encourage the students to take a writing process approach to the written coursework tasks. I also infused the course design with activities involving reading, writing, and discussion about the act of writing and examples of writing. In addition, I wanted to facilitate the development of a ‘writing group’ atmosphere within the classes by providing opportunities for the scholar-teachers to share their pieces of writing with each other and give each other advice on their writing. Other strategies I used were to require the students to keep learning-research journals and to write about their own experiences, contexts, and interests in their coursework assignments. The narrative portrayals in this cluster draw attention to advantages that the scholar-teachers identified in my approach to fostering authorship, as well as some misgivings that they expressed. The portrayals also illustrate how the students became involved in thinking about and discussing processes, experiences, and examples of writing. In addition, the cluster shows how the scholar-teachers learnt about writing with and from each other. The cluster also conveys how I began to question some of the assumptions I had made about my teaching of writing in the modules and to consider how to continue to improve my teaching of writing in academic teacher education.

Found poems:

Scholar-teachers’ thoughts about making writing a priority

The fact
That we dealt
With language and writing
Filled me with happiness

-- Ms B.

I learned
That writing is
A thoughtful process
And I am now
More creative
When writing

-- Mr I.

One of the things
I liked most
About this module
Was being introduced
To the writing process

-- Anonymous

Reflective Dialogues:

“A self-narrative is very demanding”

Ms N.: I’d never before had the chance to do any academic writing about myself. The fact that the style of writing was different from the academic writing I was used to made this piece of writing a challenge. I’d been used to using the third person and distancing myself from the story, but this time I had to be in it.

Ms A.: The thought of writing my own story about myself left me with a feeling that my life and experiences were not that unique and thus would not be interesting to tell. This was my point of departure as I set out to write my self-story.

Mr J.: It is initially difficult to think or write about yourself. But when memories come back, the pages become small.

Ms F.: Yes. To write about ourselves as teachers is not an easy exercise, but once you start and overcome writer’s block, it becomes an enjoyable, informative, and nurturing exercise.

Ms Q.: A self-narrative is very demanding. It requires you to be creative and to be able to express yourself clearly. The self-narrative also requires your personal input, which at times can be emotional as you are writing about lived experiences.

Mr J.: I think that the time given to us to write our self-stories was too little and the number of pages was limiting.

Ms Q.: I think our class had enough time to write, but I did feel that we were restricted in terms of the number of words and therefore certain aspects had to be omitted.

“It helped me to...”

Ms B.: In our class, we discussed tips for writing a story. I learnt a lot from that.

Ms F.: Yes, I wrote my letter to a teacher immediately after class while the instructor’s comments were still vivid in my mind, and that worked very well for me.

Ms A.: It helped me to talk to a friend of mine who did not know my story. Before I started writing my letter, I told her what had happened. What I didn’t do, but should have done, was to give my letter to the same friend when I had finished to see what she thought of it.

Mr I.: Putting down ideas before writing worked well and writing a first draft was also extremely useful. I also felt using a thesaurus made the writing more interesting to read.

Mr O.: I found that I could structure my essay in a way that made it easy to read by dividing it into well-distinguished sections.

Ms K.: By drafting my assignment, I didn’t have to worry about getting it correct on the first attempt. Revising the first draft brought out the ‘good points’ that needed to be worked on and made me conscious of the ‘bad points’. It also made me question why I

had included these things: was I just filling space or did they make a positive contribution to the overall essay?

Mr M.: It was also helpful to be able to write a draft and submit it to Kathleen for comment.

“I found it difficult to...”

Ms F.: When I was writing my letter to a teacher, I really struggled with the style, as I didn’t know whether it should be a formal or friendly letter. I felt that writing to my teacher required me to be formal, but at the same time, I was writing to her about something personal, and the fact that I am a teacher made me feel that we are colleagues. This was why, at the end of the day, I felt the style of my letter was something between friendly and formal. The next time I write a letter, I will not dwell too much on the style, I will just pour my heart out, so that I don’t omit some important issues.

Ms A.: I found it difficult to edit my letter, as I didn’t know what to put in and what to leave out. I just decided to stick to the parts where I could be clear to show how I felt.

Mr G.: When I wrote my letter to a teacher, I was lost at first. I wanted to write in a way that might hide my feelings. Like everybody, I didn’t want to sound vindictive by writing details that showed bitterness. I wrote the letter several times. At last, I realised I must be faithful to myself and write the true story.

Ms N.: I had many stories I would have liked to include in my autobiographical essay, but doing that would have produced a whole book. I felt very confused about what to include and what to leave out.

Ms T.: I found that the toughest parts of writing the ‘autobiography of the question’ were putting it into a public context and nailing my topic down to something specific.

Ms K.: I found it difficult to integrate references into my writing. Sometimes I felt that I used references in a far too formalised, ‘sticking out’ way. I need to learn a skill of introducing what others have said in more of a ‘conversation’ type method.

“I could develop my writing by...”

Mr G.: In my next piece of writing, I’ll read my work several times to correct mistakes. I’ve also learned that the wording is important because the words a writer uses help to give the reader a vision of what is being talked about.

Ms R.: I could develop my writing by giving myself more time in gathering information.

Mr M.: Next time, I’ll try to write more drafts to improve my writing skills.

Ms P.: I could develop my use of the writing process by giving myself more time in writing and rewriting.

Ms T.: In future, I'll write as many drafts as I can in my journal more than in the computer because, in the computer, I lost track of dates in all my drafts and it was very confusing at the end.

"I used my journal by..."

Ms K.: I was nervous about keeping the journal, as I didn't quite know how I would be able to write in it. It was a new experience. But it definitely helped me to go back and look at how I had developed slowly over the weeks of the module.

Ms T.: Because I was under so much pressure with teaching work and my studies, I didn't always do justice to the use of the journal.

Ms B.: I used my journal to write all the main points we discussed in class and the topics for each day.

Ms T.: I used it mostly for my work concerning assignments and work that was done in lectures. I also used it to plan my work for my portfolio. I also (rarely) used it to express my thoughts and feelings about the whole module because I found it very difficult to communicate with a book; I feel more comfortable talking to someone about this.

Ms U.: I used my journal by reflecting on some of the day's work, pasting articles that were of interest to me, writing assignment drafts, writing my references, planning my 'to do' list, and pasting information from other modules as well.

Ms Q.: Writing in my journal enabled me to formulate my own opinions regarding certain issues. In future, I could develop my use of the journal by writing down more of my thoughts and feelings.

A dramatic presentation:

Now I'm clear about it

It is day two of the MEd Curriculum module. Mr V., Ms A., Ms B., Ms U., Ms T., and Kathleen are present. The students have read out their lived-experience descriptions and the class is now discussing them.

Kathleen: Okay. And what about *retelling* the *initial story* from *a different perspective*. We had some examples of that. Ms A. rewrote her story from her classmate's perspective, Ms T. rewrote her story from her professor's perspective, and Ms U. created an onlooker who retold her story.

Ms A.: It was kind of difficult because when you are *going through* something, you only think of *yourself* and what *you* are feeling, you never think of how the other people are actually viewing what is happening, because *you* are the *main focus*.

Ms A.: But now, all of us had to be very *creative* in coming up with the second version, because *at that moment in time*, it was *not important* how the other people were seeing it. It

was how *you were feeling* at that time, the *shame* or whatever that you were going through. So *now*, it's more about *creative thinking* than what maybe you *actually thought* at that time.

Kathleen: And, for the *listeners*, how did you feel about listening to these stories that were retold from different perspectives?

Ms B.: So for your second version, it means that it's *your friend* who wrote this...

Kathleen: Yes, Ms A. was pretending. She was putting herself in her friend's shoes.

Ms B.: Aha, okay. For the second version, I tried, but I wrote *only three lines*...

Kathleen: Okay. How could Ms B. *rewrite* her story, *whose perspective* would be very interesting?

Ms T.: Her teacher's.

Ms B.: Okay. Now I have a *light* of how I would *rewrite* this story. I'm *clear* about it.

Reflections:

I'll have to do the best I can with this improvised process

Yesterday, Ms N. e-mailed me a draft of her autobiographical essay. I felt very excited about reading it. As I was reading and commenting, I tried to remind myself of some of the strategies for constructive feedback that I developed in my years of school teaching. These include: don't just correct errors—keep a balance between suggestions for revising and for proofreading; don't comment on everything—choose important or recurrent points to highlight; make sure there's a balance between acknowledging and describing what is done well and what can be strengthened or changed. I also remembered not to just write typical 'teacher' comments such as 'good' or 'weak' and so on, but to explain *what* was well done and *how* it was well done or *what* could be developed and *how* it could be developed. I felt quite out of practice. When I was teaching English at school level, I used to go through about 30 drafts in an evening sometimes.

As I was working with Ms N.'s draft, I realised that were more tips for writing that we could have discussed as a whole class, such as how to write an effective introduction and conclusion. I need to go back and remind myself of all the strategies I developed and insights I gained through working with my school learners. I must get my school teaching notebooks out of the storeroom and look through them again.

I really enjoyed engaging with Ms N.'s draft. I had that feeling of close, developmental, educative interaction that I often had as a schoolteacher. With the BEd Honours and MEd students, I just feel I haven't interacted directly enough with each person's writing and I haven't been able to give that quality of attention to each one. I did try, by allocating time for reading, writing, and responding in class, but it wasn't enough. It's more difficult because I didn't see the university students almost every day as I did my school learners. Most of the students are not on campus other than for maybe two evening classes a week. Many live far away. I suppose setting up some kind of regular e-mail communication system might help, but many students don't have access to e-mail at home or work. It's also been complicated by the fact that, a student myself, I don't have an office on campus.

I'm quite concerned that so far only Ms N. has sent a draft of her essay. Maybe I should have made it a requirement for everyone to give me a draft. I think I will drop by campus tomorrow and see if I can catch the other MEd Health students before their class and try to encourage them to e-mail me drafts or to make a meeting time to go through their drafts with me. I wish I could go back and establish a more effective process for submitting drafts. But I suppose I'll have to do the best I can with this improvised process. I think I've learnt a valuable lesson now and I will try always to ask for drafts (perhaps as part of the writing process assessment) in the future.

-- Kathleen

I tried to encourage him to develop his own voice

Mr O. and I spent about an hour today in the library going through a draft of his essay. I felt it was a useful session for both of us. Mr O. had obviously done a lot of reading and had included a great deal of information on HIV/AIDS in his draft. But, he hadn't incorporated any examples of his lived experience or expressed his personal-professional-academic interest and aspirations. I tried to encourage him to develop his own voice and to link his reading with his experience—both personal and professional. I also explained that I would be interested in reading about his particular concerns, insights, and suggestions as the principal of a rural school. He appeared pleased and quite surprised that that was what was required. Mr O. seemed more confident and enthusiastic about the essay after our session. I hope it goes well for him.

I had thought that the essay guidelines I'd given and the discussions we'd had in class would have made it clear that I was expecting the students to focus their writing around their individual personal-professional-academic interests in our area of study and to use their lived experience as a key resource for their writing. Another point I thought I'd made explicit was that I was expecting the students to make links between the literature and concepts they referred to and their own experience, knowledge, and understanding. In a number of the drafts I've read from both MEd classes, the students have done some or all of these things successfully, but in others, they haven't really communicated in their own voices—especially in terms of engaging with literature. I'm not sure if I didn't make my expectations clear enough, if these students are still uncertain about how to go about this kind of task, or if they don't feel confident enough yet in themselves as scholar-teachers. I've tried to give constructive and detailed feedback on their drafts to help them to develop their personal-professional-academic voices through their writing, but I can see that it's something I'll need to think further about and work on more in my future teaching practice. It's interesting to note that the students' personal-professional-academic voices did come forward in our class discussions, but it seems quite a challenge to translate what happens in group talk into more formal writing.

-- Kathleen

Reading and commenting on drafts

The past week or so seems to have gone by in a flurry of reading and commenting on drafts from the MEd students. A part of me is concerned that my eleventh-hour decision to ask for a draft from each person before the final submissions might reflect a tendency to be too overprotective. But at the same time, I think it's been beneficial for the students

and for me. I have had some very positive feedback from students about my input into their work. I tried to make all my comments and suggestions as explicit as possible so that they could be transferred to other work. I also tried to be very clear that these were just *suggestions* and that the final decisions about writing were the students'. I also think I'll be able to use this drafting process to inform my future teaching. Something I can do to consolidate my learning is to synthesise the suggestions I've made on the drafts into a sheet of 'essay writing tips' that I can give to the scholar-teachers when we meet to discuss my doctoral research.

-- Kathleen

A dramatic presentation:

Comments matter more than marks

It is the end of the semester and the MEd Curriculum class are attending a follow-up session. Ms A., Ms B., Ms U., Ms T., and Kathleen are present. Ms N. (from the MEd Health class) has also joined the group. The session starts with a discussion of the written comments that Kathleen gave as part of her assessment of the students' assignments.

Kathleen: So, were there any questions about the assessment, any comments that I made that weren't quite clear, or you'd like to expand upon, or...

Ms T.: I just want to say, because I've always believed that comments *matter more* than marks, the comments you gave really, really helped.

Ms B.: Mmhm.

Ms T.: Because after I got your comments, I went back and read my work. There were some errors I'd identified already in my self-review, like the referencing. But there were especially some comments about *the style* that will be *very important* for next year when I'm writing my dissertation. You said that when I quote, I should also use my own words to explain my understanding. And when I went back to read my work, I realised that there are certain paragraphs where I just quoted and quoted and there's *nothing in between* to say what I think about all that. I think, maybe it's because we're still new in MEd. We think what they're writing is *right*.

Ms T.: So when I saw those comments, I even called Ms U. and Ms A. and asked them to please bring their portfolios today so that I could read through them. Because we *never really* do that and I think it *helps*. Because where I have challenges that I have to overcome, *maybe* those challenges are their strengths. So the comments were really, really helpful.

Kathleen: Well, I also believe that, you know, marks *don't really tell you much* about what's important.

Mixed voices: Yes, mm.

Ms T.: And we never really get *detailed* comments like that, for *each and every part*, and they are *really helpful*.

Ms U.: Yes.

Kathleen: Good, I'm glad.

Kathleen: Okay. Was there anything else?

Ms A.: The use of *headings*. I used them, but there's a comment that I could have *added more* subheadings.

Kathleen: Yes.

Ms A.: Because we're not quite used to it. So, you're not sure where to actually break it, how to actually say, "Okay, this is where I will break it or this is the new heading that is going to come in." And you end up confusing yourself. So that's why you end up *minimising* the number of headings you would have. So, what is it that we *need to know*?

Ms U.: Can I share maybe what I did?

Ms A.: Yes.

Ms U.: I've never done this before until we were told to provide many drafts. Then I came up with this *spider diagram*. So, from there, what's inside in the circle becomes my *key heading*, then all these 'legs' were like the subtopics. So then, I knew what would fit in under each subheading.

Kathleen: I think that can be a very useful way to do it. And some people's brains work in a sort of spider diagram way and other people work better in a sort of contents page type list. And that would be your *pre-writing*. You will find, as you are drafting, that you might go back and change some of those headings, take some out, add some in. So, it's a sort of back and forth process. But I think it really helps to do something like brainstorming or a list of ideas, and in a certain order: *these* are the most important, *these* ones link to those ones, that sort of thing.

Ms N.: I found that process really helpful, especially with the reading. Because once I had that map, I knew what I had to look for in my readings and I wrote down all the references and information, linking it with the right topics or subheadings. But if you don't have that logical flow or the connectedness of the topics and subtopics, you read a lot, there's *a lot* you can read, and then *all these ideas* come jumbling in and you just mix them all together. And at the end of the day, you find that what you have written doesn't make any sense, but you have *a lot* of information. So, it helps to start first with making those subtopics and then putting in your references.

Cluster II: Fostering Interactive Reading

Explanatory note: In my course design, I wanted to encourage the scholar-teachers to become conscious of themselves as active agents who could make decisions about how and what to read and who could engage in dialogue with texts and authors. As with my focus on authorship, I tried to integrate my focus on interactive reading into the course design for each module. One integrative strategy I used was to bring the actual reading of texts into the classroom. I also designed learning activities aimed at providing opportunities for students to link their reading to their lived experience and to use reading matter as a stimulus for their own thinking, discussion, and writing. Additionally, I tried to encourage interactive reading through the reading and discussion of texts written by the scholar-teachers themselves. And, in the MEd modules, I encouraged the students to choose reading matter according to their own interest. This cluster conveys some of the scholar-teachers' ideas about the effectiveness of the approach I took to reading in the modules. The narrative portrayals also illustrate how reading and reading-related activities took place in the classes. In addition, the cluster shows how the scholar-teachers learnt about reading with and from each other. Furthermore, the cluster reveals how my interaction with the scholar-teachers' written work pushed me to reconsider some aspects of my approach to teaching reading in the modules and to seek further input from the students on how to develop my teaching of reading.

Found poems:

Scholar-teachers' thoughts about reading and self

I found that
By starting with
My own
Personal experience
And linking it
To the literature,
I could locate myself
In the literature

-- Ms K.

The more I read,
I found a place
For my experiences
Within the literature

I found that
I could understand better
What had happened
In my life
And I could give
Some explanations
Of why things happened
The way they did

-- Ms N.

Reflective dialogues:

“The reading we did in class was...”

Ms A.: I thought the reading we did in the BEd Honours class on ‘studying ourselves as teachers’¹² was interesting. It deals with issues that I, as an educator, had never thought of: the fact that the way you were taught and how we were treated at school may have been a strong influence on how we turned out as teachers.

Ms E.: Yes, I suggest that the memory stories in that book should be read by everyone who is a teacher or who wants to be a teacher.

Mr J.: I also think that reading stories by other teachers¹³ helped us to study ourselves as teachers.

Ms A.: Yes, when we reflected on those stories, we were able to identify ourselves and our own experiences from what we were reading.

Ms K.: I particularly enjoyed the article that our class read on ‘self-care’¹⁴. From the reading and our discussion, I realised the important role that emotions play in qualitative research.

Ms T.: Our class also read that article. It was very helpful to me and I was glad we were alerted to this in advance before we embarked on our research. I decided to use self-care strategies like creating a support network of friends who are involved in research and trying to maintain balance between academic work and my social life.

Ms A.: In the BEd Honours class, we also read letters from *Tales out of School*¹⁵. A letter that had a positive effect on me was ‘Mr Goodyear’s Words’. It made me feel that I’m not doing enough in terms of emotional support for our learners. It made me feel that there are learners who need just a private moment, which could be in a form of a journal or even one-to-one talk. This way they could get a chance to express their thoughts and feelings.

Mr D.: From the day we looked at *Tales out of School*, I started looking at the amount of damage I’ve done in terms of using corporal punishment in school. Perhaps I should pardon myself for this since it was from ignorance. In fact, it never came to my mind that I was not doing justice since there was never a time when I was called to account for this abuse. *Tales out of School* contained letters that couldn’t be ignored and in fact, they reminded me of experiences that needed to be written as autobiography.

¹² In Mitchell & Weber, 1999.

¹³ In Ritchie & Wilson, 2000.

¹⁴ Rager, 2005

¹⁵ O’Reilly-Scanlon, 1992

“Reading our stories...”

Ms A.: During the reading of the letters that we wrote to our former teachers, I gained a lot of insight as to how damaging our actions and words could be as educators.

Ms B.: Yes, that lesson was interesting. We took two hours reading our letters and then discussing them.

Ms E.: There was so much that I learned from people’s experiences while listening to the letters being read by each of us.

Ms N.: Our group had a session that was filled with the reading of highly tense and emotional stories. The personal narratives that were read showed the different experiences in relation to sexuality, health, and HIV/AIDS in our lives.

Mr G.: When I read my letter aloud to the class, I realised that there were more things that I could add in the future.

Ms U.: After our group had read out our lived-experience stories and discussed them, I thought of new story ideas.

Ms T.: Yes, when we had finished that activity, I was surprised when many childhood memories came back to me and I found myself thinking of people who were a great influence on me when I was still at school.

Ms N.: Our class also had a session where we looked at different timelines in order to find out how our interest had developed along the years in relation to HIV/AIDS. It was quite interesting for me to read my timeline out loud to other people. It seemed like the experiences were given some life; they became more real to me. I became more aware of the actual point in time when I started being interested in issues of HIV/AIDS.

“We were free to explore any reading that we wanted to”

Anonymous: Something that I liked about our course was the choice of readings given to us to choose at our own pace and time. I think that was excellent.

Ms K.: I agree. What I particularly enjoyed about our mini-research project was that we were free to explore any reading that we wanted to. I wasn’t forced to read material that I wasn’t particularly interested in. I decided in the beginning of the module that I wanted to focus on sexual violence and I was given the freedom to read as much or as little on this topic as I wanted to. And, at the end of the project, I decided that I was going to continue to read articles on HIV/AIDS and its impact on our community.

Ms U.: Our class visited the library. Kathleen had organised a librarian to assist us. I learnt how to do literature searches electronically and through the catalogue. Kathleen showed me how to view electronic articles, save them, and e-mail them to fellow students. I learnt which encyclopaedias have Curriculum Studies information and which journals are relevant to my discipline. This is what I actually needed and I felt a sense of relief because literature searches had been my main concern.

Ms T.: Yes, when we spent that day in the library, I was able to find literature relevant to the question I had chosen to explore.

“The texts that I read...”

Ms K.: I feel that I read fairly widely for my essay. The articles ranged from academic texts, personal narratives, magazines, and newspapers. I gave a number of different perspectives and I think that I managed to find suitable evidence in the readings to substantiate statements I made.

Ms U.: The literature I engaged with, particularly the article by Soudien and Baxen¹⁶, served as a point of departure for my inquiry into how I could facilitate the practice of learner-centred pedagogy in my day-to-day work activities. My introspection and the change of practice I initiated were influenced by the arguments I encountered in the literature.

Ms R.: I was really enriched and developed by the new information that I gained from my reading. But I could get more exposure to different texts and use them productively.

Ms Q.: The texts that I read definitely assisted me with my writing. The texts empowered me with the knowledge I now have. Due to time constraints and work pressure, I was unable to read very widely. I read most of the articles that Kathleen provided in the resource file and I borrowed a few books from the library.

Ms T.: I used relevant texts that developed my topic even further. Given a longer time, I would read even more texts because my topic was too wide and it was very difficult to focus on just one aspect.

A lived-experience description:

Doing the small group reading activity

The MEd Curriculum class is now doing the small group reading activity. When I introduced the activity, I suggested that the group members take turns to read aloud for each other. I explained that I think that when we read aloud we often notice things that we don't perceive when we're just reading silently. As I had done with yesterday's individual reading activity, I asked them to imagine that they were having a discussion with the author. I advised that, as they read, they could ask questions, make comments, and write down notes.

The group consisting of Ms B., Ms U., and Mr V. has read and discussed the introduction, and I am interested to see that this group has now, following yesterday's discussion of reading strategies, decided to look at the conclusion before reading the whole chapter. Because Ms B. is from Lesotho and Mr V. has been teaching in private Islamic schools, Ms U. is helping them by explaining the recent history of the public

¹⁶ Soudien & Baxen, 1997

education system in our province through her experience of working for the local Department of Education.

-- Kathleen

A dramatic presentation:

“If I were to critically look at what he said, I would say...”

It is the first session of day three of the MEd Curriculum module. Mr V., Ms B., Ms U., Ms T., and Kathleen are present. The session starts with a discussion of a chapter that Mr V., Ms B., and Ms U. had read together the previous day.

Kathleen: We'll start by looking at the Harber¹⁷ reading.

Ms U.: Can I start?

Ms U.: One of the changes that we see from this chapter by Harber was the curriculum reform. This new curriculum was introduced, and Harber quotes Jansen¹⁸...

Ms B.: And Jansen is the one who talked about these 10 things that can...

Ms T.: I know he wrote a controversial paper called...

Kathleen: 'Why OBE will fail.'

Ms T.: Yes, I know.

Ms U.: Harber quotes Jansen, who said something like, "No, this curriculum is going to fail, it's not just going to fail because of the person that is in power now introducing something to other people, but it's because of the things that were not considered before its implementation." He said that most South African schools were not ready for this change in terms of their resources, human and other. So, the context as such was not actually considered for the approach that was being brought into the country. And also that the terminology used was very confusing. And the teachers were not involved in the actual development and designing of this curriculum.

Ms U.: So, that's what he anticipated, that it would fail, and this brings us back to the discussion we had on day one of this module, that we need to ask, "*Who* actually designed the curriculum?" And then if you look at it, it just became *the policy*.

Ms T.: From top down.

Ms U.: Yes, prescribed.

¹⁷ See Harber, 2002.

¹⁸ See Jansen, 1999b.

Ms U.: Yes, and another thing that he mentioned was the lack of *support* from people like *me*, as well...

Laughter from the group.

Ms B.: Support from who? From teachers?

Ms U.: From, from the Department officials, the subject advisors.

Ms B.: Okay.

Ms U.: So, Jansen listed about 10 things. He mentioned that Curriculum 2005 is doomed to fail because of one, too, three...

Ms T.: And they should have *listened* to him, I mean, he became the enemy of the state, but what he wrote made sense.

Ms U.: Yes, it's *all happened* the way he anticipated it. If I were to critically look at what he said, I would say I think what he said is *true*, it's the way things were. And if you look at the research on the implementation in schools, you find that there were schools that did not start implementing this by the required time. And the teachers in some of the schools pretended that they were implementing this, and yet they were not, they were not even understanding, so the *actual curriculum*, the *curriculum-in-experience* was not in line with the *preactive curriculum*.

Ms U.: But, at the time, it was like Jansen was putting these allegations on the government.

Kathleen: Why do you think the government didn't want to hear what he had to say?

Ms T.: I think it was because there was this revolution and the new government were pressed to introduce changes so that they just *got rid* of Bantu education. And that was their only focus: "We have to make change."

Kathleen: And there was this storm of criticism that came after the introduction of Curriculum 2005 and Minister Bhengu, who was the education minister at the time, just didn't seem to listen to any criticism...

Ms T.: And then, people in the townships would always say, "OBE stands for *Only Bhengu is Excited!*"

Laughter from the group.

Reflections:

The MEd Health class was in 'flow' yesterday

It really felt like the MEd Health class was in 'flow'¹⁹ yesterday. It worked well to start by asking people to comment on the individual reading that they'd been doing outside the class. There were many issues, questions, and concerns raised and ideas given. The students also linked their discussion of the reading to personal experiences. I was pleased to see the reading being integrated into the discussion. There was also some quite lively debate at points.

One of the interesting issues that came up was our government's HIV/AIDS denialism. Ms N. spoke about her reading of Mbali's article²⁰ on government denialism and Mr S. related that to a newspaper article he'd read about our provincial Department of Education having set up a fund to assist HIV-positive teachers in accessing antiretroviral medication. He pointed out the contradictions between this local initiative and denialism at the national level. Mr S. also referred back to a discussion we'd had in a previous session about newspaper reports of Mbeki²¹ disputing research findings that highlighted the key role of HIV/AIDS in increased mortality among teachers²².

Another issue that provoked some lively debate was the Zuma rape trial²³. Ms K. had read a newspaper article by a professor of psychology at the University of Cape Town²⁴. The article was critical of how the rape complainant had had to defend her sexual history in court. Ms N. then spoke about a discussion she'd heard on the radio about this issue. She said that there had been some comments from listeners about how a man's sexual history is a source of pride, whereas, for a woman, it's shameful. Mr O. then referred to Hunter's chapter²⁵ and talked about constructions of Zulu masculinity as related to numbers of sexual partners and possibilities for alternative constructions of masculinity in the age of HIV/AIDS. He also showed us a Zulu-language newspaper cartoon in which Zuma is portrayed as being enticed by the rape complainant. Then Mr S. (I think with the intention of triggering debate) suggested that there were no concepts of 'sexual abuse' or 'female consent' in Zulu culture. Ms P., (who, like Mr O. and Mr S., is Zulu) challenged this statement and said that she thought that we had a responsibility to change culture. She told us about her own experience of being sexually abused as a girl and about how she and her family had been too afraid to speak about this abuse to anyone. Ms P. explained that recently there had been a number of incidents of sexual abuse in her school and that, drawing on her own experience, she had called a community forum to discuss these incidents. She said that she felt that these open discussions with learners, parents, teachers, and other community members had begun to make a positive change in the school culture.

¹⁹ This idea of being in 'flow' in learning and teaching comes from my reading of Goleman (1996), who builds on Csikszentmihalyi's (1990) research into an optimal brain state that he terms "flow".

²⁰ Mbali, 2004

²¹ 'Mbeki' refers to the South African president, Thabo Mbeki.

²² See Badcock-Walters et al., 2005.

²³ This was a 2006 rape trial in which the former deputy president of South Africa, Jacob Zuma, was accused of raping a female HIV-positive AIDS activist. Jacob Zuma is a Zulu man.

²⁴ Gobodo-Madikizela, 2006

²⁵ Hunter, 2004

In the end, we spent about an hour discussing the students' reading and related issues. Although this discussion wasn't part of my original plan for the session, I think that it was a useful learning experience for all of us. It also emphasised for me the need to be responsive and flexible in my teaching. But, I have to admit, I was feeling a bit anxious about falling behind in my planned outline!

– Kathleen

Finding a balance between promoting choice and giving guidance in reading

For the MEd Health module, we started with a 'mini literature review', in which groups of students chose from themed 'reading packs' that I had collated and then selected a few texts to read and present to the class. This sparked lively discussion around issues raised by the texts and also about the characteristics and functions of different forms of texts. I then made available a resource file of readings that I thought were interesting and informative. During the module, I asked the students to select their own readings from the resource file and other sources. I encouraged them to obtain and read a range of types of texts, including newspaper and magazine articles. I didn't prescribe readings except for one journal article that we read together in class. I asked the students to draw up reading plans in their journals and to write notes on their reading. We also spent time sharing tips for reading and I tried to promote dialogic and interactive reading.

Many of the students commented that they liked being able to choose particular readings rather than having to read something that wasn't in their area of interest. Some students also said that they felt they were taking control of their reading. But now, having marked the assignments and gone through the journals, I feel that some students could have benefited from more guidance with their reading in terms of using it to inform their writing. The approach I used seemed to work well for some people, but although the others did well enough to pass (in terms of marks), they didn't engage that actively with their reading in their writing. They had borrowed readings from the resource file and found some from other sources, and they did refer to them in their journals and their essays, but they often didn't show how or where they had made links with their own thinking, contexts, or experiences. When writing their essays, several students seemed to find it quite difficult to demarcate their own ideas and those of other authors. Some also appeared to have some difficulty in referring to relevant literature to ground and extend their own observations, opinions, and recommendations. Because these same people tended not to have kept detailed reading records in their journals, I wasn't sure if they hadn't found enough pertinent texts to read, or if they hadn't made appropriate selections from what they had read.

I did make time in the sessions to discuss what each person had been reading. These discussions were dynamic and stimulating, but it appears that this wasn't sufficient. If I take this kind of approach again, I need to work out some way of interacting more directly with each person's reading process in a way that will bridge the apparent gap between talking about reading and using reading to enhance writing. I must find a way of making sure that everyone can receive enough assistance while at the same time still having some freedom to choose what and how to read. Perhaps I could collect the journals every few sessions and give written comments on the evolving reading plans and notes. But that would then mean that the students would be without their journals for at least a few days until they were next on campus. Another option might be some form of electronic reading log that I (and maybe other class members) could interact with via e-mail or internet. But I think that journals might be more user-friendly, especially as many students don't have

regular access to the internet. When I meet the students to discuss my doctoral research, I must remember to ask for their ideas about how to find a balance between promoting choice and giving guidance in reading.

-- *Kathleen*

Cluster III: Fostering Group Talk

Explanatory note: I aimed to foster inclusive and constructive group talk in the three modules by providing frequent opportunities for each member of the class to speak and be heard. I hoped to cultivate classroom environments that would be conducive to the growth of each person's confidence in speaking in a group and the growth of a concomitant feeling of mutual trust and support within the group. My intention was also to promote the development of interactive learning communities in which each scholar-teacher's learning could be stimulated, deepened, and extended by talking and listening in a whole class situation. As well as integrating a variety of group talk activities throughout my sessions for each module, I also arranged for the MEd Curriculum class to give oral presentations of their coursework portfolios as part of their assessment. This cluster of narrative portrayals draws attention to some of scholar-teachers' views about the effectiveness of group talk in our classes and about value of participating in an interactive learning community. In addition, the portrayals illustrate how learning through group talk took place in the classes. The cluster also reveals how, through reflecting on instances of group talk in the modules, I became more conscious of the complexity of facilitating group talk and of the need to be alert to multiple dynamics that can impinge on participation in classroom discussions.

Reflective dialogues:

"From the start, we were involved in all discussions"

Ms B.: In the first session of our module, our lecturers started by introducing themselves. And even we students, we introduced ourselves in the classroom: Why are we in the class? Where are we from? What are our expectations about the course? And so on.

Anonymous 1: From the start, we were involved in all discussions.

Anonymous 2: Yes, what I liked most about our course was the open discussions and the freedom to express opinions.

Anonymous 3: There was a comfortable atmosphere in our class. You felt at ease sharing ideas and thoughts.

Ms K.: And although everyone had their differences and no one was afraid to voice their opinion, others respected it. I believe that the good group dynamic caused people to open up and share experiences that they wouldn't have ordinarily done.

“The discussions were very useful to me”

Ms K.: I would have to say that the most learning that happened for me was within the group discussions in which people openly shared their ideas, feelings, and innermost thoughts. We didn’t read these from literature where it had happened to someone else. These were my fellow students also learning and developing.

Ms B.: Our class’s discussions were very useful to me. Coming from Lesotho, I found all the South African education terminology and history quite confusing. My fellow students helped to explain these to me.

Ms F.: I think that our discussions helped us understand ourselves even better, and this will help us become competent teachers and our learners will benefit from it.

Ms N.: Yes. As we discussed, I started reflecting on my practices as a learner, teacher, and researcher. Some of my experiences and actions became clearer as I looked at them in the light of our discussions.

Ms Q.: I think that the exchange of ideas and the expression of different perspectives and opinions empowered individuals and allowed them to grow, to become more confident to say what they were feeling.

Ms A.: I also really enjoyed the presentation day that our class had. To listen to other students talk about their work was so interesting. The part of being asked questions drew me back a little, as I didn’t know what to expect. I also realised what a huge topic I’d chosen! But it was really nice.

A dramatic presentation:

Exactly! No!

It is day three of the MEd Curriculum module. Mr V., Ms B., Ms U., Ms A., Ms T., Kathleen, and Lebo (Professor Moletsane²⁶) are present. The class is discussing a chapter²⁷ that Ms A., Ms T. had read together the previous day. The conversation moves from the impact of HIV and AIDS on the actual curriculum to the Jacob Zuma rape trial....

Ms T.: We were *all shocked* yesterday because of the news when they asked the Deputy President if he was HIV-positive and he said, “No!”

Mr V. (*chuckling*): He said, “No”...

Lebo: Like, *how does he know?* He hasn’t tested since 1998.

Ms T.: *Exactly!* I know. If someone says, “I tested four weeks ago and the results are negative,” I mean who can argue...

²⁶ Professor Relebohile Moletsane (Lebo) is my PhD supervisor.

²⁷ Chisholm, 2005

Lebo: But this one is saying, "*In 1998*" and we know that, in between, he...

Laughter from the group.

Lebo: And this was a person leading the anti-AIDS...

Ms T.: Oh, yes.

Lebo: But also, talking of the Zuma case, what about the *gender issues* and the *gender-based violence* issues? For example, yesterday, *he* said that *she* wanted it, because of the way she was *dressed*.

Ms T.: Yes, but I *really* want to believe that that was *taken out of context*. You know how the media *does*. I'm sure he said a *long* sentence that included the fact that she had a miniskirt, but then what the media did was just keep that *very powerful* statement, and they *knew that* people who are for gender *equality* would *condemn* Zuma straightaway, as soon as they heard that.

Lebo: *Of course* we will condemn him!

Laughter from the group.

Ms T.: *I'm sure* it was just taken out of...

Lebo: But he has been active in the *gender equality* fights in the country. *He* has been saying that *he is* for gender equality and that he supports women. Then he *goes to court*, which *he knows* will be picked up by the media, and says that *this woman* was *dressed the way* she was dressed. *Of course* we're going to condemn him.

Ms T.: But then *later* when we *hear* the *whole*...

Lebo: It *really* doesn't matter *what else* he said. He said that she was *asking for it* by the way she was dressed!"

Kathleen: Yes, you know, Lebo and I were at a school on Thursday and we were doing some work around HIV and AIDS. I was sitting with a group of boys and they were bringing up issues they thought were problems in their school, and *the one issue* they *really* wanted to talk about was *rape*. And one of the boys said, "*The problem is that girls wear short skirts!*"

Lebo: And these *views* have *just been confirmed*...

Ms T.: *By the media*.

Lebo: *No!*

Laughter from the group.

Kathleen: When a *very prominent figure* says that women *ask* to be raped when they wear short skirts, then, it does confirm...

Lebo: That men are these *animals* who can't control...

Ms A.: Control themselves.

Lebo: Their instincts and...

Ms T.: But then *parents* are *also* saying, "*Don't* wear miniskirts, you're *tempting boys!*" I mean *what message* are you giving to your *daughter* if you say that?

Lebo: I would *really like* to think that men are more *sensible* than that. Well, there *are* men who are more sensible than that. You can't see *thighs* everywhere and want to have sex...

Mixed voices: Yes, mm.

Lebo: What kind of *person* would you be?

Ms T.: Well, you'd be *an animal*.

Reflections:

Perhaps this kind of exchange could seem quite shocking to some students

As I am listening to the audio recording of the 'Zuma' discussion that took place in the MEd Curriculum class, I notice laughter from the group at particularly heated moments. I wonder if this was perhaps a kind of shock reaction to this fiery debate between a Professor and a student. This kind of exchange is something that I think both Lebo and I would agree is a healthy part of group talk, but perhaps it could seem quite shocking to some students. I am aware that this discussion has been limited mainly to Ms T., Lebo, and me. I wonder if that could be another indication that some people were feeling uncomfortable with the direction the conversation was taking? Maybe they felt unsure about entering into an argument with their lecturers. Or maybe they just didn't feel like saying anything. I also notice that Mr V. is one of the people who were quiet during this discussion. I hope that, as the only man in the class, he wasn't feeling excluded or even vilified by the comments that were made about men. Perhaps I should have brought him into the conversation and asked what he thought. But I do know that I was aware that time was moving on and that we were meant to have already stopped for a tea break. Maybe I also didn't want to single him out and make him feel uncomfortable. I'm not sure...

-- Kathleen

I think I wouldn't really have picked up on it

In today's MEd Health session, we were discussing issues of gender power and constructions of masculinity, femininity, and childhood. At one point, Ms R. said something, then Ms N. started to say something, and Mr O. interrupted her to ask Ms R. to repeat what she had said. I didn't really notice the interruption, but Ms N. was quite angry. (I now remember that Mr O. had also interrupted her during a previous session.) Ms N. told Mr O. that his interruption was rude. He seemed quite surprised and said that

he withdrew his question. I felt that I should have intervened when Mr O. interrupted, but I was glad that Ms N. felt confident enough to express her dissatisfaction. This is another example of a student showing me something about my teaching. I think I wouldn't really have picked up on this incident and so, although things were uncomfortable for a few minutes, Ms N. really did me a favour.

-- *Kathleen*

Cluster IV: Rethinking Cultural Diversity in Schools
(The BEd Honours Module on Cultural Diversity and the Curriculum)

Explanatory note: When planning for the BEd Honours module, I wanted to offer the students opportunities to review and rethink their existing understandings of cultural diversity and the curriculum in the context of their own experiences and practices and from a variety of vantage points. I hoped to promote the development of self-knowledge and self-awareness, as well as to provide exposure to stories of others' lived experience. I also tried to encourage the scholar-teachers to consider possibilities for intervening in processes of cultural inclusion and exclusion in their own school settings. This cluster of narrative portrayals highlights the scholar-teachers' evaluation and understanding of the learning that took place during our sessions. The portrayals also show how the students identified challenges and responsibilities associated with working in their own professional contexts and considered possible strategies for taking action in these contexts. In addition, the cluster illustrates my learning about approaching aspects of a topic that might cause discomfort for some students.

Reflective dialogues:

"I now look at things differently"

Ms E.: After doing this self-study project, there is a big difference in the way I understand cultural diversity and the curriculum. I now look at things differently.

Ms F.: I'm more aware that people are different and they should be treated as such. Everyone is unique.

Ms A.: To be honest, before we did this project, I had never quite understood what diversity meant other than in the context of race. It's only now that I am beginning to understand that our whole lives are surrounded by diversity. We experience it in our daily lives at school, home, and work and in the society as a whole.

Mr G.: Yes, I learned that even when learners are not diverse racially, there is diversity in their home backgrounds, learning ability, and emotions.

Ms A.: Another area of diversity that we talked about was religion.

Mr G.: We also discussed how even social hazards like HIV/AIDS can be part of diversity.

Mr D.: And we talked and wrote about how learners often meet difficulties in showing their true capabilities in school performance because of language barriers.

Ms C.: Some of our stories showed the particular challenges that still face girls in our schools, such as being excluded because of pregnancy.

Mr J.: And many of the stories highlighted our experiences of poverty and socio-economic diversity among learners.

“We have to ask if we, as teachers, are practising justice in our teaching”

Ms C.: In this new millennium, where we have mixed-ability classrooms, inclusive schools, and non-racial schools, we have to be open-minded and able to learn and adjust to changes.

Mr I.: By looking at all these changes, one would immediately ask the question, “How am I going to cope?” This question arises out of the fact that we were exposed only to one race group in our own schooling, which in my case was Indian.

Ms A.: To deal with diversity, we need to understand that we are also part of diversity that may exist in the school and classroom.

Ms F.: Yes, I’ve realised that though my work as an educator revolves around learners, I need to understand myself well so that I can be in a position to deal with students from different backgrounds.

Mr J.: Teachers bring their own values, beliefs, attitudes, biases, fears, and experiences to their classrooms and these influence teaching and learning. This is why continuous self-evaluation and development is important for all teachers to understand and implement the curriculum effectively.

Ms E.: I agree. We have to ask if we, as teachers, are practising justice in our teaching.

Ms B.: Yes, our stories showed how learners could be rejected by their peers as well as their teachers because of their backgrounds. As teachers, we have to reassess ourselves and we have to change our bad attitudes because learners will copy those bad attitudes. We are the models of them.

“It’s the duty of the teachers to search for diversities and support the learners”

Mr G.: Through this course, I’ve realised that it’s the duty of the teachers to search for diversities and support the learners.

Ms B.: I’ve realised that learners need different approaches because they have different characters and abilities.

Mr J.: The stories we wrote emphasised the background information teachers must have on learners. ‘Look before you leap’ comes to mind.

Ms A.: We should always be aware of issues surrounding us, especially those that affect our learners. It’s important to find out what you don’t know about the learners’ circumstances and backgrounds.

Ms F.: And teachers should accommodate differences in learners *and* colleagues.

“To support our learners we need to...”

Ms B.: To support our learners we need to create a positive atmosphere for them to ask questions and express their feelings. Learners should feel free and secure in their classroom. For example, they should be able to discuss their home background with their teacher.

Ms H.: Yes, by listening to our learners, we can learn more about them.

Mr G.: I feel this idea is important because there are times when learners have been hurt by their environments or by previous experiences. But a teacher can create a new memory about learning by giving support and the learners may gain strength and become positive.

Mr I.: I think that it's important to create a learner-centred, cooperative classroom, where learners teach each other about their traditions and cultures.

Ms E.: We also need to work hand-in-hand with our learners' parents and give them a chance to reflect on our teaching.

Ms C.: Yes, I've learned that I can't make it on my own, but my colleagues and the community need to help and offer advice.

A reflection:

Embarrassment can sometimes point to a pedagogic opportunity

Yesterday, we did a small group activity in the BEd Honours class. Each group was asked to read and discuss one of the teacher narratives from Ritchie & Wilson²⁸. A spokesperson from each group then told the story of their teacher narrative and shared some of the group's thoughts about it.

There seemed to be some general embarrassment in the class about the narrative called, “Retracing my journey toward self acceptance and effectiveness as a lesbian teacher.” I prompted a discussion about sexual orientation and processes of inclusion and exclusion in schools. Some of the students acknowledged how difficult they found it to engage with issues of homosexuality in their schools. Ms A. talked about two grade seven boys in her school that had been labelled as homosexual because of their mannerisms and speech and were ridiculed by learners and teachers. She told us how one of the teachers had recently given a very pointed address to the school at the morning assembly about the “demon” of the homosexuality. Mr I. commented that there was a need for education around these issues in schools to prevent this kind of discrimination by staff and learners.

I had chosen to include this narrative written by a lesbian teacher because I was aware that, despite our Constitution's explicit prohibition of discrimination on the grounds of

²⁸ Ritchie & Wilson, 2000

sexual orientation, there is no mention of homosexuality in the Life Orientation curriculum policy document²⁹, which covers areas such as sexuality, constitutional rights, and diversity. In my experience, homosexuality is often a taboo subject in schools, so I did expect that the students might experience some discomfort in reading and discussing this narrative. Now that we've had the session, I'm glad that I didn't shy away from using this text as a stimulus. Although I believe that it's important for students to feel comfortable in class, I think what I can learn from this is that embarrassment can sometimes point to a pedagogic opportunity. But, I do think that this session might not have worked as well if we hadn't yet had time to build an atmosphere of trust in the class.

-- *Kathleen*

²⁹ Department of Education, 2002

*Cluster V: Bringing Self-Awareness to HIV and AIDS in Education
(The MEd Module on Health, Sexuality, and HIV/AIDS in Education)*

Explanatory note: In my course design for the MEd Health module, I wanted to explore how awareness of self, as well as exposure to stories of others' lived experience, might contribute to the students' engagement with HIV and AIDS in education. To this end, I involved the scholar-teachers in constructing narratives of their interest in this area. I also hoped to encourage the students to consider options for working in the area of HIV and AIDS in their professional settings and in their academic studies. The narrative portrayals in this cluster reveal some of the scholar-teachers' thoughts about the value and nature of the learning that occurred in our sessions. The portrayals also draw attention to misgivings that scholar-teachers experienced about bringing self-awareness to HIV and AIDS in education, as well as their opinions on the effectiveness of this pedagogic approach. Furthermore, the cluster illustrates how the students identified priorities and possibilities for HIV and AIDS-related interventions in their professional contexts and for future academic work. In addition, the cluster shows how, during the course of the module, I became aware of the importance of explicating the complex terminology that can impede or enhance understanding of HIV and AIDS-related issues. The cluster also highlights the emotional weight of bringing awareness of self to an area such as HIV and AIDS, which is permeated with experiences of suffering and loss.

Reflective dialogues:

"I'm now more empowered on HIV/AIDS"

Anonymous 1: This course really empowered me. It exposed me to issues of sexuality and HIV/AIDS that I found it difficult to talk about before, but now it seems easy.

Ms K.: Yes, we discussed quite sensitive aspects of HIV and AIDS in detail.

Anonymous 2: This course was a real eye-opener. The issues that were discussed and the stories that were related really enlightened and empowered me.

Anonymous 3: I'm now more empowered on HIV/AIDS. Because we discussed things that were related to our experience, I feel that I can now cope better with different situations concerning HIV/AIDS.

Anonymous 4: And I learned more about the impact of HIV/AIDS in schools, violence and sex harassment, and HIV/AIDS policies.

“Me’ and my experiences of HIV/AIDS”

Anonymous: This course provided a new perspective of looking at HIV/AIDS, health, and sexuality in schools and in our personal lives.

Ms K.: I found it challenging to reflect on ‘me’ and my experiences of HIV/AIDS. Initially I didn’t want to, because I thought I’d have very little to contribute. This was primarily because I teach and live in an environment where we don’t openly discuss HIV/AIDS and where I’m not faced with my learners and colleagues contracting the disease or being away from school because of AIDS-related illnesses. Another factor was that I’d been afraid of reading too much about it. It becomes easy to pretend that the virus is removed from you and that it only happens to ‘others.’

Ms R.: During this course, I realised that I was someone who stood at a ‘safe’ distance from HIV/AIDS. From my comfort zone and my resulting false sense of security, I was able to distance myself. Before this module, I hadn’t realised how affected I really was by the HIV/AIDS problems in South Africa.

Mr M.: When looking back at my experiences with the disease, it was surprising to note the number of people I know who are living and affected like me by this epidemic.

Ms N.: When I wrote my autobiographical essay, I reflected on how easily I could have contracted HIV from my ex-husband because of his infidelity. I also remembered how scared I was to go for HIV testing.

Ms P.: In writing my lived-experience story, I remembered my colleague and close friend who died of AIDS a few years ago. Because I didn’t know much about HIV/AIDS then, I couldn’t advise her about going for counselling.

Mr O.: In writing my essay, I described how two dedicated teachers in my school died of AIDS. When they died, I lost friends, brothers, and colleagues. But, I also wrote about someone I know that has been living openly with the virus for almost ten years. She is on medication and goes to a support group and has not yet developed full-blown AIDS.

Ms Q.: Unlike most of the others in my class, I didn’t know of anyone close to me that had died of AIDS. I’m not sure whether this was a blessing, or just ignorance on my part. I come from a middle-class environment and the people I associate with wouldn’t ever dream of letting anyone know if they had HIV because of the stigma attached to it.

“HIV/AIDS is no foreigner”

Ms K.: Although I was initially reluctant to take this module, I feel that I’ve grown substantially as the weeks have progressed. Looking back over the entries in my learning journal, I can definitely see that I’ve changed my way of thinking and feeling regarding HIV/AIDS. As the project has run its course, I’ve realised that I have a responsibility to my school and to my learners to work towards changing the idea that HIV will never happen to me or affect my school. What I’ve begun to realise is that HIV doesn’t respect class, race, language, sex, or religion.

Ms Q.: Yes. The lived-experience stories made me realise that in life, there are no certainties or guarantees. One moment you can be fit and healthy and the next you could be lying in a hospital bed, dying of AIDS.

Ms K.: Being exposed to people's intimate stories about their personal experiences of HIV/AIDS was very powerful. We had some very emotional and touching sessions where everyone spoke from his or her heart. I think I would've had to be incredibly insensitive to have completed this project and felt the same as when I first started.

Ms R.: Engaging in open discussions and memory work, as well as listening to the stories of other students who were closely affected by the issues made me realise how my own life was affected by HIV/AIDS.

Mr M.: Through this mini-research project, it's become evident to me that HIV/AIDS is not someone else's problem, but it's our problem.

Ms N.: I realise now that I was so afraid of HIV/AIDS that I wanted to keep it as far away from me as possible, thinking that this would protect me from it. Even though I have not contacted it yet, now I know and am very aware that HIV/AIDS is no foreigner; it can affect or infect anybody at any time.

"I can make a difference"

Ms K.: Through the encouragement of the group, I came to understand that it's okay that I wasn't 100 percent knowledgeable about HIV/AIDS. What is important is what happens from now on and what I'm going to do in my own community. I have to do what is within my ability and the time available. And it has to be because I want to rather than because I have to. I've decided that I'm going to continue to read articles on HIV/AIDS and its impact on our community. I also want to speak to my boss about the AIDS policy in our school. And I'm going to look at ways, together with other teachers, that we can develop more of an AIDS awareness or interest in our school.

Ms N.: Looking back at my autobiographical essay, I believe that I've always had an interest in sexuality and HIV/AIDS, even though it fluctuated over the years. From my story and the meanings I've made of it, I've learnt that women find themselves in a position of vulnerability against HIV/AIDS infection and other social injustices because of the social constructions of masculinity and femininity. But, such constructions can be contested and reconstructed. My story also suggests that there is a need for liberal sex education in schools so that sex does not remain the monster it has been. Demystifying sex might contribute to making teachers more comfortable with teaching about HIV/AIDS.

Ms R.: As a teacher and a scholar, I'm aware that now I have a more important role to play as I have the advantage of this new knowledge that I can impart to others within the school and outside. I can make a difference in exposing the facts about HIV/AIDS and in finding ways to deal with these issues as they arise in the school.

Ms Q.: I've gained knowledge from my story, my reading, and my reflection on adolescent sexuality, gender, and the HIV epidemic. As a teacher, I would like to ensure that sex education is taught at our school by a qualified person who knows how to deal with

sensitive questions asked by learners. As an MEd student, I would like to focus my research on Indian adolescents, sexuality, gender, and the HIV/AIDS epidemic in my community. Being an Indian, growing up in an Indian community, and teaching in a school that has 90% learners of Indian origin, I have so often seen adults being in denial regarding adolescent sexuality.

Mr O.: As the principal of my school, I will try to encourage learners and teachers to make informed choices and to reduce the risk of vulnerability to HIV. I will also try to stop the culture of double standards for males and females and to teach boys positive masculinity.

Ms R.: As a teacher and an education scholar, I believe that educators should challenge learners to speak openly about sex and sexuality in classes. I will also try to equip the educators in my school with skills to negotiate safer sex.

A reflection:

Talking about HIV and AIDS-related terminology

We started yesterday's MEd Health session with a discussion of the "Word List" from the Education Rights Project's booklet on HIV and AIDS³⁰. This activity wasn't part of my original course design, but I had decided after the previous week's session that it might be a good idea. It turned out to be a very useful and interesting exercise. We went through each term on the list very carefully. In the end, it took us over an hour to go through and clarify the eighteen terms, which included medical terminology, such as "opportunistic infections", and psycho-social terminology, such as "stigma".

The discussion of the word list also prompted students to ask about other terms they'd come across in their reading, for example, Ms R. asked about the meaning of "serostatus" and said that she'd been unable to find a definition in her dictionary. Talking about HIV and AIDS-related terminology also precipitated group talk about personal experiences and observations. The students spoke about having friends and family who were sick, about attitudes in their schools and communities, and about common assumptions and misconceptions. People also started to ask questions that they might have felt foolish asking in another situation. Mr S. asked whether HIV could be transmitted through mosquito bites and saliva. Ms K. asked about a current urban legend of a boy being infected by eating a hamburger onto which a chef had bled. People talked about their observations of discrepancies between practice and policy, for example, school communities excluding infected or affected children as opposed to giving them special care. Students also acknowledged feelings of hopelessness. Mr M. spoke about feeling like an "ant" in the face of the AIDS pandemic. Another topic of discussion was the about the interplay between HIV infection and gender power imbalances. Ms R. brought up a journal article she'd read on sexual power and condom use³¹. There was talk of the need to work with women and men around gender issues.

In thinking about this discussion, I've realised that because I was quite well versed in HIV and AIDS-related terminology, I'd assumed that the students would understand specialised terms such as "CD4 count" and "viral load" or that they would have picked them up from the readings in the resource file. I'm now aware that it will be important to

³⁰ Senosi, 2005

³¹ Pettifor, Measham, Rees, & Padian, 2004

build an HIV and AIDS vocabulary session into any future HIV/AIDS-related courses that I teach.

A dramatic presentation:

Learning to cry

It is the seventh session of the MEd Health module. Ms R. Ms K., Ms Q., Ms N., Mr O., Ms R., Mr M., Mr S., Lebo (Professor Moletsane), and Kathleen are present. The session starts with the reading of lived-experience descriptions that the students have written.

Kathleen: Okay, do we have a volunteer to start reading? And remember that you can ask somebody else to read your story for you if you prefer.

Kathleen: Okay, Ms R., thank you.

Ms R.: My self-story is about my friend, Beatrice.

Ms R.: *(reading)* Beatrice and I grew up together....

Ms R. continues reading her lived-experience description.

Ms R.: *(reading, in a tearful voice)* After one day, she died.

Silence.

Kathleen: *(in a tearful voice)* Okay, thanks Ms R.

Silence.

Kathleen: I think I have to get out the tissues now.

Subdued laughter from the group.

Kathleen: Okay, one for me, one for you, one for Ms R. Anybody else?

Ms N.: There should be some in the middle of the table here.

Kathleen: Yes. There we go.

Silence.

Kathleen: Okay.

Ms N.: *(in a joking tone, to Mr S.)* Men don't cry.

Subdued laughter from the group.

Kathleen: Men who study gender *do*, hey?

Subdued laughter from the group.

Mixed voices: Mmhm.

Kathleen: Last week, Mr M. was telling us about how *he's* been learning to cry since becoming a gender student.

Kathleen: Okay. Do we have another volunteer to read a story?

Ms P.: Ms N.. You said you *don't* cry, so...

Ms N.: You want me to read yours?

Ms P.: Please.

Ms P. passes her journal to Ms N.

Ms N.: (*reading*) My colleague, Miss X. was very close to me. We shared everything. But, I was not yet familiar in sharing and understanding problems caused by HIV infection ...

Ms N. continues reading Ms P.'s lived-experience description.

Ms N.: (*reading*) She could not recover and she died. Due to the fact that I was blank about HIV/AIDS, I could not advise her to go for counselling and to join support groups to build her spiritually.

Silence.

Kathleen: Okay. Thank you Ms P. and Ms N.

Ms N.: Now I'm going to read *my* story.

Mr M.: Can I start and you follow me?

Ms N.: No problem.

Mr M.: (*reading*) This is the story of my friend, Mandla (not his real name). This is the story *in his own words*...

Mr M. continues reading his lived-experience description.

Mr M.: (*reading*) My friend is *still alive*. Living with HIV.

Silence.

Kathleen: Okay, thank you Mr M. Ms N....

Ms N.: Okay, this is *my* story.

Silence.

Ms P.: (*in a joking tone*) Don't start crying.

Ms N.: No.

Ms N.: (*reading*) I could see, by the shocked expression on my husband's face, that something was *not right*....

Ms N. continues reading her lived-experience description.

Ms N.: (*reading*) All these questions were running through my mind as I left that house *for good*, with *uncontrollable tears* streaming down my face. I will *never* forget that day.

Kathleen: Thank you Ms N.

Silence.

Cluster VI: Paying Attention to the Quality of Curriculum Experience in Schools
(The MEd Module on Contemporary Issues in Curriculum)

Explanatory note: When planning for the MEd Curriculum module, I chose to involve the students in inquiry into curriculum experience in their educational contexts. I used a ‘narrative scholar-teacher portfolio’ format to provide a framework for these inquiries. The portfolio requirements included two short descriptions of a remembered school experience, an autobiographical essay, and an account of a self-study project that the scholar-teachers would undertake in their workplace settings. I developed a preparatory learning activity in which I asked the scholar-teachers to write and share working definitions for key curriculum concepts. I also designed activities to help the students in formulating questions to guide their inquiries. The narrative portrayals in this cluster convey some of the scholar-teachers’ ideas about how the module contributed to their understanding of curriculum and to the development of their academic and professional practice. The portrayals also communicate the students’ thoughts about the value and impact of taking a narrative self-study approach to curriculum inquiry. In addition, the cluster illustrates how the students became involved in asking questions about curriculum experience in their educational contexts and how they worked with each other to bring awareness of self to these questions. The cluster also shows how my interaction with the scholar-teachers made me more conscious of the value of student input into pedagogic decision-making. Furthermore, it reveals how I struggled to balance my belief in the worth of student input with my awareness of time constraints. It also shows how I grappled with the challenge of deciding how to proceed when students had reservations about my proposal for an assessment task.

Reflective dialogues:

“I developed my own working definitions for the curriculum concepts”

Ms B.: In our first session, we discussed some key curriculum concepts as a group and then tried to define them by writing them down using our own words. After that, each person read out his or her definition.

Anonymous: One of the things I liked most about the module was working out my own working definitions for the curriculum concepts.

Ms T.: I can now proudly say that I can differentiate between: preactive curriculum, interactive curriculum, hidden curriculum, and null curriculum. This is because I was encouraged to write my own definition for each of them and know I'll always remember them.

Ms U.: Although I developed my own working definitions for the curriculum concepts so as to conceptualise them, I do realise that curriculum scholars like Goodson, Jackson, and Eisner³² originated or defined the terms.

Ms B.: This activity was very helpful to me because it was the first time that I understood the difference between hidden and null curriculum.

Ms T.: I also found it helpful when it came to writing my assignments. I tried to use all relevant curriculum concepts and to explain them in a way that showed my understanding.

“Through the narrative self-study approach, I...”

Ms B.: Our lived-experience story activity helped me to understand how the hidden and the null curriculum affect experiences.

Ms U.: Yes. After we had read our lived-experience stories and discussed them, I realised that hidden curriculum seemed to have played a role in most stories. An example of hidden curriculum or its effect in my story is the giving of prizes based on merit. This produced very competitive learners. I also realised that although my story happened 20 years ago, it is still part of contemporary, interactive curriculum because competitiveness is still encouraged in schools.

Anonymous 1: Through the narrative self-study approach, I gained the opportunity of reflecting on how I interact with curriculum in my professional work. I also gained the opportunity of going back and facilitating change so as to improve the way I interact with the curriculum.

Anonymous 2: After doing this narrative self-study in Contemporary Issues in Curriculum, you feel that you are part of curriculum research, even if you haven't started on your MEd dissertation.

Anonymous 3: Yes. I found that this module gave me motivation towards writing my MEd dissertation. I have a long journey to undertake and this module created hope.

“In my self-study, I...”

Ms U.: The question that I sought to address in my self-study was: “How can I facilitate the practice of learner-centred pedagogy in my day-to-day work activities?” This question emanated from my reflection on my own learning and teaching experiences and my review of the socio-historical context of learner-centred pedagogy in South Africa. Through the process of my study of my own practice of learner-centred pedagogy, I changed the way I

³² See Goodson, 1990; Jackson, 1968; Eisner, 1979.

interacted with the teachers I work with. It was the first time in my five years of working as a subject advisor that I had experienced such enthusiasm and initiative from teachers. From this experience, I have learnt that if you do not impose, people act freely.

Ms A.: In my self-study, I chose to explore the question of how I, as a practising educator, could effectively integrate sexuality education in my classroom teaching. I hoped to ensure that my grade six learners would get an opportunity to understand some of the issues they were facing and to learn how to manage different situations in their lives. In the process of the self-study, I had to do some introspection on my own personal ‘demons’ that might hinder my ability to deal with some of the issues entailed in sexuality education. I also found that I had to relinquish most of my power as educator, who knew it all and gave it to my learners, so I could find my way to how they needed me to proceed.

Ms T.: My self-study inquiry helped me to reflect on my teaching and to look at ways that I could improve my teaching so as to ensure that I give my learners equality of curriculum experience. This was a life-changing or should I say, career-changing, experience for me.

A dramatic presentation:

“Now I’m talking about myself”

It is the third session of day three of the MEd Curriculum module. Mr V., Ms A., Ms B., Ms U., Ms T., and Kathleen are present. In the previous session, Kathleen had asked the students to think of questions about the quality of curriculum experience in contemporary Southern Africa that they found intellectually and emotionally interesting and that they would like to explore further.

Kathleen: Okay. We’re now going to share the questions we’ve come up with. And obviously, we’ll keep in mind that this is just *very preliminary*. These are *rough* ideas that we’re working with. So, what we’re going to do is to listen to your questions and then try to see how maybe we could develop or extend them or make them more focused.

Kathleen: Okay, shall we start with you, Ms B.?

Ms B.: Okay. As I told you, my topic is that I want to see the influence of large groups in teaching the curriculum. In Lesotho, we have this free primary education, so we have these *large classes*. You can find that maybe you have 120 learners in one class. So, my first question is: What strategies can teachers use to teach these mixed-ability, large groups? The second one is: How does a large class affect the *actual* curriculum? And the third one is: What are the contextual factors that lead to large classes?

Kathleen: Okay.

Ms B.: And, what can I do to teach these large classes? Now I’m talking about *myself*. What can *I do* to teach these classes, to make sure that I meet *every learner’s needs*?

The other students then read their questions.

Kathleen: Okay. I think we’ve got a really *rich and interesting* range of ideas and questions here. What I’d like us to think about *now* is that in this course we’re taking a narrative self-study approach.

Kathleen: And *self-study begins* with a focus on the *day-to-day experiences* of teachers, teacher educators, and also people like subject advisors. Can we look at our questions (and Ms B. has already done this) and see if there's a question that we could ask about our own day-to-day experiences?

Kathleen: Let's just hear the *last question* that you asked again, Ms B. Because there, she'd taken her *broad interest* in strategies for teachers in large classrooms and she'd asked a '*self*' question.

Ms B.: What can *I do* to teach these large classes in order to make sure that I meet every learner's needs?

Kathleen: Okay. And I think that's really *the core* of your interest there.

Ms B.: Mhm.

Kathleen: And your other questions about contextual factors and recommended strategies all provide a sort of background or framework for that *core question* that you're asking, which has come from your own emotional and intellectual interest as a scholar-teacher.

Kathleen: Okay, is there anyone else who could think about how to take their existing questions and ask a further question that would focus on their own day-to-day experiences? And it's sometimes useful to start with, "*How can I...*"³³

Ms T.: Mine is a *broad topic*, so it'll be really difficult to try and capture all that in *just one question*.

Kathleen: Okay. Sometimes, when we ask that '*how can I*' question, it makes it much more specific and much easier to grasp. Is there a '*how can I*' question somewhere in your area of interest, Ms T.?

Ms T.: How can I...

Ms A.: Maybe she could read her questions again and then we can try and see if we can do it together?

Kathleen: Good suggestion.

Ms T.: Okay, the first one: How does the new curriculum aim at correcting the injustices of the past? The second one: How is the interactive curriculum affected by other factors in addressing the issues of equality? The third one: What role do the curriculum designers of government play in the hidden curriculum in schools?

Kathleen: Okay, I think those are all *very interesting and important* questions. You're asking about the *formal curriculum* and how it impacts on questions of equality. You're asking

³³ My suggestion of using "*How can I...*?" to focus a self-study research question comes from my engagement with the work of self-study researchers, such as Russell (1995) and Whitehead (2000), who use '*how can I...*' or '*how do I...*' questions to focus their inquiries.

about the *hidden curriculum* that comes maybe from government, from politics. And you're also asking about *contextual factors* that relate to inequality. Is there another question, a '*how can I*' question that you can ask?

Ms A.: Could we look at the first one because I'm not sure... Could you read it again, the *first one*?

Ms T.: How does the new curriculum aim at correcting the injustices of the past? Or maybe then: how can *I*...

Ms A.: *You!*

Ms T.: ...teach in such a way that I promote equality?

Ms A.: Yes. How can *you* use the new curriculum to promote...

Ms T.: Equality.

Kathleen: Yes. And those *other questions* would be very important sub-questions to ask. Because you're asking about *yourself*, but then you need, for example, to go back and look at the formal curriculum and say, "What's actually *in there*? What's *missing*? What's the *hidden or null curriculum*?" And, "What do I need to adapt or add in order to make sure that I'm *teaching* equality in my classroom?"

Ms T.: Mhm.

Kathleen: Okay, I think this is *really exciting*.

A reflection:

The development of the portfolios

On Saturday, I met with the MEd Curriculum group to discuss the development of their portfolios, which they will be presenting in two weeks' time. I had had a tension headache since Friday and it was quite a strain to keep things together for our two and a half hour-long session, but the group felt very cohesive and it was great to have Lebo there contributing ideas.

I had anticipated that we could look in depth at each person's work, but, as usual, the time ended up going much more quickly than I had expected. We did speak about each person's work, but not in so much detail as I had hoped. It was a pity that we didn't have time to read any drafts of the students' assignments. However, we did talk about the experiences that people had had so far in conducting their school-/work-based self-studies. We discussed how the difficulties and constraints people had experienced could actually be rich material for self-study.

We went through the assessment self-review that the students will need to complete and hand in with their portfolios. And we looked at the guidelines I'd given in the course outline for each piece of writing for the portfolio. The students asked some useful questions that helped us to focus more clearly on what was required. I realised that I should have added theorising or conceptualising more explicitly into the guidelines for the 'autobiography of the question' essay and the school-/work-based self-study. Anyway, we

talked about that and I think we all came away with a clearer understanding of what distinguishes academic writing from just storytelling: dialogue with other scholars or texts and conceptualising.

We also developed assessment criteria for the portfolio as a whole. It wasn't easy, but I think it was important for all of us to clarify the criteria. I (again conscious of time passing) made a suggestion for the first criterion (which I took from a criterion developed by the MEd Health group³⁴). I felt that maybe I was being too directive, but it did push us into the mode of formulating criteria and then the development of the other criteria was more collaborative. I think we worked out a set of really useful criteria³⁵ which encapsulates some of the important elements of self-study as a scholarly and pedagogic approach.

To end the session, we discussed the portfolio presentations. I suggested that we invite the external examiner to the presentation day. My thinking was that it would be valuable for the students to get an 'outsider' perspective on their presentations and also that it would be helpful for the external examiner to have access to the students' oral as well as written work. After some initial reluctance, the group agreed. Now, I'm concerned that maybe I pushed too hard for it. I hope it doesn't inhibit the students in the presentations. We'll have to see...

³⁴ See Appendix D, pp. 303-304.

³⁵ See Appendix D, pp. 305-307.

Part Three: Learning Through Working with the Narrative Portrayals

A letter to six scholar-teachers:

The rich discussion generated by the narrative portrayals that we read together was very helpful

Dear Ms A., Mr M., Ms N., Mr O., Mr S., and Ms T.

Thank you for giving up your precious Saturday morning to participate in a discussion of narrative portrayals that I have constructed as part of my doctoral research process. It was such a pleasure to spend time with all of you again and I was glad that people from our three different classes had a chance to share some ideas and experiences with each other. Although we didn't have time to go through all the narrative portrayals, I found the rich discussion that was generated by those that we did read together very helpful. The written feedback that you gave was also very informative.

All of you commented that the narrative portrayals were consistent with your experience of the modules. Some of you remarked that you could 'hear yourself talking' as we read the portrayals. One person also observed that these portrayals would allow people who had not been part of the modules to have a sense of what took place. It's interesting to note that when I shared some of the portrayals with a MEd student who wasn't in any of our three modules, she made a similar comment.

Something else that you all agreed on was that you could use these narrative portrayals as a resource to generate some ideas or questions for your own work as scholar-teachers. Everyone felt that the portrayals raised issues that could be explored in classroom practice and some people also commented that interacting with the portrayals had prompted them to think about their own processes of selecting and representing significant data for their MEd research.

A third point of agreement was that you could see how I, as a novice teacher educator-researcher, could learn through working with these portrayals. You thought that this process of selecting, representing, and making meaning of significant data could enhance my understanding of my scholar-teacher self and of my students as scholar-teachers. And you all concurred that the process could help me to recognise and draw on areas of strength in my practice and to identify areas of my practice that warrant further exploration and development. In addition, some of you pointed out that I will be able to return to these narrative portrayals to inform and stimulate my thinking in the future.

You also had some constructive advice for me on specific issues. What emerged most powerfully from our discussion was the importance of providing opportunities and encouragement for the growth of a sense of community within a class. What you seemed to value most about our three classes were the supportive, open relationships that you formed with your fellow students and with me. The general feeling was that our classes were unique because of how we got to know each other through interactive learning activities and discussion. Some of you explained that the friendships you formed with other students have lasted beyond our time together and that these friendships have evolved into an informal learning support network. Because we were talking about relationships, I decided to try to probe a bit further into my relationship with you. I asked

whether you were able to tell me if you thought that I had responded to each of you as an individual learner rather than to a preconceived notion of certain ‘categories’ of learner³⁶. You seemed to find this quite difficult to answer and I felt that perhaps it was an unfair question, but what some of you did say was that you felt comfortable with me and that the communication between us was good.

Something else that you commented on was that you have been able to make use of your learning (particularly about writing) from our classes in other modules and in working on your MEd dissertations. Something that most of you remarked on was how you were now building on what you had learnt in our classes about writing as a process and about yourselves as writers. When I asked for your feedback on my decision to ask for drafts of the written assignments from the students in the two MEd modules³⁷, the majority of you said that the comments that I had made on your drafts had been very helpful for you and that you were still learning from them. Some of you also explained how, through your experience of the modules, you had developed a habit of drafting and revising your writing. One person cautioned that if students know they can submit a draft for comment before their final submission for marks, they might not put much effort into the draft, but most of you felt that this possibility should not deter me from requesting drafts from students in the future.

I also asked you for advice on how to work towards finding a balance between promoting choice and giving guidance in reading³⁸. One idea was that I should provide some guiding questions (like those I used for the MEd Health course literature review³⁹) to help focus the reading. It was also suggested that I should require students to submit written responses to their reading at intervals throughout the module and that I, in turn, should provide written feedback. Another suggestion was that it might work best for students to record and respond to their reading in a specific ‘reading log’ rather than in their learning-research journals. Students could be given a choice of keeping and submitting their reading log in a notebook or in electronic format. Most of you felt that as many of our students are part-time and don’t have regular access to computers or e-mail, it would be unrealistic to expect everybody to use an electronic format and submit via e-mail.

Following our discussion session, I have gone back to the narrative portrayals to see how further ideas and questions about my experience of teaching in the three modules might surface. I have written the following series of memoranda to record my current thinking for future consideration and possible use. I see these seven memoranda as tools for mindfulness and I understand the learning that I explore and communicate through them as partial, provisional, and open to change. Because I wanted to share these memoranda with you, I have tried to be selective and to focus on ideas and questions that might be interesting and meaningful for others as well as for me. I have also attempted to explain my thinking clearly, concisely, and with feeling.

Best wishes
Kathleen

³⁶ See the reflection, *Did I underestimate, undermine, or set apart certain students in my classes?* (pp. 124-125 of this chapter).

³⁷ See the reflection, *Reading and commenting on drafts* (pp. 137-138 of this chapter).

³⁸ See the reflection, *Finding a balance between promoting choice and giving guidance in reading* (pp. 147-148 of this chapter).

³⁹ See Appendix B, pp. 243-244.

Memoranda

Fostering the growth of a sense of community

The educative value of the growth of a sense of community in a class was something that came forward very strongly when I met with a group of my former students from the BEd Honours and MEd modules to discuss some of the narrative portrayals I had constructed as part of my doctoral research process. These scholar-teachers remarked on the constructive relationships and comfortable atmosphere that had developed in our classes. They also pointed out that their interaction with me had been productive and that they had found me to be an approachable and encouraging teacher.

In my planning for the three modules, I was aiming for a design that would be conducive to establishing an open and supportive class environment in which the scholar-teachers and I could learn about, from, and with each other through dialogue and interaction⁴⁰. Looking back at the narrative portrayals that I have developed in relation to the points of pedagogic orientation that foreshadowed and underpinned my course design and the pedagogic priorities that informed the design, I have a powerful sense of the central role that the growth of a sense of community played in the three classes. I can see how the students learnt with and from each other and how their learning was supported and facilitated by their relationships and interaction with each other. This is evident to me when reading many of the narrative portrayals, for example, “*Support and understanding from my fellow students was very helpful*”⁴¹, and “*Now I’m talking about myself*”⁴². Additionally, I can make out how I learnt from and with the students in portrayals such as *Finding a way to proceed*⁴³ and *It’s much easier to talk about how other people’s choices are limited by their environments*⁴⁴. I am also aware that, at times, this learning was quite an unexpected and disconcerting experience for me. This is apparent in the reflection, *It contradicted an idea I had of myself*⁴⁵.

The reflection, *Did I underestimate, undermine, or set apart certain students in my classes?*⁴⁶, draws my attention to something that I think is particularly significant for fostering the growth of a sense of community in a South African classroom. Because of our history of unjust and oppressive education policies and practices, I think that it is vital for me, as a teacher, to be mindful of my power and privilege as a White, middle-class, ‘highly educated’ South African and to keep interrogating how that might constrain or colour my practice and my relationships with learners. I must remain aware of how my contact with students might serve to undermine or exclude some of them. The reflections, *Perhaps this kind of exchange could seem quite shocking to some students*⁴⁷ and *I think I wouldn’t really have picked up on it*⁴⁸ also remind me to be alert to how patterns of power and privilege that persist in post-apartheid educational settings might work to inhibit or marginalise members of a learning community.

⁴⁰ See Chapter Three of this thesis for further discussion of my course design process.

⁴¹ See pp. 123-124 of this chapter.

⁴² See pp. 167-169 of this chapter.

⁴³ See p. 121 of this chapter.

⁴⁴ See p. 128 of this chapter.

⁴⁵ See p. 130 of this chapter.

⁴⁶ See pp. 124-125 of this chapter.

⁴⁷ See p. 152 of this chapter.

⁴⁸ See pp. 152-153 of this chapter.

Promoting communication and collaboration

As I look at the narrative portrayals, I can see that communication and collaboration among scholar-teachers were key modes of teaching and learning in the three classes. Portrayals such as *'I like an interactive atmosphere'*⁴⁹, *'The discussions were very useful to me'*⁵⁰, and *The MEd Health class was in 'flow' yesterday*⁵¹ highlight the expression and sharing of ideas, opinions, questions, doubts, feelings, and experiences. In addition, portrayals such as *'We learnt a lot from each other through these memory stories'*⁵², *Now I'm clear about it*⁵³, and *'HIV/AIDS is no foreigner'*⁵⁴ call attention to listening and response. The portrayals also show the scholar-teachers and me working collaboratively, for instance in *Finding a way to proceed*⁵⁵, *Doing the small group reading activity*⁵⁶, and *The development of the portfolios*⁵⁷.

The portrayals, *Finding a way to proceed*, *Perhaps this kind of exchange could seem quite shocking to some students*⁵⁸, and *The development of the portfolios*, show me that even though I had deliberately designed learning activities that would involve communication and collaboration, I had not always been fully aware of how much class time these activities would take. Additionally, the reflection, *The MEd Health class was in 'flow' yesterday*, reveals how, as the modules progressed, I became conscious of the necessity of adding in unplanned discussion sessions in order to respond to learning needs that were becoming apparent to me. I now realise that if I wish to promote communication and collaboration in my future teaching practice, I will need not only to assign ample time for communicative and collaborative learning activities in my course design, but also to leave some class time open for unscheduled opportunities for learning through communication and collaboration. I also am interested in investigating possibilities for using writing to supplement in-class communication and collaboration. Written communication and collaboration among scholar-teachers could occur via letters, dialogue journals, shared reading logs, or written comments on drafts of coursework. Another option that I would like to explore is the use of a shared, interactive webpage that could provide an out-of-class space for whole class discussions and sharing of coursework. However, when working with part-time students who have limited access to computers and the internet, I would need to think carefully about how to facilitate the use of electronic communication.

Examining teaching and learning roles and responsibilities

Through working with the narrative portrayals, I have begun to think more about teaching and learning roles and responsibilities in relation to the growth of an interactive learning community in a class. In the narrative portrayal, *Presenting myself as a fellow student has been one*

⁴⁹ See pp. 122-123 of this chapter.

⁵⁰ See p. 150 of this chapter.

⁵¹ See pp. 146-147 of this chapter.

⁵² See pp. 117-118 of this chapter.

⁵³ See pp. 135-136 of this chapter.

⁵⁴ See pp. 159-160 of this chapter.

⁵⁵ See p. 121 of this chapter.

⁵⁶ See pp. 143-144.

⁵⁷ See pp. 169-170 of this chapter.

⁵⁸ See p. 152 of this chapter.

of my 'cover stories'⁵⁹, I reflect on how I had chosen to position myself as a fellow student while teaching the three modules. I express my hope that, after I complete my PhD, I can continue to see myself as a learner, and remain open to learning with and from students. Now that I am thinking about this again, I can see that this positioning of my teacher self as a fellow learner in an interactive classroom community would need to be balanced by an awareness of my responsibility to observe, guide, and facilitate the class's learning processes. In addition, as a teacher-educator, I must be constantly alert and ready to make immediate decisions about when and how intervene in situations where I can see that students might experience harm or have their learning impeded in some way. This is particularly brought home to me by the lived-experience description, *She felt tempted just to pretend that she had not heard*⁶⁰, in which I describe how I had to intervene in a whole class discussion to try to prevent the possible development of a hurtful and divisive situation. This lived-experience description also makes me more conscious of how tensions and disagreements that need to be negotiated with care can point to issues that warrant further discussion and inquiry in class.

Another aspect of roles and responsibilities that I have been considering is the positioning of students as agents of their own learning. Narrative portrayals such as *"I enjoyed being able to pursue my own topic of interest"*⁶¹, *"In my self-study, I..."*⁶², and *"I can make a difference"*⁶³, suggest to me that this kind of positioning can stimulate and aid learning. Nonetheless, through working with portrayals such as *"I had a sense of insecurity"*⁶⁴ and *"We were given the opportunity to lead in our own learning"*⁶⁵, I am also more conscious that students can find this positioning unfamiliar and can feel unsure and anxious about what it requires from them. These portrayals draw my attention to the importance of monitoring and supporting the growth of learners' agency through class interaction, appropriate learning activities, and ongoing guidance and assistance. In addition, they lead me to think that as I work to support and challenge learners to develop more self-reliance, I need to make sure that I am being as clear and explicit as possible about why I am taking this particular pedagogic approach and that I invite students to interrogate this approach with me.

The portrayals, *Did I underestimate, undermine, or set apart certain students in my classes?*⁶⁶ and *I feel a bit concerned about 'letting them go off'*⁶⁷, also make me more mindful of the complexity of negotiating the tension between my belief that it is important to encourage learners to acknowledge and cultivate their own 'inner teachers' and my belief that learners' 'failure' is often connected to their teachers' failure to provide sufficient and appropriate support. I am now more aware that this tension is something I will need to keep exploring in my work.

Another tension that relates to roles and responsibilities is highlighted by the lived-experience description, *Finding a way to proceed*⁶⁸. This portrayal draws my attention to how I, like several of the students, experienced anxiety about not having a wholly pre-determined assignment 'question'. Although I had deliberately chosen to work with the scholar-teachers to develop individual foci for their assignments, the tentative, emergent nature of the process that we went through did make me feel unsure and 'out of control'.

⁵⁹ See p. 124 of this chapter.

⁶⁰ See p. 115 of this chapter.

⁶¹ See pp. 119-120 of this chapter.

⁶² See pp. 166-167 of this chapter.

⁶³ See pp. 160-161 of this chapter.

⁶⁴ See p. 120 of this chapter.

⁶⁵ See p. 129 of this chapter.

⁶⁶ See pp. 124-125 of this chapter.

⁶⁷ See p. 131 of this chapter.

⁶⁸ See p. 121 of this chapter.

at times. Nevertheless, portrayals such as ‘*Finding a way to proceed*’, Ms U.’s choice⁶⁹, and ‘*Now I’m talking about myself*’⁷⁰ show me how it is possible for a teacher-educator to find the way together with students rather than to prescribe the way, and that although this might involve relinquishing some ‘control’, it does not necessarily amount to an abdication of responsibility.

My attention is drawn to a further dimension of roles and responsibilities by the reflection, *I’m exhausted!*⁷¹, in which Ms T. talks about the difficulty of balancing and fulfilling her multiple roles and responsibilities as a student, teacher, friend, and family member. I think that if I am going to be teaching scholar-teachers in the future, it will be important for me to remain aware of the numerous demands on their time and energy and to accept that their responsibilities as students cannot always take precedence.

Uncovering and exploring underlying pedagogic understandings

Working with the narrative portrayals has led me to think back to how, when planning my sessions for the three modules, I had intended to promote the development of interactive learning in the classes by making my academic-pedagogic ideas and strategies as explicit as possible and to keep these open to input and questioning by the scholar-teachers. The reflective dialogue, “*Our learners can be very clear about what they need*”⁷² shows me how, through their work in the modules, a number of the scholar-teachers began to explore ideas and options for engaging in consultation with learners in their own pedagogic practice. This narrative portrayal, particularly Ms T.’s comment about her realisation that she had been imposing her ideals about learning on her learners, pushes me to acknowledge a fundamental area of tension in my teaching practice in the three modules.

The pedagogic stance I adopted was linked to my theory of the educative potential of teachers’ experiential-scholarly inquiry. This working theory was informed by my thinking about concepts such as ‘self’, ‘lived experience’, ‘learning’, and ‘teaching’. I now realise that although I believed that I had made my own sense of these concepts through my contingent and changing learning processes, I was assuming that the students would (and should) accept my understandings as the basis for their learning in the modules. This is most powerfully highlighted for me by Ms C.’s question⁷³ about studying self: “Now I wonder how self-study will benefit someone who doesn’t want to change, who believes in himself or herself?” In working with this question, I have become aware that I was expecting the students to let go of any notions of ‘self’ they might bring to the classroom in order to take on my understanding of self as an ongoing process of ‘selfing’⁷⁴. I am also now conscious that I did not ask the students about their understandings of concepts such as ‘self’, ‘lived experience’, ‘learning’, and ‘teaching’. In addition, Mr I. and Mr V.’s questions about self and lived experience⁷⁵ draw my attention to how I neglected to make my understandings of these concepts explicit and to invite discussion on my thinking. Thus, despite my belief that my conceptualisations were contingent and provisional, I was acting as though they were universal and definitive.

⁶⁹ See pp. 120-123 of this chapter.

⁷⁰ See pp. 167-169 of this chapter.

⁷¹ See pp. 127-128 of this chapter.

⁷² See pp. 129-130 of this chapter.

⁷³ See p. 110 of this chapter.

⁷⁴ See Chapter One for further discussion of this notion of ‘selfing’.

⁷⁵ See p. 110 & p. 114 of this chapter.

I realise that my understandings of certain concepts will inform and be instantiated in the pedagogic stance that I take in designing and teaching any course. My hope is that these underlying understandings can also become material for interactive learning. In future, I will try to create openings for consultation with students about key concepts that inform my pedagogic stance. This could involve working with students to uncover what these key concepts might be. Simply presenting the key concepts I have identified in my course design process could inhibit students from pointing out significant concepts that I might have missed. I think that it would also be useful to engage in an ongoing, iterative process of considering, articulating, and examining a class's multiple understandings of the concepts (including mine) in dialogue with understandings communicated in the work of others. I foresee that, when teaching scholar-teachers, this investigation of understandings of key concepts that inform my pedagogic stance could also be extended into an examination of concepts that might inform their own pedagogic approaches.

Treating the notion of learning as change with a certain caution

My pedagogic approach to the three modules was informed by my perception of learning and teaching as ongoing, experiential, developmental processes of bringing ideas, words, and actions into being⁷⁶. I saw teachers' experiential-scholarly inquiry as a form of scholar-teacher research and learning that involved dynamic, dialogic, and conscious processes of bringing into being ideas and actions aimed at making qualitative differences in human experience in educational settings⁷⁷.

Many of the narrative portrayals communicate ideas of learning as change. In reflective dialogues such as *'I've come to see myself in a different view'*⁷⁸, *'It's easier to put on rose-coloured glasses and look at yourself'*⁷⁹, and *'Reflections on our past experiences can open up doors'*⁸⁰, scholar-teachers talk about their learning in terms of seeing their experiences and practices differently. In *'To support our learners we need to...'*⁸¹ and *'I can make a difference'*⁸², scholar-teachers from the BEd Honours and MEd Health classes identify changes they would like to make in their own practices and contexts. And in *'In my self-study, I...'*⁸³, scholar-teachers from the MEd Curriculum class discuss new pedagogic approaches they adopted during their school/work-based self-study projects.

In working with the narrative portrayals, I have begun to think about the importance of treating the notion of *learning as change* with a certain caution. The reflective dialogue, *'It's easier to put on rose-coloured glasses and look at yourself'*, draws my attention to how my teaching practice in the three modules could have promoted a deficit view of the scholar-teachers and their learning. I find this quite disturbing because I understand learning as growth and development rather than as 'fixing' something that is incorrect or inadequate. I also have a particular abhorrence for the way in which some research and literature on 'teacher change' or 'teacher improvement' seems to imply that teachers need to be 'fixed'. I am drawn to self-study approaches to teacher education because I understand that these

⁷⁶ See Chapter One for further discussion of this perception of teaching and learning.

⁷⁷ See Chapter One for further discussion of my understanding of teachers' experiential-scholarly inquiry.

⁷⁸ See p. 111 of this chapter.

⁷⁹ See pp. 111-112 of this chapter.

⁸⁰ See p. 117 of this chapter.

⁸¹ See p. 156 of this chapter.

⁸² See pp. 160-164 of this chapter.

⁸³ See pp. 166-167 of this chapter.

approaches value teachers as agents of their own learning, but I now see that it would be helpful to interrogate what such learning might entail. I think that it might be beneficial to work with scholar-teachers to reconsider terms such as ‘teacher education’ and ‘teacher development’ and to look at how these might involve teachers recognising, appreciating, and cultivating areas of strength in their practice, as well as becoming more conscious of misgivings they might have about certain aspects of their practice. It also could be useful to consider the idea that there is a necessary imperfection in our work as teachers that feeds our ongoing processes of learning.

Furthermore, the narrative portrayals, *I didn’t really know how to respond*⁸⁴ and *It’s much easier to talk about how other people’s choices are limited by their environments*⁸⁵ make me aware of how I need to guard against evaluating learning and teaching through an instrumentalist lens. These two narrative portrayals suggest to me that even though significant learning had taken place for Mr D. and Mr S., there were contextual constraints that might prevent them from taking direct action as a result of that learning. Nevertheless, I see how this learning evoked ideas of how things could be different and opened up possibilities for further learning. It is important for me to remember that the value of learning cannot necessarily be measured in terms of direct or obvious change.

Exploring ways in which to work skilfully and constructively with emotions in learning and teaching processes

As I reread the narrative portrayals, I become more confident of the educative value of placing lived experience at the core of pedagogic processes in academic teacher education⁸⁶. The reflective dialogues, *‘It sticks because it’s our own experiences’*⁸⁷ and *‘Reflections on our past experiences can open up doors’*⁸⁸ highlight ways in which learning can be generated and enhanced when scholar-teachers examine their own lived experience. The portrayals, *‘We learnt a lot from each other through these memory stories’*⁸⁹, *‘Reading our stories...’*⁹⁰, *‘The reading we did in class was...’*⁹¹, and *The MEd Health class was in ‘flow’ yesterday*⁹², suggest to me that sharing in others’ written and verbal stories of their lived experience can also promote and extend learning.

Ms N.’s thought about remaining close to lived experience, *‘It’s easier to deal with a topic from far. But when it’s closer to you, it touches your emotions and all those things you want to hide,’*⁹³ and portrayals such as *‘My memory became a reality emotionally’*⁹⁴, *‘She felt tempted just to pretend that she had not heard’*⁹⁵, and *Learning to cry*⁹⁶ draw my attention to the emotional complexity of including and exploring lived experience in learning activities. While I had foreseen this to some degree, and had made some provision for it (particularly

⁸⁴ See pp. 112-113 of this chapter.

⁸⁵ See p. 128 of this chapter.

⁸⁶ See Chapter Three for further discussion of these ideas.

⁸⁷ See pp. 114-115 of this chapter.

⁸⁸ See p. 117 of this chapter.

⁸⁹ See pp. 117-118 of this chapter.

⁹⁰ See p. 142 of this chapter.

⁹¹ See p. 141 of this chapter.

⁹² See pp. 146-147 of this chapter.

⁹³ See p. 114 of this chapter.

⁹⁴ See p. 118 of this chapter.

⁹⁵ See p. 115 of this chapter.

⁹⁶ See pp. 162-164 of this chapter.

when planning for the MEd modules⁹⁷), I do not think that I had fully anticipated the emotional weight that some of the learning activities would carry. Additionally, I had not expected to be so personally affected by this emotional intensity and therefore had not realised how stressful I might find it to facilitate sessions in which I would need to work hard to monitor the emotional level of the group interaction in order to provide support where necessary and to minimise potential for harm.

I think that it is impossible to give space to lived experience in the classroom without giving space to emotions as well. Working with the narrative portrayals makes me more conscious of the responsibility that I take on when I encourage students to interact with lived experience. I find that responsibility quite frightening. However, I understand from the scholar-teachers' responses to the modules that even though they found some of the learning activities to be emotionally painful at times, they did not experience them as harmful. Because I believe in the educative value of engagement with lived experience, I want to continue to explore ways in which to work skilfully and constructively with emotions in learning and teaching processes.

Continuing to make writing a pedagogic priority

Fostering the growth of a sense of authorship was one of the pedagogic priorities that informed my course design for the BEd Honours and MEd modules⁹⁸. When I met with some of my former students to discuss the narrative portrayals, they drew my attention to the educative value of this focus on writing. They said that they were still using and building on what they had learnt during our modules about the writing process and themselves as writers. Narrative portrayals such as *Scholar-teachers' thoughts about making writing a priority*⁹⁹, *"It helped me to..."*¹⁰⁰, and *Comments matter more than marks*¹⁰¹ also suggest to me that integrating the teaching of writing into the learning activities did facilitate and enhance the development of effective writing skills and the scholar-teachers' active engagement with the challenges of creating a piece of writing. These portrayals and the feedback I received in the discussion session also give me more confidence in my decision to ask for drafts of the written assignments from the students in the two MEd modules.

What I have also realised from my interaction with the narrative portrayals is that 'talking about writing' in class is not sufficient. The reflections, *I tried to encourage him to develop his own voice*¹⁰² and *Finding a balance between promoting choice and giving guidance in reading*¹⁰³, make me aware that giving guidelines and having whole class discussions will not necessarily aid all students in developing their own writing strategies, particularly in relation to complex tasks such as making links between relevant literature and one's own understanding. The reflective dialogue, *"I developed my own working definitions for the curriculum concepts"*¹⁰⁴, highlights how a simple writing task done in class can assist students in their academic writing. In future, I will integrate more writing tasks in my course design. These could include students developing glossaries of their own working definitions of useful

⁹⁷ See Chapter Three for further discussion of activities focusing on relational and emotional aspects of learning.

⁹⁸ See Chapter Three for further discussion of this pedagogic priority.

⁹⁹ See p. 132 of this chapter.

¹⁰⁰ See pp. 133-134 of this chapter.

¹⁰¹ See p. 138-139 of this chapter.

¹⁰² See p. 137 of this chapter.

¹⁰³ See pp. 147-148 of this chapter.

¹⁰⁴ See pp. 164-166 of this chapter.

terms and students keeping written reading logs. I am also interested in exploring more ways of incorporating the writing and sharing of lived-experience stories into my future pedagogic practice. Some possibilities could include poetry, dialogues, short stories, or scripts. Because I am now more conscious of how a teacher-educator's written comments can contribute to students' learning about writing, I will find ways to give regular written responses to writing tasks throughout a course. I would also like to explore options for involving students in giving constructive written comments on each other's written work.

In my planning for the modules (particularly the MEd modules), I had allocated time for students to do some work on drafts of their assignments in class and also to share and discuss their drafts with their classmates. However, as portrayals such as *I feel a bit concerned about 'letting them go off'*¹⁰⁵ and *The development of the portfolios*¹⁰⁶ reveal, we were not able to find as much time for these cooperative writing process activities as I had hoped. As I am now even more mindful of the value of 'doing' more writing in class, in future I will try to find more opportunities for students to develop, practise, share, and revise their own writing process strategies.

¹⁰⁵ See p. 131 of this chapter.

¹⁰⁶ See pp. 169-170 of this chapter.

Concluding Thoughts

This chapter centres on my lived experience as a novice teacher educator in three postgraduate education modules. In the chapter, I have illustrated and engaged with this experience through the medium of a narrative self-study research collage. Through this collage, I have explored the correlation between my course design for the modules and my lived experience of teaching in the modules. I have also shown how my learning through teaching in the modules has been extended through the process of constructing the narrative self-study collage.

Chapter Four calls attention to learning, teaching, and researching as social processes. The collage reveals the vital contribution that the scholar-teachers who participated in the three modules made to my learning and researching as a novice teacher-educator. It also highlights the extent to which the scholar-teachers' learning was enhanced through interaction with each other. Additionally, the collage accentuates the significance of human relationships and emotions in learning, teaching, and researching. Furthermore, the collage draws attention to the importance of remaining aware of how social patterns of power and privilege can affect these relationships and emotions. In the next chapter, I build on the insights that I have gained from constructing and interacting with the collage to develop a conceptualisation of my doctoral teaching-learning-researching experience.

CHAPTER FIVE

CONCEPTUALISING MY NARRATIVE SELF-STUDY EXPERIENCE

In Chapter One of this thesis, I explain how, as a postgraduate student at the Honours and Masters levels of academic teacher education, I undertook scholarly inquiry into my own experiences and practices as a schoolteacher. This ‘experiential-scholarly’ inquiry contributed to my development as a scholar-teacher and gave me direction, interest, and confidence for further practice and research. Because I believed that my involvement in experiential-scholarly inquiry had been worthwhile for me, I was interested in exploring its educative potential as a form of learning in academic education for teachers.

To begin my doctoral research, I formulated a ‘working theory’ to help me articulate my thinking about the possible educational value of teachers’ experiential-scholarly inquiry. In this theory, I expressed my understanding of teachers’ experiential-scholarly inquiry as teachers undertaking scholarly inquiry into their own educational experiences and practices. I conjectured that this form of scholar-teacher inquiry could offer opportunities for constructive learning experiences in academic teacher education. Additionally, I put forward my view that such educative experience would be evident in scholar-teachers’ participation in verbal and written conversations within their academic teacher education contexts. Following on from the development of my theory, I constructed the central research question that underpins this thesis: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers’ experiential-scholarly inquiry?* Through this question, I positioned my novice teacher educator-researcher self as the subject of my

study and my learning during my doctoral research as the object of my study. I planned to engage with my key research question by designing and teaching sessions for three postgraduate modules in Education.

The first step in my research process was to put into practice my theory of the educative potential of teachers' experiential-scholarly inquiry. This involved working from my theory to find direction for my course design for the three modules. In Chapter Three of this thesis, I discuss how I endeavoured to develop a course design that would be conducive to the development of processes of experiential-scholarly inquiry among the scholar-teachers who participated in my classes. In Chapter Four, I focus on my lived experience of learning through teaching in the three modules. I use the framework of a 'narrative self-study research collage' to give an account of my experience as a novice teacher educator and to enhance my process of learning from this experience. Through the medium of this textual collage, I both represent and engage with data derived from the field texts that were generated through my teacher-educator research.

In Chapter Five, I continue my research journey by asking, *How can I conceptualise my learning as a novice teacher educator to provide stimulus and direction for my future educational work and to enter into public conversations about education?* In this chapter, I aim to develop a conceptualisation of my learning experience that can serve as an accessible conceptual guide (Eisner, 1998b) that I can carry with me into new teaching, learning, and researching situations and that I can use to enter into public conversations about education. My interaction with the work of scholars who explore narrative and/or self-study approaches to educational research (such as Clandinin, Pushor, & Orr, 2007; Conle, 2000a; Hamilton & Pinnegar, 1998; LaBoskey, 2004b) reminds me that this conceptualisation takes place within and in

response to contingent, changing relationships and situations and that it will not end with this chapter. Thus, I understand the conceptualisation that I offer here as partial, provisional, and open to change.

I begin the chapter by looking back at the educational ideas and experiences that informed my doctoral teaching-learning-researching experience. I then go on to conceptualise this experience as *educative engagement*. I discuss a number of forms of educative engagement that I have become aware of through the medium of my narrative self-study research collage. I then consider how this conceptualisation can help me to clarify some of my educational ideas. To end the chapter, I look at how I can draw on what I have learnt through my study to enter into public conversations about education.

Positioning my Teaching-Learning-Researching Experience

As I look back at my time as a Bachelor of Education (BEd) Honours and Master of Education (MEd) student, I can see the seeds of my doctoral teaching-learning-researching experience in my exploration of ideas about education and in my inquiry into my own lived educational experience¹. Educational concepts that fed into my doctoral research process included ideas about teachers as researchers (Kincheloe, 1991), as curriculum theorists (Marsh, 1997), and as transformative intellectuals (Giroux, 1988). My interest in these conceptions of teachers and teaching was boosted by my reading and thinking about the enduring effects of the authoritarian and technicist training and management of teachers in apartheid-era South Africa (see, for example, Christie, 1999; Gultig, 1999; Jansen, 1999). Other ideas that played an

¹ I offer further discussion of my experiences as a BEd Honours and MEd student in Chapter One, Chapter Two, and Chapter Three of this thesis.

important role in my deliberations were Dewey's (1934, 1938/1963) notions of educative experience, mis-educative experience, and artistic-aesthetic experience. In addition, I was influenced by Eisner (1995, 1998a) and Greene's (1994, 1998, 2000) conceptions of arts-informed research and pedagogy. Also of significance were the pedagogic precepts² that I constructed through my MEd study of my experience of teaching a 'Teen Stories' creative writing project at school level. Furthermore, my decision to take a narrative inquiry approach (Clandinin & Connelly, 2000; Conle, 2000b; Connelly & Clandinin, 1994) to the study my experience of the Teen Stories project³ foreshadowed the narrative self-study stance that I have taken in my doctoral research.

In developing my doctoral research proposal⁴, I engaged with ideas about inquiry-based learning in adult group settings (in work such as Kasl & Yorks, 2002a; Kluth & Straut, 2003; Nieto, 2003). I also thought about the transformative learning potential of dialogic, experience-orientated inquiry among adult learners (see, among others, Kasl & Yorks, 2002b; Marsick & Mezirow, 2002; Taylor, 1998). As I refined my proposal, I began to look more closely at the work of teacher educator-researchers who adopt narrative and/or self-study approaches to examine their own experience and practices (for example, Anderson-Patton & Bass, 2002; Clandinin, 1995; Freese, Kosnik, & LaBoskey, 2000; Kitchen, 2002; Russell, 1995). I was particularly interested in self-study research into the experiences of novice teacher educators (for example, Guilfoyle, Hamilton, Pinnegar, & Placier, 1995; Kitchen, 2002). I also engaged with the work of teacher educator-researchers who take narrative and/or self-study approaches to pedagogy (for instance, Clandinin, 1992; Conle, 1996, 2000a; Elbaz-

² See Chapter One for a summary of these precepts.

³ See Chapter One and Pithouse, 2003 for further discussion of this narrative inquiry approach..

⁴ I discuss the development and refining of my PhD proposal in Chapter One.

Luwisch, 2002; Mitchell & Weber, 1999; Samuel, 2003). My dialogue with this narrative and self-study work contributed to my decision to adopt a narrative self-study stance toward research and pedagogy in my doctoral study⁵. My reading and thinking about pedagogic priorities⁶ for academic education for teachers in South Africa also informed my pedagogic decision-making. The pedagogic priorities that I identified were underpinned by my understanding that academic teacher education should be scholarly and intellectual, but also connected and relevant to teaching practice (see Department of Education, 2000, 2000/2003).

Conceptualising my Teaching-Learning-Researching Experience

In constructing and engaging with the narrative self-study collage that I present in Chapter Four, I have become increasingly conscious of learning, teaching, and researching as interconnecting, social processes. I have come to think about my experience as a novice teacher educator-researcher in relation to Dewey's (1897/1964, 1916, 1938/1963) vision of education as a *social process of living*, to which all members of a learning group make a significant, distinctive contribution. Through my teaching-learning-researching experience, I have seen how such a process can take occur through "forms of life...that are worth living for their own sake" (Dewey, 1897/1964, p. 430) because of their educative potential to deepen and extend present experience and to "live fruitfully and creatively in subsequent experiences" (Dewey, 1938/1963).

Each time I reread the narrative self-study research collage, I feel drawn in and invigorated by a sense of opening, discovery, possibility, and connection. I am also

⁵ I discuss my narrative self-study stance to research and pedagogy in Chapter one, Chapter Two, and Chapter Three.

⁶ I discuss the pedagogic priorities I identified for the three modules in Chapter Three.

intrigued and sometimes discomforted by a heightened awareness of puzzlement and ‘not-knowing’. For me, the collage both depicts and kindles a social process of living that I have come to conceptualise as *educative engagement*. Since, in my view, social processes of living arise out of human experience and interaction that is complex, contingent, and changeable, I would hesitate to try to develop a fixed definition or set of criteria by which to classify or measure educative engagement in teaching, learning, and researching. Nevertheless, as I re-encounter my teaching-learning-researching experience through the medium of the collage, I am able to discern at least seven forms of life by which I can distinguish educative engagement as a social process of living.

One of the forms of educative engagement in teaching, learning, and researching is *noticing*. The collage reveals the scholar-teachers and I looking more closely at our educational experiences, contexts, viewpoints, and practices⁷. It shows how, through discussion, observation, reflection, reading, and writing, we became more aware of and started to pay attention to things we had previously overlooked, not seen clearly, or avoided thinking about⁸. Moreover, the memoranda⁹ illustrate how, through working with the narrative portrayals that I had constructed, I became more conscious of noteworthy aspects and possible implications of my experience of teaching in the three modules. Additionally, I find that every time I review the collage, I notice things that I have not seen before or not seen as clearly before. An example of this is that I originally wrote only six memoranda for the collage, but then, after rereading the narrative portrayals several times, I became more aware of the pedagogic significance

⁷ See, for example, the narrative portrayals, “*I’ve come to see myself in a different view*” (p. 107), *Did I underestimate, undermine, or set apart certain students in my classes?* (pp. 124-125), and “*Their actions were perpetrated in certain contexts*” (pp. 126-127).

⁸ See, among others, the narrative portrayals, “*It’s become apparent to me that I can’t ignore context*” (p. 127), *It’s much easier to talk about how other people’s choices are limited by their environments* (p. 128), and “*‘Me’ and my experiences of HIV/AIDS*” (p. 159).

⁹ See pp. 173-180.

of communication and collaboration among the scholar-teachers and so added the memorandum on *Promoting Communication and Collaboration*.

Rethinking is a second form of educative engagement that I recognise as I work with the collage. The collage draws attention to the scholar-teachers and I thinking in new ways about a variety of educational issues that are significant for our own contexts and practices. These issues include, among others, teacher identity, equality in education, learner agency, corporal punishment, teaching academic writing, and diversity in schools¹⁰. In addition, the memoranda reveal how I have begun to interrogate and think more deeply about how I understand teacher education and learning, as well as implications and challenges of putting into practice teacher education that is experience-centred, interactive, and academic.

A third form of educative engagement is *reviewing*, which I understand as looking at a phenomenon or issue from another viewpoint or from someone else's perspective. The collage shows how, by means of communication with each other, the scholar-teachers and I were able to look through each other's eyes to gain new perspectives on a number of different experiences, issues, and contexts¹¹. Furthermore, the collage highlights how learning activities that included discussion, reading, writing, memory work, and self-study prompted the scholar-teachers to reconsider their experiences and practices from different vantage points¹². Additionally, each time I come back to the collage, I review my memories and opinions of the experience of teaching in the three

¹⁰ See the narrative portrayals, *Scholar-teachers' thoughts about connecting learning to memory*, (p. 116), "I enjoyed being able to pursue my own topic of interest" (pp. 119-120), "Our learners can be very clear about what they need" (pp. 129-130), "The reading we did in class was..." (p. 141), "I tried to encourage him to develop his own voice" (p. 137), and "I now look at things differently" (pp. 154-155).

¹¹ See, for instance, the narrative portrayals, *I didn't really know how to respond* (pp. 112-113), "We learnt a lot from each other through these memory stories" (pp. 117-118), and *It's much easier to talk about how other people's choices are limited by their environments* (p. 128).

¹² See, among others, the narrative portrayals, "Our learners can be very clear about what they need" (pp. 129-130) "The reading we did in class was..." (p. 141), and *Now I'm clear about it* (pp. 135-136).

modules in the light of what the narrative portrayals suggest about the scholar-teachers' perceptions of that experience.

Originating is the fourth form of educative engagement. In this case, originating does not necessarily mean inventing something that is entirely original. It can mean thinking of or producing something that is new for you and that affords you a sense of ownership or agency. The collage illustrates how the scholar-teachers and I were involved in dialogic processes of bringing into being educational questions, ideas, strategies, representations, and understandings¹³. Moreover, the memoranda show how the process of constructing narrative portrayals to represent aspects of the pedagogic experience of the three modules prompted me to engage in another cycle of originating my own questions and ideas. In addition, I understand the collage to be a resource that stimulates the ongoing development of new thoughts and queries whenever I (and perhaps others) engage with it.

The fifth form of educative engagement in teaching, learning, and researching is *envisaging*. In this regard, the collage shows scholar-teachers envisaging how things could be different within their professional and social contexts¹⁴. It also draws attention to the scholar-teachers and I imagining and sharing possibilities for making choices and taking action in our future educational practice¹⁵. Through constructing and working with the collage, I have come to think that although it is important to recognise how our choices are constrained by situations, relationships, and capacity, envisaging can

¹³ See, for example, the narrative portrayals, "*I enjoyed being able to pursue my own topic of interest*" (pp. 119-120), "*A self-narrative is very demanding*" (p. 133), *Comments matter more than marks* (pp. 138-139), *Finding a balance between promoting choice and giving guidance in reading* (pp. 147-148), and *The development of the portfolios* (pp. 169-170).

¹⁴ See the narrative portrayals, "*This state of affairs can be changed for the better*" (p. 127) and "*Our learners can be very clear about what they need*" (pp. 129-130).

¹⁵ See the narrative portrayals, "*I've come to see myself in a different view*" (p. 111), *Presenting myself as a fellow student has been one of my 'cover stories'* (pp. 124), "*To support our learners we need to...*" (p. 156), and "*I can make a difference*" (pp. 160-161). See also *A Letter to Six Scholar-Teachers* (pp. 171-172).

inspire us to try to see how we might make some choices or take some action (no matter how small) within or in response to those constraints¹⁶.

The sixth form of educative engagement that I can discern is *puzzling*, which I conceive as openness to uncertainty and an acknowledgement that learning is always unfinished. The collage highlights how my experience of teaching in the three modules often gave me a feeling of not-knowing and that while this sense of perplexity did sometimes make me feel anxious and insecure, it also drew my attention to opportunities for learning from and with the scholar-teachers and to avenues for ongoing inquiry and endeavour¹⁷. In addition, the memoranda remind me that the process of learning from my experience will continue long after I have finished writing this thesis. The collage also shows how some scholar-teachers felt uneasy about the sense of not-knowing that unfamiliar tasks and expectations engendered¹⁸. Nonetheless, the collage reveals how, like me, a number of scholar-teachers came to appreciate the educative potential of openness to not-knowing¹⁹.

Caring is the seventh form of educative engagement that I can distinguish by means of the collage. I see caring both as *caring for* people you encounter in educational contexts and as *caring about* educational issues. The collage emphasises support, encouragement, understanding, and trust as noteworthy features of the interaction among scholar-teachers and of their interaction with me²⁰. Additionally, the

¹⁶ See the memorandum, *Treating the notion of learning as change with a certain caution*, (pp. 177-178).

¹⁷ See, for example, the narrative portrayals, *I didn't really know how to respond* (pp. 112-113), *I feel a bit concerned about 'letting them go off'* (p. 131), *Finding a way to proceed* (p. 121), *Finding a balance between promoting choice and giving guidance in reading* (pp. 147-148), and *The development of the portfolios* (pp. 169-170).

¹⁸ See the narrative portrayals, *"I had a sense of insecurity"* (p. 120) and *"We were given the opportunity to lead in our own learning"* (p. 129).

¹⁹ See the narrative portrayals, *"Our learners can be very clear about what they need"* (pp. 129-130), *"To support our learners we need to..."* (p. 156), and *"In my self-study, I..."* (pp. 166-167).

²⁰ See, for instance, narrative portrayals such as *Scholar-teachers' thoughts about others and self* (p. 110), *"She had a different approach to learning"* (p. 123), *"Support and understanding from my fellow*

collage shows scholar-teachers thinking about ways to enhance their care for the people in their professional contexts²¹. The collage also draws attention to scholar-teachers discovering, sharing, and exploring educational issues that they genuinely care about²². Because the pedagogic experience that the collage depicts grew out of my particular educational interests and concerns, it is infused with educational issues that I care deeply about. Through working with the narrative portrayals, I identified further areas of interest and concern, which are highlighted in the memoranda. As I revisit the collage, I feel very close to the scholar-teachers who participated in the three modules and I have a powerful sense of them as individual, valuable human beings who have significant contributions to make to the education community. I am reminded of the importance of approaching people that I may encounter in future learning, teaching, and researching situations with respect, consideration, and a willingness to learn.

The conceptualisation of my teaching-learning-researching experience as educative engagement gives me a framework within which to better understand and articulate the kinds of teaching-learning-researching practices and ideas that I value and that I want to cultivate and explore further. For my conceptualisation to become meaningful, I must take it forward into my interaction with others. I must also hold it lightly and be prepared to revise it or let it go if it is no longer helpful. I do not believe that I have worked out a reliable formula for generating educative engagement through and in my teaching-learning-researching practice. Nevertheless, I think that I can use my conceptualisation to remind me that I want to engage in learning, teaching, and

students was very helpful" (pp. 123-124), and *"From the start, we were involved in all discussions"* (p. 149).

²¹ See, among others, the narrative portrayals, *"I've come to see myself in a different view"* (p. 111), *"Reflections on our past experiences can open up doors"* (p. 117), *"The reading we did in class was..."* (p. 141), and *"To support our learners we need to..."* (p. 156).

²² See, for example, the narrative portrayals, *"I enjoyed being able to pursue my own topic of interest"* (pp. 119-120), *Ms U.'s choice* (pp. 120-121), *"In my self-study, I..."* (pp. 166-167), and *"Now I'm talking about myself"* (pp. 167-169).

researching in ways that will give me and others with whom I interact opportunities to experience, become conscious of, and consider the educative value of noticing, rethinking, reviewing, originating, envisaging, puzzling, and caring.

Looking Again at Pedagogy and Research in Academic Teacher Education

As I explain in Chapter One, this thesis is underpinned by a view of pedagogy as relational and experiential and by an understanding of learning, teaching, and researching as interconnecting, symbiotic processes, which are as of much consequence as their products. Similar ideas can be found in the work of others who explore narrative and/or self-study approaches to teacher education pedagogy and research (see, for example, Anderson-Patton & Bass, 2000; Bullough & Pinnegar, 2001; Conle, 2000a, 2001; LaBoskey, 2004b). By conceptualising my particular learning-teaching-researching experience as educative engagement, I believe that I have made available a lens through which I, and others who might engage with my work, can look again at pedagogy and research in academic teacher education. My conceptualisation of educative engagement has not prompted me to rethink my underlying views on pedagogy and educational research, but it has helped me to gain further clarification in my thinking. When I reconsider pedagogy and research in academic teacher education in the light of my conceptualisation, I see more clearly that teaching, learning, and researching are *modes of human interaction* and that it is vital to *pay attention to the quality of lived experience in the course of such interaction*. In one sense, these are two very simple realisations, but as Dewey (1938/1963, p. 30) reminds me, “[to] discover what is really simple and to act upon the discovery is an exceedingly difficult task.” I understand these realisations about pedagogy and research in academic teacher education to be the core of what I have learnt through this study.

From these realisations about teacher education pedagogy and research, I have developed three questions that I think might assist me in acting upon my realisations in new teaching, learning, and researching situations. These questions remind me that human beings and their relationships and experiences are at the heart of pedagogy and research in academic teacher education. They also remind me that it is my responsibility as a teacher educator-researcher to pay self-reflexive and attentive care to how I interact with other human beings. It is also my responsibility to pay careful attention to the quality of the human relationships and experiences that are the means and also the ends of pedagogy and research in academic teacher education (Dewey, 1897/1964, 1916, 1938/1963). Although I have constructed these questions to guide my future work, I think that they could also be useful for others who are involved in teacher education pedagogy and research. In addition, they could be applicable to other forms of qualitative educational research. My guiding questions are:

- (a) Who are the people who are interacting with me and others in this pedagogic and/or research process?*
- (b) How am I encouraging, acknowledging, and responding to these people's contributions to this pedagogic and/or research process?*
- (c) How am I soliciting and engaging with these people's perspectives on the quality of the lived experience occurring in the course of this pedagogic and/or research process?*

Entering into Public Conversations

In this study, I have explored my learning as novice teacher educator-researcher in the field of academic teacher education in South Africa. Through my narrative self-study, I have further clarified my thinking about teacher education pedagogy and research.

From there, I have come to realise that I wish to move outward from my study to become involved in public conversations about pedagogy and research in the field of academic teacher education in South Africa.

As I explain in Chapter Three, the policy framework for academic education for teachers in South Africa (as set out in Department of Education, 2000/2003) focuses largely on the macro level and does not examine the pedagogy of academic teacher education. The recent *National Policy Framework for Teacher Education and Development in South Africa* (Department of Education, 2007), which outlines a policy framework for Initial Professional Education for Teachers (IPET) and Continuing Professional Teacher Development (CPTD), does not discuss academic education for teachers as a distinct area of CPTD. The sections of the policy that concern CPTD focus largely on desired learning and teaching outcomes of CPTD and the structure and management of the CPTD system. Although there is no specific consideration of the pedagogy of CPTD, the policy does suggest a preference for pedagogic approaches that position teachers as active learning agents and that encourage teachers to reflect on their own practice and to be open to learners' responses to their practice. The policy also indicates a preference for pedagogic approaches that integrate the teaching and learning of skills and knowledge and that pay explicit attention to matters of language.

In my view, the absence of detailed policy recommendations for the pedagogy of academic teacher education affords teacher educators in this field exciting opportunities to explore and share a range of pedagogic understandings, approaches, and experiences. I think that we also have a concomitant responsibility to pay particular attention to pedagogy in our own practice and in the research that stimulates our public conversations. It is evident from a review of recent journal publications that South African teacher educators are researching and sharing their ideas about and practice of

the pedagogy of academic education for teachers (see, for instance, Bertram, 2003; Breen, 2002; Hardman & Ng'ambi, 2003; Henning, Maimane, & PHEME, 2001; Henning & Van Rensburg, 2002; Thomson, 2005; Van Rensburg, 2004). However, I think that these inquiries and conversations could be strengthened by a shared recognition of academic teacher education as a distinctive domain within South African teacher education *and* as a distinctive form of academic education that brings together intellectual and practical learning. Moreover, the growing body of work on the pedagogy of academic education for teachers in South Africa could be extended by additional research that explores how novice and experienced teacher educators learn about teaching in this unique and challenging field. Furthermore, I think that it would be useful for South African teacher educators who are interested in studying and promoting the pedagogy of academic teacher education to create dedicated spaces within which to hold public teacher-educator research conversations and to offer support and inspiration for individual and collegial endeavours. Possible spaces for conversations about developing and researching the pedagogy of academic teacher education could include special interest groups, electronic discussion forums, newsletters, seminar series, or special editions of journals. It would be vital that such conversations include the voices of the students of academic teacher education, as well as novice and experienced teacher educators and education scholars.

Concluding Thoughts

In this chapter, I have endeavoured to move my doctoral study forward and outward to provide stimulus and direction for my future educational work and to begin to enter into public conversations within the education discourse community. With this aim in mind, I have developed a conceptualisation of my teaching-learning-researching

experience as a *social process of living* that I understand as *educative engagement*. To give life to this conceptualisation, I have identified and discussed seven forms of educative engagement that I have become aware of through the medium of the narrative self-study collage that I present in Chapter Four. This conceptualisation has allowed me to recognise that human beings and their relationships and experiences are at the heart of pedagogy and research in academic teacher education. I have come to see that these relationships and experiences are the means and also the ends of this pedagogy and research. I have used these realisations to develop three questions to guide my future educational work. From there, I have outlined my intention to become involved in public conversations about pedagogy and research in the field of academic teacher education in South Africa.

In Chapter Six, the closing chapter, I offer a reflective reading of my study and consider the educative worth of the study. I also review the ‘working theory’ that provided impetus for this study in the light of what I have learned through the study.

CHAPTER SIX

CLOSING

In this thesis, I have taken a narrative self-study stance toward research and pedagogy to explore my lived experience as a novice teacher educator in the field of academic teacher education. I have focused on learning, teaching, and researching as interrelated, symbiotic processes, which are as important as their products. I have also paid attention to the human experiences, relationships, and emotions that give life to these processes.

In this concluding chapter, I present a reflective reading of the study of my experience as a novice teacher educator. In this reading, I highlight and discuss three narrative strands that have evolved through this thesis. In this discussion, I consider how each strand might point me towards further work in the field of academic teacher education. I then go on to reflect on the educative worth of the study by revisiting the underlying research aim that I set out in the opening chapter of this thesis and reconsidering my study in the light of this aim. To conclude, I look back at the ‘working theory’ that stimulated my doctoral research and review the thinking expressed in this theory with regard to what I have learned through this study.

A Reflective Reading of the Study

The central research question that provides direction for this study is: *How can I, as a novice teacher educator, learn through putting into practice my theory of the educative potential of teachers’ experiential-scholarly inquiry?* In Chapter One of this thesis, I draw attention to my perception of this question as exploratory rather than diagnostic. I put forward my intention of using this key question and three additional ‘signpost’ questions to aid me in exploring my experience as a novice teacher educator. In this

reflective reading of my study, I review the preceding chapters of this thesis to make sense of the stories they tell about my learning as a novice teacher educator-researcher. I highlight three narrative strands that have evolved through the thesis and consider how each of these narrative threads might offer possibilities for new stories of practice and inquiry for me as I enter the field of academic teacher education.

The first narrative strand tells a story of teacher education pedagogy and research that is experiential, emergent, changeable, and always in progress. It also calls attention to how uncertainty in learning, teaching, and researching can point to significant opportunities for discovery and growth. This narrative thread offers a *lifelike* dimension that is often absent in accounts of pedagogy and educational research that map out a predetermined, linear progression to a definitive endpoint (Eisner, 1997; Hogan, 2003; Lyons & Freidus, 2004; Richardson, 2003; Samuel, 2003; Walford, 1991).

The opening chapter of this thesis reveals the emergent, changeable nature of my planning for my doctoral research. In Chapter One, I explain how recommendations that I received in response to my PhD proposal prompted me to rework the key research question that I had originally been planning to explore in my study. As I revisit Chapter One, I am aware of this planning phase as a time of significant learning and discovery for me. I see the reworking of the initial plans for my study as an generative experience that stimulated new thinking about how and what I wanted to research. The experience of ‘not getting it right the first time’ pushed me to try out a different approach to educational research and to expand the breadth of my research project.

Chapter Two shows that, as with my planning, my actual research process followed an evolving and fluid course. The chapter reveals how ongoing reflection on my lived research experience and feedback from the scholar-teachers who were my research

participants challenged some of my expectations of how the research process would unfold and prompted me to rethink and adjust aspects of my research design. In addition, the chapter emphasises that my thinking about how to carry out my research kept on developing through interaction with the field texts that were generated during my study.

The third chapter of this thesis reveals that, like my research process, designing sessions for three postgraduate education modules was an ongoing learning experience for me. The chapter conveys my evolving ideas about how I could put narrative self-study into practice through pedagogy as well as through research. It also shows how, through the course design process, I gained more clarity on my pedagogic values, ideas, interests, and concerns. Additionally, the chapter illustrates how my reflection on the experience of teaching in the BEd Honours module in 2004 enhanced my design for the two MEd modules in 2006. Furthermore, Chapter Three portrays my course design process as connected to my past and future educational experience. The chapter highlights the extent to which the decisions that I made during the course design process were influenced by deliberations on my prior experience as a schoolteacher, as a BEd Honours and MEd student, and as a school pupil. Moreover, it demonstrates that the experience of reviewing my course design while writing this thesis has helped me to become aware of further improvements that I could make when engaged in course design in the future.

Chapter Four demonstrates that my teaching in the three modules was not a straightforward process of implementing my course design. Instead, as with my research and course design processes, my pedagogic understandings and strategies evolved through interaction with the scholar-teachers and in response to continuing reflection on my lived teaching experience. The chapter shows how, during my

teaching, I began to question pedagogic assumptions and decisions I had made in the course design process. It also shows how I became more conscious of the complexity of pedagogic practice in academic teacher education and that I was frequently unsure of how to proceed. As well as illustrating the emergent and often tentative nature of my learning during the teaching process, Chapter Four reveals how this learning was deepened and extended by the process of constructing a narrative self-study collage as a medium for giving an account of my experience as a novice teacher educator.

Through the study of my experience as a novice teacher educator-researcher, I have gained insight into teaching, learning, and researching in academic teacher education as lifelike processes. I think that this enhanced understanding will give me more confidence to acknowledge and actively engage with the surprises and uncertainties that I will experience and the mistakes that I will make in my future pedagogic and research practices. I also hope that it will help me to be more willing to accept other people's uncertainties and mistakes as fundamental and generative features of teaching, learning, and researching. Additionally, when I work with students I hope to encourage consideration of the educative potential of surprises, mistakes, and uncertainties in pedagogy and educational research. I also plan to bring such consideration to my dialogue with the work of others in the field of in academic teacher education.

The second narrative thread that has evolved through this thesis emphasises *social and emotional* aspects that are frequently overlooked in accounts of teaching, learning, and researching (Allender, 1986, 2004; Bruner, 1996; Day & Leitch, 2001; Hargreaves, 1998, 2001; Hubbard, Backett-Milburn, & Kemmer, 2001; Rager, 2005; Zembylas, 2004). This narrative strand tells a story of teacher education pedagogy and research that is made possible through interaction with other human beings and their work and

that is given its most immediate value by the quality of the human experiences and relationships that arise during processes of teaching, learning, and researching.

The social and emotional aspects of my learning-teaching-researching experience are most powerfully illustrated in the narrative self-study collage that I present in Chapter Four. In terms of the social dimensions of teacher education pedagogy and research, the collage demonstrates how the students made a vital contribution to my learning and practice as a novice teacher educator-researcher and how much of the students' learning took place through communication and collaboration with each other. It also shows how, through their participation in a thesis discussion or 'member check' meeting, some of the scholar-teachers made further contributions to my learning while I was in the process of writing this thesis. In addition, the collage calls attention to how, at this meeting, these students all agreed that they saw potential for using my collage as a resource to generate ideas and questions for their own work as scholar-teachers. Furthermore, the collage reveals how, through my learning-teaching-researching experience, I became more alert to how social patterns of power and privilege that live on in post-apartheid South African educational settings might work to undermine or marginalise members of a teacher education group.

The narrative self-study collage also demonstrates how, through my novice teacher educator-research process, I became much more aware of the importance of acknowledging and engaging with emotions in learning, teaching, and researching. The collage reveals that while I had paid some attention to emotions in my planning for the three modules (as discussed in Chapter Three), I had not fully anticipated the emotional complexity of using memory and story as pedagogic and research tools for engaging with lived educational experience (Clandinin, 1992; Conle, 1996, 2000a; Nash, 2004). Moreover, the collage draws attention to the somewhat unexpected emotional impact

that the learning-teaching-researching experience had on me and to how acknowledging and engaging with my own emotions enhanced my learning as a novice teacher educator-researcher (Anderson-Patton & Bass, 2000; Hubbard, Backett-Milburn, & Kemmer, 2001; Kitchen, 2004).

Through this study, I have become increasingly conscious of how human interaction facilitates and enhances pedagogy and research in academic teacher education. I am aware of my responsibility as a teacher educator-researcher to acknowledge and value contributions to my thinking and my practice, particularly from people who hold less power than I do in teaching and researching situations (Clandinin, 1992; LaBoskey, 2004b; Lee & van den Berg, 2003). I have come to believe that teachers and researchers in academic teacher education have an obligation to pay attentive and self-reflexive care to the human experiences, relationships, and emotions that arise during processes of teaching, learning, and researching. I am also aware that, as a teacher educator-researcher, I have a responsibility to be mindful of my power and privilege as a White, middle-class, 'highly educated' South African and to keep re-examining how that power and privilege might restrict or colour my practice and my relationships with students and research participants. In future, I will use these understandings to guide and evaluate my own pedagogy and research. I also intend to bring these insights into my public discussions with others in the field of academic teacher education. I wish to add my voice to those in the education discourse community that seek to counterbalance a prevailing focus on predetermined, technicist outcomes and standards by attending to learning, teaching, and researching as social and emotional processes that are ends in themselves (see, among others, Eisner, 2000, 2005; Hargreaves, 1998, 2000; Jansen, 1999b, 2003a; 2005).

The third narrative strand in this thesis tells a story of *interconnections and interaction* between pedagogy and research in academic teacher education. This narrative thread calls attention to a dynamic synergy between teaching, learning, and researching and demonstrates that teacher educators and their students can also be researchers who generate significant educational ideas, knowledge, questions, and practices (Anderson-Patton & Bass, 2000, Clandinin, 1992; Cochran-Smith & Lytle, 1993; Conle, 2000a; LaBoskey, 2004b; Loughran & Northfield, 1998; Lyons & Freidus, 2004; Whitehead, 2004).

To illustrate, Chapters Two and Three of my thesis accentuate close connections between my narrative self-study research process and the narrative self-study stance toward pedagogy that I adopted when designing and teaching sessions for three postgraduate education modules. The chapters exemplify how I drew on narrative and self-study approaches to research and pedagogy to design teaching and learning activities that would correspond to my pedagogic priorities for the three modules *and* could generate data to inform my research.

Chapter Four shows how my research had a direct impact on the teaching and learning that took place in the course of the three modules. It illustrates how, because I was researching my teaching, I made changes to my pedagogic strategies and practices while the modules were taking place (Loughran & Northfield, 1998). Additionally, the chapter demonstrates how the experience of teaching in the modules enabled me to produce educational questions and ideas for my research. As well as showing how I enacted a dual role of novice teacher educator and researcher, the chapter calls attention to the students who participated in the modules inquiring into their own educational contexts, experiences, understandings, and practices. It also shows how, through their work in the modules, a number of these scholar-teachers became more

conscious of the educative value of encouraging learners' inquiry and input in their own classrooms (Austin & Senese, 2004; Cochran-Smith & Lytle, 1993.) The chapter suggests that positioning students of academic teacher education as researchers can stimulate and promote learning. However, it also reveals that this positioning can cause anxiety for students who are unused to it and that it must be accompanied by appropriate guidance and assistance (Anderson-Patton & Bass, 2000).

My study has given me increased confidence in the use of approaches to educational research that strengthen and are made possible by interconnections and interaction between pedagogy and research. In this study, I have found that synergy between research and pedagogy has enhanced my teaching, learning, and researching practice. In future, I hope to explore further possible synergies between pedagogy and research in academic teacher education. Through this work, I intend to contribute to public conversations that engage critically and creatively with the stratification of educational research and pedagogy (see, for example, Austin & Senese, 2004; Allender, 2004; Cochran-Smith & Lytle, 2004; Cole & Knowles, 2004; Le Grange, 2005).

Reflections on the Educative Worth of the Study

The research aim that underpins this study is: *To penetrate, investigate, and communicate how I, as a novice teacher educator, can learn through putting into practice my theory of the educative potential of teachers' experiential-scholarly inquiry.* Part of my motivation for undertaking the study was to enhance the development of my personal-professional-academic voice and practice. I also intended to write my thesis in such a way that it could serve as an accessible, meaningful, and useful resource for my future work and for others who share my commitment to

educational practice, research, and scholarship. Additionally, I hoped that, through the study, I would make a contribution to the education field. Thus, I was aiming for both the process and the product of the study to be of educative value.

My reflective reading of the study emphasises the multiple ways in which my doctoral research has facilitated my growth as a novice teacher educator-researcher in the field of academic teacher education. I have gained experience, understanding, and confidence. I have also identified possible paths for my future inquiry and practice. In addition, I have more clarity on how I wish to enter into public conversations about academic teacher education.

The reflective reading also shows how this thesis can serve as a basis for my further engagement with pedagogy and research in academic teacher education as lifelike, social and emotional, and interconnecting processes. In addition, the reading calls attention to how students who participated in my study commented that they saw possibilities for using my thesis as a resource for their own work as scholar-teachers. I cannot be certain that other members of the education discourse community will use my thesis as resource. Nevertheless, with this aim in mind, I have endeavoured to write in a way that is candid, accessible, and engaging, to focus on experiences and issues that might be interesting and meaningful for others as well as for me, and to give vivid, detailed illustrations and explanations of my actions and my thinking. I am also committed to presenting, publishing, and re-examining my work in a range of educational forums¹.

¹ During my doctoral research, I have given the following public presentations on aspects of my study: *"No one could not write or tell the story of abuse in school": Coming face to face with the teacher-as-abuser in a South African teacher self-study project*, Discourses of Difference Seminar, London, UK, 21 February 2005. *South African teachers exploring diversity in a narrative self-study project*, Conference on Diversity in Education in an International Context, Verona, Italy, 20-23 April 2005.

This thesis represents a small-scale, qualitative study that has taken place within and in response to unique and contingent situations and relationships in academic teacher education. I am both the researcher-author who has constructed the thesis and the primary research subject who has provided the data that has informed its construction. The educational understanding that I have gained through the study has been both facilitated and circumscribed by its intimate scale and particular context. This understanding has also been brought about and bounded by my particular viewpoints, observations, and interpretations and by my narrative self-study stance toward research. Although I hope that others will draw inferences for their own work, the understanding that I have gained is only directly applicable to my own educational work. However, my study does make two unique contributions to the education field. One contribution is methodological and the other is conceptual. I understand these contributions to be unique because, although they grew out of my interaction with the work of others in the education discourse community, they are my own distinctive creations that could inform or inspire others' creative processes.

The methodological contribution of the study is the narrative self-study research collage that I developed as a medium for data representation. By creating the collage and making it public through this thesis, I am contributing to the ongoing development

University-based teacher education in the age of HIV/AIDS in South Africa: Priorities and possibilities, Conference on Cultural Aspects of Sex/Sexuality Education, London, UK, 25 May 2005.

"For, the future of our young children lies in our hands": South African teachers exploring teacher authority in a narrative self-study project, 30th Annual Conference ATEE: Teachers and their Educators; Standards for Development, Amsterdam, The Netherlands, 22-26 October 2005.

"These kinds of situations/contexts were like being inherited or were from generation to generation...": Exploring the use of narrative self-study in academic teacher education, SAADA Conference: "Transforming from Within," Durban, South Africa, 27-30 November 2005.

Learning to cry: Taking a narrative self-study approach to teaching and learning in a postgraduate course on HIV and AIDS in Education, "Seeing for Ourselves": A Symposium on Self-study for Social Change, Durban, South Africa, 3-4 July 2007.

and exploration of alternative forms of data representation in educational research (see, for instance, Barone, 2001; Eisner, 1995, 1997, 2004; Hamilton & Pinnegar, 2006; LaBoskey, 2004b). I am also contributing to the public practice of “methodological inventiveness” (Whitehead, 2004, p. 884) that characterises self-study research. In developing my textual collage, I drew on language arts and visual arts to represent *and* engage with significant data. The breadth of the collage allowed me to include the voices of all my research participants and to demonstrate multiple instances of my teaching-learning-researching process. I was also able to illustrate my dynamic, interactive, multilayered meaning-making process. In addition, because the collage format is multidimensional and multifocal and does not demand chronological reading or definitive conclusions, it offers opportunities for ongoing, multiple meaning-making.

The second contribution is my conception of educative engagement, which builds on Dewey’s (1897/1964, 1916, 1934, 1938/1963) conceptions of educative experience and of education as a social process of living. By conceptualising my teaching-learning-researching experience as educative engagement, I was able to draw attention to and examine the educative quality of that lived, social process. Naming and describing *noticing*, *rethinking*, *reviewing*, *originating*, *envisaging*, *puzzling*, and *caring* as forms of educative engagement suggests a new way of looking at pedagogy and research in academic teacher education. By making my conception public in this thesis, I am offering another lens through which others in the education discourse community might look again at their own ideas and practices and see possibilities for movement and growth (Conle, 1999, Clandinin & Connelly, 2000; Bullough & Pinnegar, 2004).

In addition to making these two unique contributions to the education field, my study adds further understanding and impetus to the growing body of work that seeks to explore and value the teacher self and teachers' self-study in the context of lived, relational educational experience. This thesis highlights the complexity and ever-evolving challenges of teachers' pedagogic decision-making and action. It also reveals the extent to which teachers' individual, day-to-day practice is continually informed and re-formed by experience, human interaction, and broader social situations and patterns. Furthermore, it demonstrates how sustained, critical, and creative inquiry into the teacher self can enhance pedagogic practice and thus make a qualitative difference to human experience in educational settings. Moreover, the thesis shows how a teacher's self-study can illuminate significant educational issues that have resonance beyond the self and can point to avenues for exploration and growth in the wider educational arena.

Concluding Thoughts

This study grew out of my insight into the educative value of undertaking scholarly inquiry into my own educational experiences and practices as a postgraduate student at the Honours and Masters levels of academic teacher education. Because I believed that my involvement in such 'experiential-scholarly' inquiry had been worthwhile for me, I was interested in exploring its educative potential as a form of learning in academic education for teachers. The working theory that provided impetus for my doctoral research was that experiential-scholarly inquiry could offer opportunities for positive learning experiences for students of academic teacher education. I thought that it would be possible to discern these constructive learning experiences in scholar-teachers' participation in verbal and written conversations within their academic teacher

education contexts. I chose to take a narrative self-study approach to pedagogy in my design and teaching for three postgraduate education modules because I anticipated that this approach would be conducive to the development of processes of experiential-scholarly inquiry among the students who participated in my classes.

Through the study of my experience of teaching and researching in the modules, and my engagement with the students' perspectives on their experience of the modules, I have gained confidence in the educative value of giving students in academic teacher education opportunities and encouragement to undertake scholarly inquiry into their own educational experiences and practices. I have also become conscious of the procedural, ethical, and emotional complexities of this pedagogic approach, and of the high level of teaching time and support it demands. However, through my study I have come to realise that good quality academic teacher education, whatever form it may take, demands a high level of intellectual and emotional commitment and time from teacher educators. It also requires careful and self-reflexive attention to pedagogy and to the human experiences, relationships, and emotions that are at the heart of teaching and learning.

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APPENDIX A: COURSE OUTLINE FOR THE BEd HONOURS MODULE

Bachelor of Education (Hons)
(Curriculum Studies)

Cultural Diversity and the Curriculum: UNIT 1

Project supervisor: Prof. Relebohile Moletsane Moletsaner@ukzn.ac.za 031-2601169

Project facilitator: Kathleen Pithouse 911401451@ukzn.ac.za 031-7643251

Starting with Ourselves: Self-study Project

11 August – 8 September 2004 (5 sessions)

Session 1: 11 August

Self-study in teacher education

According to Mitchell & Weber (in press),

...self-study in teacher education...comes out of work from the mid 1990s onward related to the idea of studying the 'self' of teaching as a specific activity of teachers focusing on their own teaching practices. This work is reflected in a Special Interest Group of the American Educational Research Association (the S-STEP Self-Study in Teacher Education Practice <<http://www.ku.edu/~sstep/aboutsig.html>>), and in a biannual conference held at the Castle in Herstmonceux, UK, on teachers' self-study, and is located within a larger body of research on self-study including the two volume *International Handbook of Self-Study of Teaching and Teacher Education* (Loughran, Hamilton, Laboskey, & Russell, 2004), and a newly established peer review journal, *Studying Teacher Education: Self-study of Teacher Education Practices*.

Self-study through writing

There are many different forms of self-study. In this project, we are going to focus on *self-study through writing*—in particular, *reflective journal writing*, *memory work*, and *interpretive autobiography*.

Assessment

<i>Form of self-study</i>	Task	Mark allocation
<i>Reflective journal writing</i>	Learning journal	10
<i>Memory work</i>	Letter to a teacher	10 (content: 6, style: 4)
<i>Interpretive autobiography</i>	Teacher self-story	20 (content: 12, style: 8)
Total		/40

Reflective journal writing

Assessment task 1: Learning journal

A learning journal is a resource that allows us to:

- Keep a record of interesting ideas and questions as they arise;
- Make a note of connections between new information and what we already know;
- Express our thoughts and feelings about the learning experience;
- Trace the development of our learning during the project.

For more information on reflective journal writing, see Ballantyne & Packer (1995) and Kerka (1996).

During the course of this self-study project, you will be given opportunities to make entries in your learning journal (you will be given an A4 exercise book to use as your journal). You will receive **10 marks** for keeping your learning journal up to date throughout the project. It is important to make sure that your entries are **dated**. The **content and style** of your journal entries will **not be assessed**.

Remember that, even though your learning/research journal is a personal document, it should only contain information that you feel comfortable with disclosing to the project facilitator and supervisor. It is also important to ensure **confidentiality** by using pseudonyms to refer to other people, such as learners, work colleagues etc, and to institutions, such as schools.

Self-study, cultural diversity, and the curriculum

Activity

Read the following quote from Bell *et al.* (1997), and make a quick note of any thoughts you have on *the relationship between self-study, cultural diversity, and the curriculum* in your learning journal. We will then share and discuss these thoughts as a group.

While much has been written about how to engage students in social justice courses, little attention has been paid to the teachers in these classrooms. Yet few teachers would claim that raising issues of oppression and social justice in the classroom is a neutral activity. Content as cognitively complex and socially and emotionally charged as social justice, is inevitably challenging at both personal and intellectual levels. In the social justice classroom, we struggle along with our students with our own social identities, biases, fears, and prejudices. We too need to be willing to examine and deal honestly with our values, assumptions, and emotional reactions to oppression issues. The self-knowledge and self-awareness that we believe are desirable qualities in any teacher become crucial in social justice education. (Bell *et al.*, 1997: 299)

Memory work

Activity 1

In a pair, read the chapter: 'Studying ourselves as teachers: An introduction' (from Mitchell & Weber, 1999). Discuss the following with your partner:

- 1) What (if anything) did you find interesting about the chapter?
- 2) What questions do you have about the chapter/about the topic of 'studying ourselves as teachers'?

- 3) What ideas do you have about the chapter/about the topic of 'studying ourselves as teachers'?

Jot down brief notes on your discussion in your learning journal. We will then talk about the group's responses to the reading.

Activity 2

Read the 'Introduction' and letters from Tales out of School (O'Reilly Scanlon, 1992). Choose the letter that has strongest effect (either positive or negative) on you. In your learning journal, write down some key words that describe how this letter makes you feel.

In groups of three or four, each person will read her/his chosen letter and talk briefly about the effect the letter had on him/her.

Closing

In your learning journal, write down anything that you particularly want to remember from this session.

Memory work activity for Session 2: 18 August

Read the chapter: 'Childhood as a memory space: Teachers (re)play school' (from Mitchell & Weber, 1999).

Think back to your own schooldays. Try to remember a primary or secondary school experience where a teacher made you (or a classmate) feel either *included/affirmed* or *excluded/undermined*. In your learning journal, describe this memory in as much detail as possible, paying particular attention to smells, sounds, images, and feelings. (Remember to respect others' rights to privacy and dignity and to use pseudonyms when you refer to actual people and schools etc.)

Session 2: 18 August

Memory work

Assessment Task 2: Letter to a teacher

Write a letter (of not more than 1½ pages) to the teacher in your memory:

- Describe the memory in as much detail as possible. (If you prefer, you can write about your own experience as if it happened to a classmate.)
- Explain how the experience made you (or your classmate) feel.
- Explain how this memory affects /could affect your work as a teacher.

Mark allocation: 10 {content (what you say): 6, style (how you say it): 4}

To help produce effective pieces of writing, we are going to use the writing process. All successful authors go through this process in some form.

STEP 1: PRE-WRITING (Gather and organise your ideas)

Start by looking back in your learning journal at your description of an experience where a teacher made you (or a classmate) feel either *included/affirmed* or *excluded/undermined*.

Consider the following quote:

...engaging in memory work is undertaken in the service of understanding our classroom life better.
(Mitchell & Weber, 1999: 73)

Think about how the experience you described in your journal affects/could affect your work as teacher. What can you as a teacher learn from the actions of the teacher in your memory? Make a note of your ideas in your journal.

STEP 2: WRITING A FIRST DRAFT (Get your piece of writing down on paper)

Write a letter (of not more than $1\frac{1}{2}$ pages) to the teacher in your memory (give the teacher a pseudonym):

- Describe the memory in as much detail as possible. (If you prefer, you can write about your own experience as if it happened to a classmate.)
- Explain how the experience made you (or your classmate—give the classmate a pseudonym) feel.
- Explain how this memory affects /could affect your work as a teacher.

Hint: Don't stop writing, even if you hate the way your letter is turning out. Don't worry too much about spelling, word usage etc. at this stage. The most important thing to do in the first draft is to complete the piece of writing.

STEP 3: REVISING (Make your piece of writing better)

Begin by looking at your letter as a whole and deciding what works and what doesn't work:

- Rearrange words or ideas.
- Add in or take out parts.
- Change words or ideas to better ones. (A thesaurus will be useful for this.)

Hint: Revising is often where the most work is done in a piece of writing.

STEP 4: PROOFREADING (Make your piece of writing correct)

Check your first draft carefully for errors:

- Correct spelling, punctuation, and grammar.
- Make sure that you have used full sentences and effective paragraphs.

Hint: It's often helpful to swap with someone else for this step.

STEP 5: PUBLISHING (Get your piece of writing ready to share with others)

Type out your final draft and attach the cover sheet.

NB: The final draft of your letter must be ready to presented to the group (and then handed in for assessment) at **Session 3: 25 August**.

Hint: Use the spelling and grammar tool on the computer to check for any errors you may have missed. Make sure that you save your final draft on a disc.

Closing

In your learning journal, write down anything that you particularly want to remember from this session.

Session 3: 25 August

Memory work

Activity 1

Each person will read her/his letter for the group and then hand it in for assessment. We will then talk about the experience of writing the letter and of listening to the other group members' letters.

Activity 2

Consider what you have learnt about yourself as a writer through writing your letter to a teacher. In your journal, make a note of anything you did that worked well, and anything that you might do differently in your next piece of writing.

Interpretive autobiography

Activity

In a group of 3/4, read the article, 'Writing autobiography' (hooks, 1995). (bel hooks is a cultural critic and feminist theorist.) Your group will be allocated one of teacher narratives from Ritchie & Wilson (2000) (chapter 5/7/8). Read the narrative and discuss it in the light of the following observations that hooks makes about the process of writing autobiography:

...autobiography is a very personal story telling—a unique recounting of events not so much as they have happened but as we remember and invent them. (5)

...the act of writing one's autobiography is a way to find again that aspect of self and experience that may no longer be an actual part of one's life but is a living memory shaping and informing the present. (5)

...bringing one's past, one's memories together in a complete narrative would allow one to view them from a different perspective, not as singular isolated events but as part of a continuum. (6)

Significantly, that which was absent, left out, not included also was important. (6)

Writing the autobiographical narrative enabled me to look at my past from a different perspective and to use this knowledge as a means of self-growth and change in a practical way. (7)

Jot down brief notes on your discussion in your learning journal. Choose a group member to share your group's ideas with the other groups.

Closing

In your learning journal, write down anything that you particularly want to remember from this session.

Interpretive autobiography activity for Session 4: 1 September

Read:

'Writing: A method of inquiry' (Richardson, 2003) and Chapter 1: 'The interplay of subjectivity, experience, and narrative in teacher development' (from Ritchie et al., 2000).

Highlight any ideas or information that you think might be useful to remember when you start writing your own teacher self-story (a narrative about yourself as a teacher in the context of cultural diversity & the curriculum) on 1 September.

Then, choose and underline the 5 most useful pointers from each reading. In your journal, make a list (in your own words) of your overall top 5 tips (you will have to be selective) for writing a teacher self-story. Come prepared to share these tips in Session 4.

For more information on interpretive autobiography, see Denzin (1989), Denzin, (1994), and Erben (1996).

Session 4: 1 September

Interpretive autobiography

Activity

Each person will share his/her top 5 tips for writing a teacher self-story with the group. We will then discuss these tips. (Make a note of any extra tips in your journal.)

Assessment Task 3: Teacher self-story

Write a self-story (of not more than 5 pages) in which you:

- Describe the contexts in which you attended school and worked/work as a teacher.
- Give some examples of how issues of cultural diversity played out in these contexts.
- Explore how these experiences and contexts contribute to your identity and aspirations as a teacher in the context of cultural diversity and the curriculum.

Mark allocation: 20 (content: 12, style: 8)

STEP 1: PRE-WRITING (Gather and organise your ideas)

Start by re-reading your letter to a teacher.

In your journal, make a quick note of any other memorable experiences you have had (as a learner and as a teacher) in which you or others have been either *included/affirmed* or *excluded/undermined* at school.

Think about how the contexts—socio-economic, political, racial, gendered, geographic, linguistic, etc.—in which you attended school and worked/work as a teacher may have influenced these experiences and may help to understand them. Make some brief notes in your journal.

Consider how your learning and teaching experiences and contexts might affect who you are as a teacher and how you address/would like to address issues of cultural diversity and the curriculum in your work. Make some brief notes in your journal.

STEP 2: WRITING A FIRST DRAFT (Get your piece of writing down on paper)

Consider the following quote:

Through stories we relate our lives to ourselves and others, we attempt to make sense of our experiences and give an account of who we are.... From the endless incidents and experiences, thoughts and feelings of our lives, we make and remake accounts; through stories we sequence and give meaning to the remembered elements of our past.... The shaping of the past, the concerns of the present and the anticipation of the future are intimately related.... (Roberts, 1998: 103)

Write a self-story (of not more than 5 pages) in which you:

- Describe the contexts in which you attended school and worked/work as a teacher.
- Give some examples of how issues of cultural diversity played out in these contexts. (Remember to respect others' rights to privacy and dignity and to use pseudonyms when you refer to actual people and schools etc.)
- Explore how these experiences and contexts contribute to your identity and aspirations as a teacher in the context of cultural diversity and the curriculum.

Hint: Look at the teacher narratives from Ritchie et al. (2000) to get some ideas on how to organise your self-story. Sub-headings are a useful way to structure a longer piece of writing like this.

Remember that the most important thing to do in the first draft is to complete the piece of writing.

STEP 3: REVISING (Make your piece of writing better)

Look back in your journal at the tips for writing a teacher self-story. Then read your first draft and decide what changes you need to make:

- Rearrange words or ideas.
- Add in or take out parts.
- Change words or ideas to better ones. (A thesaurus will be useful for this.)

Hint: It may be useful to revise with a partner or in a small group.

STEP 4: PROOFREADING (Make your piece of writing correct)

Check your first draft carefully for errors:

- Correct spelling, punctuation, and grammar.
- Make sure that you have used full sentences and effective paragraphs.

Hint: Make sure that you start a new paragraph for each new main idea, place, or time that you're writing about.

STEP 5: PUBLISHING (Get your piece of writing ready to share with others)

Type out your final draft and attach the cover sheet.

NB: The final draft of your letter must be ready to presented to the group (and then handed in for assessment) at **Session 5: 8 August**.

Hint: Remember to include the title of your self-story and to insert page numbers. Make sure that you save your final draft on a disc.

Closing

In your learning journal, write down anything that you particularly want to remember from this session.

Session 5: 8 September

Interpretive autobiography

Activity

Each person will read her/his teacher self-story for the group and then hand it in for assessment. We will then talk about the experience of writing the self-story and of listening to the other group members' self-stories.

Closing

Look back over your journal entries. In your final journal entry, map out the development of your learning during the project and write down your thoughts and feelings about the self-study project experience. Hand in your learning journal.

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Available in the EG Malherbe Library

^ Available online

∫ Available in class.

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APPENDIX B: COURSE OUTLINE FOR THE MED HEALTH MODULE

Master of Education (Gender & Education)

HEALTH, SEXUALITY AND HIV/AIDS IN EDUCATION (DED8THM)

Prof. Robert Morrell morrell@ukzn.ac.za 031-260 1127

Prof. Relebohile Moletsane Moletsaner@ukzn.ac.za 031-260 1169

Kathleen Pithouse 911401451@ukzn.ac.za 031-7643251

FEBRUARY	14	21	28		
MARCH	07	14	Human Rights Day	28	
APRIL	04	University Vacation	18	25	
MAY	02	09	16	23	30

Mini Literature Review

14 February & 21 February 2006, 16:00 – 19:00 (2 sessions)

Supervisor: Prof. Relebohile Moletsane Moletsaner@ukzn.ac.za 031-260 1169

Facilitator: Kathleen Pithouse 911401451@ukzn.ac.za 031-7643251

Activity 1

Form a pair with someone in the group that you don't know very well. Each partner will then find out who the other is (e.g. Is he/she is a full-time or part-time student? What kind of work does she/he do? What does he/she like to do in her/his spare time?) and why she/he has chosen to do this particular course (e.g. Does he/she work in the field of health, sexuality and HIV/AIDS in education? Does she/he have a particular interest or a pressing concern in this area? Is he/she hoping to gain certain knowledge or skills?).

Each person will then introduce her/his partner to the whole group.

Activity 2

Move into small groups of 2/3. Each group will select one of six themed collections of readings. Start by looking over all your texts quite quickly to get a sense of what's there. Mark off each of your texts on the reference list below. Try to identify what type of text each one is (e.g. academic; research; practice; policy; opinion; personal narrative; etc.). Then, select a few texts to read and discuss more closely. While you are reading, use a pencil to scribble down comments and questions on the text—imagine that you are talking to the author/s. Use the following questions to guide your discussion. Then, prepare to present the key points of your discussion to the class in Session 2 (21 February).

Discussion questions:

1. What was/were the author's/authors' purpose in writing this text?
2. Who is the presumed audience for this text?
3. How could this text be useful to us in this course?

4. How does/could/should gender feature in this text?
5. What did you find most interesting about this text?
6. What queries do you have about this text?
7. To what extent are the issues/ideas raised in this text consistent with your own experience?
8. How does this text relate to the other texts that you were allocated?
9. What issues/ideas raised in this text would you like to explore further?

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MEd (Gender & Education)
HEALTH, SEXUALITY AND HIV/AIDS IN EDUCATION

Mini-research project: Tuesdays, 07 March – 25 April 2006, 16:00 – 19:00 (6 sessions)

Project supervisor: Prof. Relebohile Moletsane Moletsaner@ukzn.ac.za 031-260 1169

Project facilitator: Kathleen Pithouse 911401451@ukzn.ac.za 031-7643251

**Studying ourselves as scholar-teachers in the
age of HIV/AIDS in South Africa:
Developing an autobiography of your interest in health,
sexuality and HIV/AIDS in education**

...to do [human science] research is always to question the way we experience the world, to want to know the world in which we live as human beings. (van Manen, 1990: 4)

Session 1: 07 March

Introduction

Project Outline

In this mini-research project, participants will draw on the approach of *narrative self-study* to explore and articulate their particular *personal-professional-academic interest* in the area of *health, sexuality and HIV/AIDS in education*. An outcome will be for each participant to write a 2500 word *autobiography* of her/his *interest* in this area. All the work done during the project will contribute to the writing of this essay.

Depending on your ultimate choice of topic and research methodology for your MEd study, this essay could be an initial draft of the rationale for your research proposal and could also form part of the first chapter of your thesis.

Project Assessment

Task	Mark allocation
Learning/research journal	10 (evidence of use)
Writing process (pre-writing, drafting, revising, proofreading)	10 (evidence of use)
Autobiographical essay (typed, 2500 words)	80 (content: 60, style: 20)
Total	100

The **final draft of your 2500 word essay** must be handed in together with your **learning-research journal** and **evidence of your use of writing process** at class on **02 May 2006**. The project assessment will form **50% of the total course marks**.

Keeping a learning-research journal

We usually call our hardback notebooks research journals. Other people call them research diaries or research notebooks. What you call them is your own business. The important thing is to have them and to use them sensibly. They are the single most important tool for your research career. (Boden *et al.*, 2004: 34)

...journal writing is an effective technique for encouraging reflection on learning, clarification and analysis of concepts and connection of course content with personal and professional experiences. In their journals, students feel free to express and explore on both the cognitive and affective level, in a way that is not generally possible in tasks which require a more academic writing style. (Ballantyne & Packer, 1995: 42)

Keep a journal. In it, write about your feelings about your work. This not only frees up your writing, it becomes the "historical record" for the writing of a narrative of the Self or a writing-story about the writing process. (Richardson, 2003b: 382)

A learning-research journal is a resource that allows us to:

- Keep a record of interesting experiences, observations, ideas and questions as they arise;
- Keep a record of texts that may be relevant to our learning/research;
- Build a portfolio of mind maps, outlines and rough drafts of essays, chapters, presentations, research proposals etc;
- Make connections between new information and what we already know;
- Make connections between our personal/professional experience and our learning/research;
- Trace the development of our learning/research process;
- Express our thoughts and feelings about the learning/research experience.

During the course of this project, you will be given opportunities to make entries in your learning-research journal. (You will be provided with an A4 exercise book to use as your journal). You will receive a **maximum of 10 marks** for keeping your journal up to date throughout the project. (You are strongly advised to continue keeping this learning-research journal throughout your MEd. Your journal entries could form a significant part of your data for your MEd study.)

It is very important to make sure that your entries are **dated** and that they are **legible**. The **content, style and presentation of your journal entries will not be assessed**. Remember that, even though your learning-research journal is a personal document, it should only contain information that **you feel comfortable with disclosing** to the project facilitator and supervisor. It is also important to ensure **confidentiality** by using pseudonyms to refer to other people, such as learners, work colleagues etc, and to institutions, such as schools.

Looking at ourselves as scholar-teachers

Etymologically, the word "scholar" goes back to the classical Latin *schola* and to the Greek *skhole*. This word originally denoted "leisure" or "play." Thus, a scholar was someone who had the leisure to explore, and play with, ideas; to develop intellectual arguments; to write and teach. (Nash, 2004: 43)

Because [narrative] inquiries always involve the sense of self of those engaged, personal and professional {and academic} identities can be....discovered, redirected or affected by these inquiries and knowledge. (Lyons & LaBoskey, 2002: 22)

We have borrowed the term "scholar-teachers" from Nash (2004) to emphasise that MEd learning and research should be scholarly and intellectual, but also connected and relevant to teaching practice. As scholar-teachers, we are engaged in work that is simultaneously personal, professional and academic. Through attentiveness, awareness and inquiry, we move closer to our scholar-teacher selves. We come to find our own voice/s.

Caring for ourselves as scholar-teachers

In this mini-research project, we will come into close contact with our own and other people's personal experiences, thoughts and feelings. Looking directly at happenings, circumstances, ideas and emotions that we often take for granted or just brush aside can be difficult and even upsetting at times. This is especially true of studies that focus on sensitive topics, such as HIV/AIDS and sexuality. As scholar-teachers, we also face the pressures of trying to manage work, study and our personal lives. So, it is important that we develop some strategies for self-care.

Activity 1

Read the article: 'Self-care and the qualitative researcher: When collecting data can break your heart' (Rager, 2005). While you are reading, use a pencil to scribble down comments and questions on the article—imagine that you are talking to the writer.

Once you have read the article, go back and highlight/underline any ideas or information that you think might be useful to remember during this mini-research project.

In your learning-research journal, make a list (in your own words) of your overall top 3 *tips for self-care* gained from/inspired by the article. (Of course, you may not think that anything in the article will be useful to you. If so, be prepared to explain why.)

Activity 2

I urge students who write personal narratives, or who share experiences within a small group, to recognise that they have an ethical and personal responsibility to themselves to pursue or disclose only what they believe they are ready to undertake, and that they consider the privacy and dignity of persons not present whom they include in their narratives. (Anonymous source, quoted in Nash, 2004: 32)

Even though we cannot, and do not wish to, prescribe methodological steps, we can point to certain favourable conditions [for group inquiry]....[The] setting was important, since there were opportunities to hear ourselves talk and hear others offer variations on our themes. A focus on the personal seemed essential. We got to know each other better and this made for more cohesive, trusting and intense

interaction, all of which helped develop various expressions of the particular learning dynamic. Since the process touched the whole person, not just the intellect, emotions needed to be touched; and for this to happen, there needed to be a sense of trust, security and mutual respect. (Conle *et al.*, 1998: 191)

In small groups of two or three, read out your *tips for self-care*. Then, in the light of your tips, as well as the above quotes, work out three *guidelines for group-care* that you would propose our mini-research group adopt. Choose a representative to share your guidelines with the class.

We will then discuss all the guidelines and decide on a composite set of *guidelines for group-care* for our mini-research group.

Closing

Take a few minutes to write a short journal entry on your thoughts and feelings about this session.

Developing a reading plan in preparation for writing your autobiographical essay

Look back at the reference list that you received in the Mini Literature Review section of this course (14-28 February). Highlight/underline the texts (from those that you haven't yet read) that seem most interesting and useful to you. In your learning-research journal, draw up a reading plan in which you decide on a few texts to read each week between now and Session 4 (04 April). (You can also add texts from other sources to your reading plan.)

Hints for reading:

- Try to identify what type of text each one is (e.g: academic; research; practice; policy; opinion; personal narrative; etc.).
- Use the questions from page 1 of the Mini Literature Review outline to guide your reading.
- While you are reading, jot down your observations and queries on the text. Highlight/underline significant information and ideas.

Session 2: 14 March

Caring for ourselves as scholar-teachers

Activity

A representative from our campus student counselling centre will share information on the services that the centre offers and how they can be accessed.

Self-study in teaching & teacher education

Self-study in teaching and teacher education is a movement that began to take shape in the education field in the early 1990s and is reflected in a growing body of research and literature including: a Special Interest Group (SIG) of the American Educational Research Association (the S-STEP Self-Study in Teacher Education Practice <<http://www.ku.edu/~sstep/index.htm>>); a biannual international conference on teachers' and teacher educators' self-study; a two-volume *International handbook of self-study of teaching and teacher education practices* (Loughran *et al.*, 2004); a peer review journal: *Studying teacher education: Self-study of teacher education practices*.

According to Russell (1998: 6), "[there] is only one way to understand self-study, and that is to experience it personally." However, it is useful to begin with some background information.

Activity

Move into small groups of two or three. Each group will be allocated some of the *Guiding Statements on Self-Study in Teaching and Teacher Education* (page 6). Spend some time sharing your ideas and questions about these statements. Also, consider the possible value of using a self-study approach to explore our personal-professional-academic interests in the area of health, sexuality and HIV/AIDS in education.

Make some notes in your learning-research journals on the key points of your discussion and select one or more group representatives to read out your allocated statements and give feedback from your discussion to the class.

Guiding Statements on Self-Study in Teaching and Teacher Education¹

- 1) Self-study begins with a focus on the day-to-day experiences of teachers and teacher educators themselves.
- 2) In self-study, inquiry by teachers and teacher educators themselves is considered a significant and distinctive way of exploring, understanding and communicating the complexities of lived experience in educational settings.
- 3) Self-study involves teachers and teacher educators studying their 'teacher selves' to examine, inform and advance their own practice and to contribute knowledge, understanding and questions to the wider education discourse community.
- 4) Self-study comes out of an understanding of 'the self' as a useful lens through which to look closely at not only one's own experiences, viewpoints and actions, but also the broader historical, social, economic and political contexts and issues that situate them.
- 5) In self-study, learning, teaching and researching are viewed as interconnected, symbiotic processes, which are as important as their products.
- 6) Self-study highlights the significance of context, personal experience and interpersonal relationships in teaching, learning and researching.
- 7) Self-study emphasises collaboration with and care for learners/students, colleagues and participants in teaching, learning and researching.
- 8) Self-study draws attention to and delves into the moral and political nature of learning, teaching and researching.
- 9) In self-study, theories are understood as flexible, human-made conceptual tools and not The Truth.
- 10) Self-study texts should be accessible, meaningful and useful for a broad audience, as well as open to critical review by the education discourse community.

Narrative self-study

There are many different approaches to self-study, such as: self-study through drawing (e.g. Derry, 2005); self-study through action research (e.g. Feldman et al., 2004); self-study through poetry (e.g. Butler-Kisber, 2005). In this project, we are going to draw on a *narrative approach to self-study*. In narrative self-study, 'the self' is understood as a

¹ These statements were developed from, among others: Cochran-Smith & Lytle (1993); LaBoskey (2001); Loughran (2002); Loughran *et al.* (2004); Mitchell & Weber (2005).

protagonist that is situated amongst the storylines, settings and characters of an unfolding life story and yet is able to take action within and in response to those narrative conditions. The aim of narrative self-study is to look curiously, critically and creatively at the contextualised stories of our own experience in order to open up possibilities for future action.

Memory work

...the past [is] a *means* of understanding the present. (Dewey, 1963/1938: 78)

...engaging in memory work is undertaken in the service of understanding our classroom life better. (Mitchell & Weber, 1999: 73)

Telling stories of ourselves in the past leads to the possibility of retellings. (Clandinin & Connelly, 2000: 60)

Memory work is a vital part of the narrative self-study process. In memory work, we use memory and story to bring the texture, depth and complexity of past events into immediate, felt experience for ourselves and others. By listening to and reading our own and others' memory stories, we can begin to discern narrative patterns of situations, perceptions and reactions over time. Memory work pushes us to notice how we are moved to act and what the consequences and legacies of those actions are/may be.

Starting by re-membering a story of lived experience

The denial of the value of the self's stories in an academic setting is born in the command all of us have heard in school at some time: never use the "I" in formal writing. The "I," we have been told, is incapable of discovering and dispensing wisdom without the support of "them," the certified experts. Messages like these leech the fascinating, storied self out of the budding writer, leaving only the clichéd, and often pinched, stories of experts to recirculate over and over again. (Nash, 2004: 54)

...I consider writing as a method of inquiry, a way of finding out about yourself and your topic. Although we usually think about writing as a mode of "telling" about the social world, writing is not just a mopping-up activity at the end of a research project. Writing is also a way of "knowing"—a method of discovery and analysis. (Richardson, 2003a: 499)

[In] my understanding of the inquiry that drives personal narrative theses in education...there is tension, there is a problem and there is a solution sought. But the solution is not the relief needed by someone who is sick or in need of care. The problem, although it may be connected to some sort of unwellness, is primarily an impetus for inquiry. In that sense, it is more like a subconscious question mark about something that is emotionally as well as intellectually interesting. (Conle, 2000: 190)

To begin exploring her/his interest in the area of health, sexuality and HIV/AIDS in education, each person in the research group is going to write a brief story about a personal experience that stands out in his/her mind as being *emotionally as well as intellectually interesting*. Denzin (1989: 43-44) calls this kind of personal narrative a "self-story". Richardson (2003b: 383) refers to it as a "narrative of the Self" and van Manen (1990: 64-65) names it a "lived-experience description". Van Manen offers some suggestions for producing a lived-experience description:

- 1) You need to describe the experience as you live(d) through it. Avoid as much as possible causal explanations, generalisations or abstract interpretations....
- 2) Describe the experience from the inside, as it were; almost like a state of mind: the feelings, the mood, the emotions, etc.
- 3) Focus on a particular example or incident of the object of experience: describe specific events, an adventure, a happening, a particular experience.
- 4) Try to focus on an example of the experience which stands out for its vividness, or as it was the first time.
- 5) Attend to how the body feels, how things smell(ed), how they sound(ed) etc.
- 6) Avoid trying to beautify your account with fancy phrases or flowery terminology.

(van Manen 1990: 64-65)

Activity

As a group, we will read and discuss the following self-story that Kathleen wrote about an experience that she remembers with a feeling of a 'subconscious question mark'. We will use van Manen's suggestions to guide our discussion.

The Visit

Priscilla Dladla² died on 26 December 2002. She was a young woman who worked as a library assistant at the independent girls' school in which I taught. Priscilla lived with her mother and two children in a township north of Durban. When I first met her, she was a fit, active person who played competitive netball. She acted as an unofficial mentor to many of the Zulu-speaking girls at the school, who would often spend their breaks chatting to her in the library.

About two years before her death, Priscilla began to lose weight and her health deteriorated. She suffered from a series of infections and developed a chronic cough. Although she discussed her health problems with members of the teaching and maintenance staff, she didn't mention HIV or AIDS and, as far as I know, no one brought up the subject with her.

Halfway through 2002, Priscilla was granted long-term sick leave from the school. The school housekeeper, Seraphina, visited Priscilla regularly after she stopped coming to work. In early December 2002, Seraphina told me she thought that Priscilla would die soon. I spoke to the learners in my grade seven class, who were very fond of Priscilla, to try to prepare them for her death. The girls decided that they would like to use the charity money that they had raised during the year to buy food and household goods for Priscilla and her family. I offered to do the shopping and to take it to Priscilla on their behalf.

² To ensure confidentiality, all names in this story have been changed.

So, together with Seraphina, Peter (the school caretaker) and Ayanda and Lungelo (two grade eleven girls who had a close bond with Priscilla), I went to visit Priscilla, who was staying at a small hospice near her home.

When we entered the room Priscilla was lying in, it took me a few moments to distinguish her from the other three occupants. I tried to stifle my horror and revulsion at Priscilla's appearance and greet her cheerfully. Priscilla was very thin and her skin was covered with dark blotches. She took off the surgical cap she was wearing to show us the oozing, foul-smelling sore that covered more than half her scalp. She was breathless and coughing, and found it difficult to talk.

As we were leaving, Priscilla asked me, "Where are the other teachers? Are they too scared to come?" Her question cut through the mirage of a polite, charitable visit and forced me closer to some hard questions of my own: Why had I waited so long before visiting Priscilla? Why hadn't I broached the subject of HIV/AIDS testing and treatment with her six months or even a year before? Why was this young woman, about the same age as me, dying a hideous, preventable death?

I avoided answering Priscilla's query and left the hospice feeling drained—sad, powerless, angry and ashamed.

Closing

In your learning-research journal, write down anything that you particularly want to remember from this session.

Preparation for Session 3: 28 March

Reread van Manen's suggestions for a writing a lived-experience description (page 8).

Take some time to think about your interest in the area of health, sexuality and HIV/AIDS in education. Try to remember a specific event (it could be positive or negative or a mixture of the two) that gives you a feeling of a subconscious question mark. In your learning-research journal, describe this memory in as much detail as possible, paying particular attention to smells, sounds, images, and feelings. (Remember to respect others' rights to privacy and dignity and to use pseudonyms when you refer to actual people and schools etc). If there are a number of equally interesting happenings that come to mind, you might wish to write two or three short self-stories.

Come prepared to read your self-story to the group in Session 3. (If you have written a few, choose one to share. If you have written a self-story that you don't feel comfortable with sharing, keep that for yourself and write another that you can share.)

Session 3: 28 March

Activity

Each person will read her/his self-story for the group. (If you prefer, you can ask someone else to read it for you.) Once all the stories have been heard, we will use the following questions to guide our discussion:

- Would our stories be different if we had written them straight after the events occurred? If so, how?
- What do our stories have in common and how do they differ?
- Which issues/aspects of health, sexuality and HIV/AIDS in South African education do the stories bring up? What do they leave out?
- What roles does/could/should gender play in our stories?

As we listen to and discuss the stories, participants might remember more details of their own stories, or think about new stories to write. We will take some time to jot down key ideas prompted by the discussion in our learning-research journals.

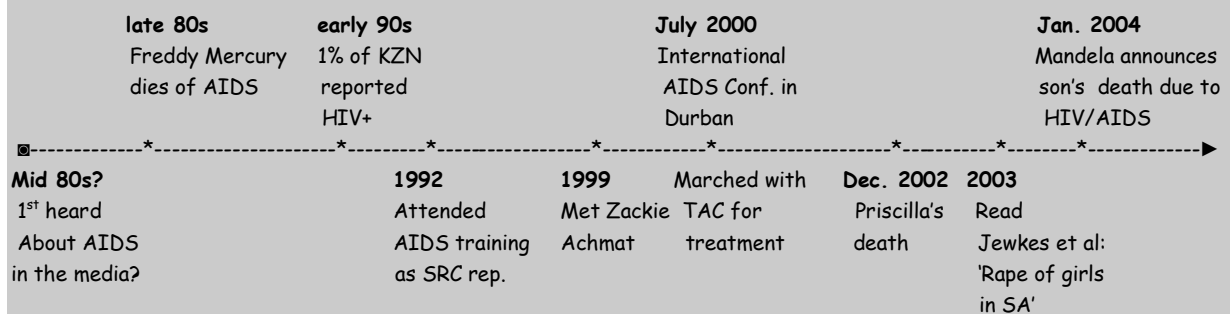
Closing

Make some notes in your learning-research journal on your thoughts and feelings about this session.

Preparation for Session 4: 04 April

Constructing an individual/public timeline of the Age of HIV/AIDS in South Africa

Spend some time thinking about how and when you first heard about or encountered HIV/AIDS. (You don't have to be exact.) Mark that as the starting point of your timeline (work across two A4 pages in your learning-research journal). Then, leaving quite a bit of space between each entry, mark down any key public HIV/AIDS-related happenings, as well as any personal-professional-academic experiences, that stand out in your memory. It might be useful to put the public items on top of the timeline and your own experiences below or to highlight them in two different colours. A few examples of what Kathleen would include on her timeline are:



Come prepared to use your timeline in Session 4.

Session 4: 04 April

Looking outward

Failing to grasp that looking inward can lead to a more intelligent and useful outward gaze is to seriously misunderstand the method and potential of narrative and autobiographical forms of inquiry....there is nothing about focusing inwards on the individual that necessarily precludes simultaneously pointing outwards and towards the political and social. (Mitchell & Weber, 2005: 4)

Activity 1

Watch the slide show, *The Age of HIV/AIDS in South Africa - The Public Story/ies so Far* (developed from Cullinan, 2004). This presentation covers more than 20 years of happenings, so don't feel that you need to remember all the information given. You will receive a printed copy to look at again afterwards.

As you are watching, try to keep the some of following questions in mind:

- What makes you feel pleased/angry/excited/sad/frustrated/confused/impressed etc?
- What, for you, are the most interesting issues raised?
- Which other significant public events and/or issues would you add?
- Where and how does/should/could gender play a part?
- How would you like to see the public story/ies of HIV/AIDS in South Africa develop in the future?
- Where and how do you see a role for your 'scholar-teacher self' in this future development?

After watching the slide show, we will have a group discussion, guided by the above questions.

Activity 2

Use the above questions and the printout of the slide show to assist you in making some notes in your learning-research journal.

Then, look back at your timeline. Add in any other public events and/or issues that you feel are especially relevant to your understanding of and interest in the area of health, sexuality and HIV/AIDS in education. You may also find that this process reminds you of additional significant personal-professional-academic experiences that you want to record on your timeline.

Look again at your timeline from a gender perspective. Consider how gender did or could play a role in the events/issues on your timeline. Add in as many 'gender details' as you can.

To finish, at the end of your timeline, put down what you would most like to see happen in the next few years of the Age of HIV/AIDS in South Africa. Include

personal/professional/academic objectives for your 'scholar-teacher self' and some more general hopes for the area of health, sexuality and HIV/AIDS in education.

Closing

Make some notes in your learning-research journal on your thoughts and feelings about your experience of this mini-research project so far.

Preparation for Session 5: 18 April

Preparing to write an autobiography of your interest in health, sexuality and HIV/AIDS in education

PRE-WRITING (Gather and organise your ideas)

Start by re-reading your lived-experience description/s.

Then, look again the personal-professional-academic entries on your timeline.

Think about how the gendered/socio-economic/political/racial/geographic/ethnic etc. contexts in which you live, work and study may have influenced these experiences and may help to understand them. Make some notes in your learning-research journal.

Consider how your personal-professional-academic experiences and contexts might feed into your particular interests and aspirations in the area of health, sexuality and HIV/AIDS in education. Jot down some observations in your journal.

Next, look back at the texts that were read and discussed in the Mini Literature Review section of this course (14-28 February), as well as those on your reading plan. Think about how the information and ideas in these texts could assist you in looking curiously, critically and creatively at your own experiences and contexts. Also, consider how these texts could inform your interests and aspirations in the area of health, sexuality and HIV/AIDS in education. Make some notes in your journal.

Hints:

- Remember *always* to keep a record of *all the bibliographical details and relevant page numbers* of any texts you might want to use in your writing.
- Make sure you write down any potentially useful quotations *word for word*. Use an ellipsis (...) to show if you have left out any word/s. (Remember that at least 80% of your final piece of writing should be *in your own words*.)

To end, write a few sentences explaining what your specific interests and aspirations in this area are, both in terms of the development of your 'scholar-teacher self' and in the broader context of South African education.

Come prepared to use this Prewriting in session 5.

Session 5: 18 April

Writing an autobiography of your interest in health, sexuality and HIV/AIDS in education

1ST DRAFT (Get your piece of writing down on paper)

Consider the following quotes:

The stories teachers construct about their own experiences as learners, and about their lives and their students' lives within and outside educational institutions, can become...a "critical instrument" illuminating the ideologies—the stories—by which their lives and teaching practices are constructed. Such narrative investigation allows teachers to connect professional learning and their practice as teachers with their ongoing development as people. In that active use of language, identity and practice may be revised and forged anew. Narrative, then, is not merely a precursor to revision and change in teachers' lives; in forcing us to compose, articulate, and reinterpret our lives, it can move us to action. (Ritchie & Wilson, 2000: 21)

...to become more thoughtfully or attentively aware of aspects of human life which hitherto were merely glossed over or taken-for-granted will more likely bring us to the edge of speaking up, speaking out, or decisively acting in social situations that ask for such action. (van Manen, 1990: 154)

To write a personal narrative is to look deeply within ourselves for the meaning that just might, when done well, resonate with other lives; maybe even inspire them in some significant ways (Nash, 2004: 22).

Draw on your Prewriting and other work in your living/research journal to write a first draft of an essay in which you:

- Describe the development of your personal-professional-academic interest in the area of health, sexuality and HIV/AIDS in education.
- Include some examples of how your lived experiences have contributed to the development of this interest. (Remember to respect others' rights to privacy and dignity and to use pseudonyms when you refer to actual people and schools etc).
- Discuss how the gendered/socio-economic/political/racial/geographic/ethnic etc. contexts in which you live, work and study situate this interest.
- Articulate your personal-professional-academic aspirations for working in the area of health, sexuality and HIV/AIDS in education.
- Where appropriate, "layer" (Richardson, 2003b: 383) the contextualised narrative of your personal-professional-academic interest with reference to relevant literature and public issues/events.

Hints:

- Sub-headings are a useful way to structure a longer piece of writing like this.
- Don't stop writing, even if you hate the way your essay is turning out. Don't worry too much about spelling, word usage etc. at this stage. The most important thing to do in the first draft is to complete the piece of writing.

Closing

Write a brief journal entry on the experience of writing this essay so far.

Preparation for Session 6: 25 April

Activity 1: Writing the second draft of your autobiographical piece

REVISING (Make your piece of writing better)

Consider the following quotes:

...depthful writing cannot be accomplished in one straightforward session. Rather, the process of writing and rewriting (including revising or editing) is more reminiscent of the artistic activity of creating an art object that has to be approached again and again, and now here and then there, going back and forth between the parts and the whole in order to arrive at a finely crafted piece that often reflects the personal "signature" of the author. (Van Manen, 1990: 131-132)

1. ...Does this piece contribute to our understanding of social life?....
2. ...Is the text artistically shaped, satisfying, complex, and not boring?....
3. ...Is there adequate self-awareness and self-exposure for the reader to make judgments about the point of view?....
4. Does this affect me? Emotionally? Intellectually? Does it generate new questions?...Move me to action?
5. ...Does it seem "true"—a credible account of a cultural, social, individual, or communal sense of the "real"? (Richardson, 2003a: 522)

Alluding to too many [other] texts means that you actually have very little to say on your own. Alluding to too few means that you have no background for what others have said about what you want to say on your own. The apt [reference to another text] provides a context, deepens your writing, extends its implications, grounds its insights and, most of all, explicitly acknowledges the contributions of others to your thinking. (Nash, 2004: 66)

Next, look at your first draft as a whole and decide what works and what doesn't work:

- Rearrange words or ideas.
- Add in or take out parts.
- Change words or phrases to better ones. (A thesaurus will be very useful for this.)
- Check that your sentences are as uncomplicated as possible.
- Check the length of your essay (you are aiming for 2500 words or about 4½ single-spaced 12 font typed pages).
- Make sure that your piece of writing has an interesting and appropriate title.

Hint: Revising is often where the most work is done in a piece of writing.

PROOFREADING (Make your piece of writing correct)

Check your first draft carefully for errors:

- Correct spelling, punctuation, and grammar.
- Make sure that you have used full sentences and a new paragraph for each new main idea, event, place or time that you're writing about.
- Check that you have listed references for *all* the texts cited and that your referencing style is *consistent*.

Hint: It's often helpful to swap with someone else for this step.

Activity 2: Developing assessment criteria for this autobiographical essay

Look back over the project outline and the work that you have done so far. Formulate **three key criteria** that you would use to guide the assessment of the **content** of your essay (what you've said) and **two criteria** for the assessment of the **style** (how you've said it).

Come prepared to read and discuss your second draft and your assessment criteria with the group in session 6.

Session 6: 25 April

Activity 1

Each person will read her/his second draft for the group. (If you prefer, you can ask someone else to read it for you.) Bearing in mind our guidelines for group-care, we will give *constructive feedback* to assist group members to write their final drafts. To guide our discussion, we will consider the following:

- What do you find interesting/intriguing/appealing about this piece of writing?
- What questions do you have for the writer?
- What suggestions can you offer for the final draft?

Activity 2

We will listen to and discuss all the assessment criteria and decide on a composite set of assessment criteria for the final draft of the essay.

Closing

Consider the following questions:

- 1) What (if anything) has this narrative self-study project shown you about how historical, social, economic and political contexts and issues frame and feed into your (and others') personal-professional-academic experiences, viewpoints and actions?
- 2) What was the effectiveness of placing the mini-research group members' stories of their own lived experience at the centre of knowledge production in this project?
- 3) What (if any) positive contribution has the use of narrative self-study made to your learning, research and writing as an MEd student?
- 4) What, for you, were the challenges of engaging in narrative self-study as a way of learning, researching and writing at the MEd level?

With these questions in mind, look back over your learning-research journal entries. Write a concluding journal entry in which you map out the development of your learning, and research during the project and write down your thoughts and feelings about the mini-research project experience as a whole. In addition, to inform similar work in the future, it would be very helpful for you to give constructive feedback on the content and process of this project.

Preparation for the mini-research project assessment

PUBLISHING (Get your piece of writing ready to share with others)

Consider the feedback you received in Session 6, as well as the assessment criteria for the essay.

Make any final changes to your piece of writing.

Type out your final draft.

Hints: Remember to include your name, to give your essay a fitting and interesting title and to insert page numbers. Make sure that you save a copy of your final draft on a disc.

The final draft of your 2500 word essay must be handed in together with your learning-research journal and evidence of your use of writing process (pre-writing, drafting, revising, proofreading—this can be in your journal) at the start of the class on 02 May 2006. The project assessment will form 50% of the total course marks.

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(Highlighted references are available in the UKZN library or for free download from the internet.)

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**The Age of HIV/AIDS
in South Africa:
The Public Story/ies So Far**

1982-March 2006³

Apartheid South Africa

1948-1994

1982

The first two official AIDS deaths are recorded.

1983

The Department of Health reassures South Africans that AIDS only poses a threat to homosexuals. "Homosexuality is not accepted by the majority of the population and certainly not by the Afrikaans speaking population. To advocate that homosexuals use the condom is therefore very difficult." -- Coen Slabber, Director General of the Health Department.

1987

"Although a relatively small number of cases has been diagnosed so far in South Africa, the disease certainly has the potential to become a major problem." -- Willie van Niekerk, Minister of Health and Population Development.

The Chamber of Mines identifies 130 employees with HIV/AIDS. Alarmed by the potential threat posed by "foreign" mineworkers, government passes regulations allowing non-citizens with HIV/AIDS to be denied entry or deported.

1988

The contracts of HIV-positive mineworkers from surrounding countries are not renewed.

Government launches its first AIDS awareness campaign but R4-million of the campaign's budget is spent on the "Info song", to promote the Department of Information.

³ PowerPoint presentation developed March 2006 by Kathleen Pithouse from Cullinan, K. (2004, 28 November). Responses to HIV/AIDS. *Health-e News Service*. Retrieved 13 January, 2005, from <http://www.health-e.org.za/news/article.php?uid=20031154>

1990

The first antenatal surveys to test for HIV are carried out, and 0.7% of pregnant women test HIV-positive.

“Everyone must strive for themselves and those closest to them to change their risky sexual behaviour and settle for a single sex partner, preferably within a marriage.” -- Rina Venter, Health Minister.

“Those of us in exile are especially in the unfortunate situation of being in the areas where the incidence of this disease is high. We cannot afford to allow the AIDS epidemic to ruin the realisation of our dreams. Existing statistics indicate that we are still at the beginning of the AIDS epidemic in our country. Unattended, however, this will result in untold damage and suffering by the end of the century,” -- Chris Hani (leader of the armed wing of the African National Congress) tells a meeting in Maputo.

1991

For the first time, the number of heterosexually contracted HIV infections is equal to that of homosexually contracted infections.

1992

The National AIDS Convention of South Africa (NACOSA) is formed to begin developing a national strategy to cope with AIDS. The free National AIDS helpline is started.

1993

The National Health Department reports that the number of recorded HIV infections has increased by 60% in the previous two years.

Justice Edwin Cameron, a judge of the Supreme Court of Appeal, establishes the AIDS Law Project (ALP), aiming to provide a legal response to HIV/Aids in the context of human rights.

Post-Apartheid South Africa

1994 →

1994

Health Minister Nkosazana Zuma accepts the NACOSA strategy as the foundation of the government's AIDS plan.

1995

NACOSA's appeal for the national AIDS strategy to be located in the President's Office is refused.

1996

NACOSA holds a briefing on AIDS for Members of Parliament, but only 14 MPs attend.

A public outcry erupts over government's allocation of R14,3-million to Sarafina II, a play supposed to educate South Africans about HIV/AIDS. No proper tender procedures were followed, the educational content of the play is questionable and hardly anyone gets to see the play.

1997

“The vision which fuelled our struggle for freedom; the deployment of energies and resources; the unity and commitment to common goals, all these are needed if we are to bring AIDS under control. Future generations will judge us on the adequacy of our response,” President Nelson Mandela tells a meeting in Switzerland in one of his few speeches that mentions AIDS during his presidency.

An Inter-ministerial Committee on HIV/AIDS is established in Parliament.

Nkosi Johnson, an 8-year-old HIV-positive child, embarks on (and later wins) a legal fight to attend a government primary school in Johannesburg, despite opposition from members of the school community.

1998

The Medical Research Council’s South African Demographic and Health Survey of 1998 finds that most child rape victims who specified their relationship to the perpetrator said a school teacher had raped them.

Researchers explain: “Not only is risk of HIV-1 transmission increased through [sexual abuse by teachers], but...child rape [increases] the likelihood of unsafe sexual practices during later years....Intergenerational sex also fuels the HIV-1 epidemic by providing foci of infection within every emerging age group.”

9 October: The “Partnership Against AIDS” is launched by Deputy President Thabo Mbeki to mobilise all South Africans to work together. On the same day, government decides not to provide the public health sector with AZT (an antiretroviral drug that stops HIV from reproducing in the human body) for the prevention of mother-to-child transmission of HIV.

December: Gugu Dlamini, a 36-year-old HIV/AIDS activist, is stoned to death after publicly disclosing that she is HIV-positive.

10 December: The Treatment Action Campaign (TAC) is launched. TAC calls on government to develop a comprehensive HIV/AIDS treatment plan for the public health sector and for drug companies to lower the prices of antiretroviral drugs (ARVs).

1999

August: As a consequence of the 1997 Nkosi Johnson case, the government publishes its *National Policy on HIV/AIDS in Public Schools and Further Education and Training Institutions* -- giving legal protection to HIV-positive learners and educators.

“There also exists a large volume of scientific literature alleging that, among other things, the toxicity of [AZT] is such that it is a danger to health,” President Thabo Mbeki tells the National Council of Provinces on 29 October, in the first public indication that he is starting to question orthodox medical views about HIV/AIDS.

2 December: The Department of Health has its first contact with AIDS “dissidents” (who question orthodox medical views on the link between HIV & AIDS and on the treatment of HIV/AIDS) when Charles Gesheker meets Health Minister Manto Tshabalala-Msimang.

2000

January: President Thabo Mbeki contacts AIDS dissident David Rasnick and asks his help to answer a number of questions about HIV and AIDS.

23 June: Presidential spokesperson, Parks Mankahlana, is quoted in US-based *Science* magazine as defending the government's decision not to provide drugs to prevent of mother-to-child transmission of HIV by saying: "That mother is going to die, and that HIV-negative child will be an orphan. That child must be brought up. Who's going to bring the child up? It is the state, the state. That's resources, you see." (Mankahlana later denies saying this.)

6 May: President Thabo Mbeki establishes the Presidential Advisory Panel on AIDS consisting of orthodox and dissident scientists to look at issues such as "what causes the immune deficiency that leads to deaths from AIDS."

July: South Africa hosts the 13th International AIDS Conference in Durban. In his opening speech, President Thabo Mbeki argues that not everything can be "blamed on a single virus" and that poverty kills more people around the world than AIDS. Prominent scientists issue the Durban Declaration, outlining that HIV causes AIDS. Presidential spokesperson, Parks Mankahlana, says it belongs in the dustbin.

"You can't get AIDS by hugging, kissing, holding hands. We are normal human beings, we can walk, we can talk," 11-year-old HIV-positive Nkosi Johnson tells delegates at the International AIDS Conference. He asks that drugs used for the prevention of mother-to-child transmission of HIV be given to pregnant HIV-positive women. President Thabo Mbeki walks out during Johnson's speech.

The *Sunday Times* publishes an exchange of letters about AIDS between President Thabo Mbeki and Democratic Alliance leader Tony Leon. In these, Mbeki claims that racist notions about African sexuality and rape are driving orthodox views on the AIDS epidemic.

September: During a debate on AIDS in Parliament, President Thabo Mbeki says that "a virus cannot cause a syndrome" and warns that "if any Members of Parliament are taking these [antiretroviral] drugs (ARVs), they need to have a look at that otherwise they are going to suffer negative consequences."

26 October: Presidential spokesperson, Parks Mankahlana, dies. While there is official denial that he died of AIDS, a document later circulated in ANC circles claims that he was killed by ARVs.

"There must be an end to the practice of male teachers demanding sex with schoolgirls or female teachers. It shows selfish disrespect for the rights and dignity of women and young girls. Having sex with learners betrays the trust of the community. It is also against the law. It is a disciplinary offence. Tragically, nowadays, it is spreading HIV/AIDS and bringing misery and grief to these precious young people and their families." -- Kader Asmal, Minister of Education.

2001

April: The government and the TAC join forces in a successful court case against the Pharmaceutical Manufacturers' Association and win the right for South Africa to produce cheaper generic drugs.

1 June: 12-year-old Nkosi Johnson dies of AIDS-related causes.

"Is our government treating the lives of over four million predominantly poor black people as dispensable?" -- TAC press statement, 1 June.

"History may judge us, the present South Africans, to have collaborated in the greatest genocide of our time by the types of choices, political or scientific, we make in relation to this HIV/AIDS epidemic." -- Prof. Malegapuru Makgoba, Medical Research Council President.

21 August: TAC, Dr Haroon Salojee and the Children's Rights Centre file a motion in the Pretoria High Court intended to compel the Health Minister to make nevirapine (a drug used for the prevention of mother-to-child transmission of HIV) available to all HIV-positive women who give birth in state hospitals.

September: President Thabo Mbeki questions the accuracy of incidence of AIDS death statistics.

December: The Pretoria High Court orders government to provide nevirapine to all pregnant women deemed by superintendents of state hospitals to need it.

2002

ANC leader Peter Mokaba distributes a document claiming that those who oppose the AIDS dissidents are inspired by racist beliefs about African promiscuity. The document's embedded electronic signature is later traced to President Thabo Mbeki.

February: TAC and Medicins sans Frontieres (MSF) announce that they are importing generic ARVs from Brazil.

5 April: The Constitutional Court upholds the "nevirapine judgement" (which ordered government to provide the drug nevirapine for the prevention of mother-to-child transmission of HIV in state hospitals).

"I would have hoped...that we would invoke the same spirit, the same passion, the same commitment to fight this pandemic as we had when we were fighting against the scourge of apartheid." -- Archbishop Emeritus Desmond Tutu, in an interview on SABC television on 24 March.

13 April: "The denial of the facts about AIDS is not only an outrage against the truth. It is a profound insult to those South Africans who are living with and dying from the effects of the virus." -- Justice Edwin Cameron (who publicly disclosed his HIV-positive status in 1999).

17 April: Cabinet decides that ARVs should be made available to all rape survivors as post-exposure prophylaxis, and that government should examine ways to introduce ARVs into the public health sector.

April: President Thabo Mbeki formally withdraws from the public debate between orthodox and dissident views about HIV and AIDS.

"We must deal urgently and purposefully with the HIV and AIDS emergency in and through the education and training system. The education sector represents the greatest concentration of understanding, knowledge and skill in the country. We should be making greater use of this in the response to HIV and AIDS." -- Education Minister Kader Asmal, May.

9 June: Outspoken AIDS dissident and ANC leader Peter Mokaba dies of "natural causes" (presumed by many to be AIDS-related).

"...some in our society and elsewhere in the world, seem very determined to impose the view on all of us, that the only health matters that should concern...black people are HIV/AIDS, HIV, and complex anti-retroviral drugs, including nevirapine. We still await the results of the work being done by a number of government agencies to give us as accurate a picture as possible of the causes of death in our country, which up-to-date information we do not have." -- President Thabo Mbeki, *ANC Today*, 27 June.

August: Anglo-American mining company says it will give its workers ARVs.

December: The *Nelson Mandela/HSRC household survey of HIV/AIDS* finds overall HIV prevalence in South Africa to be 11.4 %. The study demonstrates that people living with HIV are found in every race group (African: 12.9 %; White: 6.2 %; Coloured: 6.1 %; Indian: 1.6 %) and that women have a higher HIV prevalence (12.8 %) than men (9.5 %).

December: “South Africa cannot afford drugs to fight HIV and AIDS partly because it needs submarines to deter attacks from nations such as the US,” *The Guardian* quotes Health Minister Manto Tshabalala-Msimang as saying.

2003

January: Health Minister Manto Tshabalala-Msimang invites AIDS denialist Roberto Giraldo to address the Southern Africa Development Community Ministerial Health Committee. Giraldo informs the committee that “the transmission of AIDS from person to person is a myth” and that “the heterosexual transmission in Africa is an assumption made without any scientific validation.”

Presidential spokesperson, Smuts Ngongyama, is quoted as saying that the importation of Brazilian generic ARVs by the TAC and MSF amounts to “biological warfare.” -- *The Star*, 31 January.

14 February: 10 000 people march to the opening of Parliament calling for ARVs for all those who need them.

27 February: Finance Minister Trevor Manuel almost doubles funds for AIDS treatment.

March: Health Minister Manto Tshabalala-Msimang appoints AIDS denialist Roberto Giraldo as her nutritional adviser.

“We voted for this government, we accept its legitimacy and its laws. But we cannot accept its unjust policy on HIV/AIDS that is causing the deaths of more than 600 people every day. Today we break the law to end an unjust policy, not an unjust government.” -- TAC at the launch of its Civil Disobedience Campaign, 20 March.

8 August: Cabinet releases a statement giving cautious and qualified support for ARV treatment: “Antiretroviral drugs do help improve the quality of life of those at a certain stage of the development of AIDS.”

“Personally, I don’t know anybody who has died of AIDS. I really honestly don’t,” President Thabo Mbeki says in an interview in the *Washington Post* on 25 September.

19 November: Cabinet gives the go-ahead to a comprehensive HIV/AIDS treatment plan that will offer free ARVs in all districts of the country. The target is to have 53 000 people on ARVs by 31 March 2004.

Health Minister Manto Tshabalala-Msimang continues to advocate a diet of beetroot, olive oil, African potato and garlic as alternative treatment for people with HIV/AIDS.

December: Lorna Mlofana, a 21-year-old TAC activist, is beaten to death after revealing her HIV-positive status to five men who have raped her.

2004

March: Government is criticised for taking too long to offer ARVs in all health districts.

“Nearly one in four South African women between the ages of 20 and 24 [is] HIV-positive.” -- This statistic from the National Survey of HIV and Sexual Behaviour among Young South Africans makes front-page news in April.

2 May: Mangosuthu Buthelezi, the leader of the Inkatha Freedom Party (IFP), speaking at the funeral of his son, Prince Nelisuzulu Benedict Buthelezi, says that the cause of his son’s death was HIV/AIDS: “I reach out to all the other people who died of HIV/AIDS. My son did.”

“I think today, from the TAC’s perspective, we recognise that in many ways, the government we have is the best government that we have ever had. But our support for progressive policies should not lead us to a blind loyalty....I don’t think that any of us should put party loyalty before the right to life.” -- Zackie Achmat, TAC Chairperson, 7 July.

August: At a meeting on the Impact of HIV/AIDS on Education Systems, an education official from KwaZulu-Natal reports that “teachers who [give] sex education lessons [are] branded as promiscuous while those that [pick] up condoms [are] branded as being ‘unChristian’.”

December: Confirmation from the South African National Blood Service that race is one of the criteria the service uses to establish the safety of blood and the presence of HIV leads to an uproar and an urgent meeting with the Department of Health.

December: The Actuarial Society of South Africa estimates that just over 5 million people out of a total 46 million South Africans are HIV-positive, giving a total population prevalence rate of 11%. AIDS deaths for the year are estimated to be 311 000.

2005

6 January: Former President Nelson Mandela calls a press conference to announce that his son, Makgatho Mandela, has died of AIDS-related causes: “Let us give publicity to HIV/AIDS and not hide it, because the only way to make it appear like a normal illness like TB, like cancer, is always to come out and to say somebody has died because of HIV/AIDS. And people will stop regarding it as something extraordinary.”

24 January: Cardinal Wilfred Napier, head of the Catholic Bishops’ Conference in Southern Africa, claims: “There’s no medical evidence to prove that condoms prevent the transmission of AIDS...”

“When used properly, condoms are effective in halting transmission of [HIV].” -- Statement by the South African Council of Churches, 4 February.

“With regard to AIDS in particular, the government’s comprehensive plan, which is among the best in the world, combining awareness, treatment and home-based care is being implemented with greater vigour.” - President Thabo Mbeki allocates one sentence to HIV and AIDS in his State of the Nation Address on 11 February.

March: The Department of Health indicates that the public-health sector is now dispensing ARVs to around 42 000 people. (It is estimated that some 500 000 people in South Africa currently need ARVs.)

31 March: “11 teachers a day die of AIDS.” A national survey of factors determining educator supply and demand in South African government schools finds that “at least 10 000 of the 356 749 teachers in the country [need ARVs] with immediate effect.”

16 April: Health Minister Manto Tshabalala-Msimang holds a private one-on-one meeting with controversial vitamin proponent and AIDS denialist Matthias Rath.

5 May: Health Minister Manto Tshabalala-Msimang questions the safety and efficacy of ARVs and suggests “raw garlic and a skin of the lemon” as possible alternatives: “not only do they give you a beautiful face and skin but they also protect you from disease.”

9 May: A group of South African paediatricians begins lobbying the government to place more children on ARVs: “Between 30 000 and 45 000 HIV-positive children in South Africa need the drugs, but only about 3 000 are currently estimated to be receiving them.”

17 May: HIV/AIDS is the leading cause of death in South Africa, according to a new Medical Research Council report on cause-specific death rates for each of the country’s nine provinces.

June: About 4 000 scientists, medical professionals, AIDS activists and social workers attend South Africa's 2nd National AIDS Conference in Durban. Health Minister Manto Tshabalala-Msimang tells delegates to focus on the impact of other diseases, such as cancer and diabetes, and restates her view that people living with HIV/AIDS can choose between good nutrition and taking ARVs.

HIV/AIDS researcher Prof. Hoosen Coovadia criticises Tshabalala-Msimang's comments on ARVs and nutrition, pointing out that, “If you sow confusion, you create a situation that is not tenable...sending out false or hypocritical information is bad for the country, but devastating for those who are sick.”

June: Deputy Health Minister, Nozizwe Madlala-Routledge, makes it clear that nutritional supplements are not a viable alternative to ARVs: “I consider it extremely irresponsible that proponents of nutritional supplements are persuading people not to take or to discontinue their treatment, especially as we struggle against multi drug resistance whose main cause is people interrupting treatment.”

27 June: In a written reply to a question in the National Assembly by the Democratic Alliance, Health Minister Manto Tshabalala-Msimang refuses to distance herself from AIDS denialist Matthias Rath's claims about his vitamins curing AIDS: “I will only distance myself from Dr Rath if it can be demonstrated that the vitamin supplements that he is prescribing are poisonous for people infected with HIV.”

June: Parliament passes the Children’s Bill, which prohibits virginity testing. Promoters of virginity testing claim that its benefits include a return to African culture and the prevention of HIV/AIDS and teenage pregnancy. Critics point to gender inequality, violation of privacy, some unhygienic methods and lack of evidence of supposed benefits.

July: Zackie Achmat’s newspaper article, ‘Ronald, why didn’t you get tested?’, reveals that Ronald Louw, a law professor at the University of KwaZulu-Natal, has died of AIDS-related factors: “Louw’s memory demands that...we mobilise to ensure that everyone gets tested for HIV to prevent and treat the illness. His death, together with hundreds of thousands of others in our country, demands that personal, cultural, scientific and political denial is ended.”

August: Prof. Hoosen Coovadia calls on researchers to pay greater attention to the links between HIV/AIDS and gender, and to remember that women are at higher risk of infection: “Women's decisions are circumscribed by social conditions,” says Coovadia, remarking that in Southern Africa, “women’s rights and freedom to choose are seriously compromised.”

Scaling up the national HIV/AIDS treatment programme will cost the South African government US \$1 billion in 2009 compared to the US \$52 million currently being spent, according to the Annual Health Review, a report released by Health Systems Trust (HST) in September.

September: An estimated 61 000 HIV-positive people are accessing ARVs through South Africa's public health system, according to Health Director-General, Thami Mseleku. However, Mseleku expresses concern that various treatment sites still lack the resources to ensure that the drugs are taken regularly.

4 November: A 31-year-old HIV-positive AIDS activist lays a rape charge against ANC Deputy President, Jacob Zuma. Zuma's rape accuser is a longstanding family acquaintance. The case draws attention to issues of sexual violence in South Africa, which has among the highest rates of rape in the world. An estimated eight out of every nine cases of sexual violence in South Africa go unreported.

29 November: The TAC and the South African Medical Association (SAMA) take legal action against the Minister of Health and AIDS denialist Matthias Rath: They accuse Rath of conducting unauthorised experiments on people, distributing unregistered medicines and advertising unproven treatments for AIDS. They ask the court to order the Minister of Health to take measures against these activities.

"The Minister of Health's support of Rath and other charlatans is based on pseudo-science and undermines the implementation of HIV prevention and treatment interventions. Worst of all, it endangers lives." -- TAC press statement.

30 November: "Of great concern is the finding that young women in the 15-24 age-group are up to four times more likely to be HIV-positive than young men in the same group." -- The 2005 South African National Household Survey on HIV Prevalence, Incidence, Behaviour and Communication.

After six months of vigorous protest and cultural debate, the National Assembly passes the first part of the Children's Bill on 14 December:

Virginity testing is permitted for girls -- but only those over the age of 16, and only provided that they have proper counselling, that the results are not publicised and that the girl's body is not marked.

Age for consent to medical treatment, including HIV testing and the purchase of contraceptives, is changed from 14 to 12.

19 December: The Global Fund to fight HIV/AIDS, Tuberculosis and Malaria withdraws its financial support from loveLife, a controversial youth-targeted anti-AIDS campaign. Global Fund spokesman Jon Liden says it has become difficult to measure how the prevention campaign is contributing to the reduction of HIV/AIDS among young people.

2006

10 January: Minister of Education Naledi Pandor condemns the distribution of condoms at schools, saying learners should concentrate on their studies and not engage in sexual activity: “I don’t understand why 13-year-olds are engaged in sexual activity at that age. For young people the message is abstain, abstain and abstain.”

The South African National Blood Service’s donor questionnaire comes under fire for stereotyping and marginalising homosexuals: “If the blood services intends rejecting blood from gay men who have engaged in anal intercourse, the same rule should also apply to heterosexual donors who practice anal sex.” -- Dawn Betteridge, director of the Triangle Project, 30 January.

3 February: President Thabo Mbeki’s State of the Nation Address devotes 2 sentences to HIV/AIDS: “The Operational Plan for Comprehensive Prevention, Treatment and Care of HIV and AIDS has resulted in the upgrading of hundreds of facilities. To date, over 100 000 patients are receiving Antiretroviral Treatment and, combined with patients in the private sector, South Africa has one of the largest such treatment programmes in the world.”

13 February: Orlando Pirates football club chairperson Irvin Khoza announces that his daughter, Zodwa Khoza (30), who was also the club’s brand manager, has died of Aids-related factors: “There is no doubt that my daughter died from Aids-related complications....It is sad that she contracted HIV within a marriage. At this stage, I am most worried about her daughter. They were very close.

16 February: A man is jailed for life for the 2003 rape and murder of Lorna Mlofana, an HIV-positive TAC activist from Khayelitsha. His accomplice is sentenced to ten years in prison for assault.

In an interview with *City Press*, President Thabo Mbeki questions a 2005 study by the Human Sciences Research Council, which showed that a minimum of 10 000 teachers living with AIDS needed urgent treatment with ARVs: “...no one has sounded the alarm where I work daily in the Presidency and nobody has said there is a particularly alarming tendency of people dying.” -- 26 February.

March: The Democratic Alliance (DA) attempts to lay fraud charges against Zeblon Gwala for allegedly claiming that his herbal mixture known as “Ubhejane” (rhino) can cure AIDS. Gwala’s spokesperson argues that Ubhejane is an effective, indigenous alternative to ARVs: “It’s the first time that Africans have come out with their own product to fight AIDS and white people, through the DA, are threatened by the fact that the solution...is coming from Africans and not from the Western world.”

March: ANC Deputy President Jacob Zuma's rape trial begins. Zuma's defence against the rape charge is that he had consensual sex with his accuser without a condom.

Zuma -- who has been a high profile promoter of the national ABC (Abstain, Be faithful, Condomise) anti-AIDS drive -- is criticised by the media and public figures for putting the health of his wives at risk and setting a bad example by having unprotected extra-marital sex with a person he knew to be HIV-positive.

"The message is clear: if the former head of the National AIDS Council is engaging in unsafe sex, as he admits, something has gone horribly wrong with HIV-prevention work [in South Africa]." -- Johathan Berger, AIDS Law Project.

On International Women's Day (8 March) a group of Zuma's supporters shout, "Burn this bitch," while setting alight a picture of his rape accuser outside the Johannesburg High Court.

"We were not really surprised or shocked by the reaction [of Zuma's supporters], but we were disappointed," says Carrie Shelver of the People Opposing Women Abuse (POWA) group. "We were disappointed because it showed just how far we have to go in changing mindsets on sexual violence.... People still to a large extent feel that those in certain positions of power or of social standing cannot commit sexual violence."

Following a public outcry against the way in which Zuma's rape accuser is vilified and threatened outside the court and put under intense cross-examination in court, the Commission on Gender Equality, the Public Protector and the SA Human Rights Commission call for new measures to protect rape complainants.

The ANC Youth League releases a statement affirming its support for Zuma and criticising what it calls "cheap political theatrics disguised as concern for the victim". According to the Youth League, "The underlying agenda is clearly a political one that seeks to isolate Jacob Zuma and project him as guilty before any court of law has proclaimed as such."

24 March: "HIV and sexual violence are intrinsically linked. Not only does sexual violence against women increase their risk of HIV infection, but in addition women often experience much violence after their HIV diagnosis. Although violence against women is a violation of our rights we have nonetheless felt the tide of public opinion turn against us after our status has become known." -- The International Community of Women Living with HIV/AIDS voices its support for HIV-positive women in South Africa who speak out against sexual violence.

26 March: More than 200 HIV-positive inmates at Westville Prison in Durban go on hunger strike, demanding free access to ARVs.

The prisoners say they are forced to pay R35 to get legal identity documents before ARVs can be administered to them. Non-South African citizens do not receive the drugs.

Xolani Ncemu, a prisoner and chairman of the prison's HIV-Aids support group, says they want to die to save the lives of other inmates. He says that those on hunger strike have full-blown Aids and are in a critical condition.

APPENDIX C: COURSE OUTLINE FOR THE MED CURRICULUM

MODULE

(MEd Curriculum Studies)

CONTEMPORARY ISSUES IN CURRICULUM (EDCS802E1)

Course supervisor: Prof. Relebohile Moletsane moletsaner@ukzn.ac.za 031-2601169

Course facilitator: Kathleen Pithouse 911401451@ukzn.ac.za 031-7645351

3 April – 7 April 2006, 9:00–15:30

*Exploring the quality of curriculum experience
in schools in contemporary South Africa:
'Who gets what and what do they do with it?'*

The social sciences are concerned with humans and their relations with themselves, and their environment. As such, the social sciences are founded on the study of experience. Experience is therefore the starting point and the key term for all social science inquiry. (Clandinin & Connelly, 2000: xxiii)

Everything depends upon the *quality* of the experience which is had. (Dewey, 1963/1938: 27)

With regard to schooling and to curriculum in particular, the final question is 'Who gets what and what they do with it?'. (Goodson, 1994: 19)

Day 1: 3 April

Session 1: 9:00–10:30

Introduction

Activity

Form a pair with someone in the group that you don't know very well. Each partner will then find out who the other is (e.g. Is he/she is a full-time or part-time student? What kind of work does she/he do? What does he/she like to do in her/his spare time?) and why she/he has chosen to do this particular course (e.g. Does she/he have a particular interest or a pressing concern in the area of curriculum? Is he/she hoping to gain certain knowledge or skills?).

Each person will then introduce her/his partner to the whole group.

Studying curriculum

One of the perennial problems in studying curriculum is that it is a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas. (Goodson, 1990: 299)

Key concepts in studying curriculum

Activity

We will discuss each of the key concepts and the following quotes as a group. Then each person will write down her/his own working definitions for the key concepts.

Preactive curriculum¹

(Also referred to as: formal/prescribed/official/written/overt/explicit curriculum)

To begin any analysis of schooling by accepting without question a form and content of curriculum that was fought for and achieved at a particular historical point on the basis of certain social and political priorities, to take that curriculum as a given, is to forego a whole range of understandings and insights into features of the control and operation of the school and classroom....We are, let us be clear, talking about the systematic 'invention of tradition' in an area of social production and reproduction—the school curriculum—where political and social priorities are paramount....The point...is that the written curriculum, whether as courses of study, syllabuses, guidelines or textbooks, is a supreme example of the invention of tradition; but as with all tradition it is not a once-and-for all given, it is a given which has to be defended, where the mystifications have to be constructed and reconstructed over time. (Goodson 1990: 309-310)

Working definition:

Interactive curriculum²

(Also referred to as: actual/real/experiential curriculum or curriculum-in-use)

...the social construction of the prescriptive curriculum...is only a part of the story....What is prescribed is not necessarily what is undertaken, and what is planned is not necessarily what happens....We should...seek to study the social construction of curriculum at both the levels of prescription and interaction. (Goodson 1990: 310)

Working definition:

Hidden curriculum³

(Also referred to as: covert/unwritten curriculum. Linked to: Null curriculum⁴.)

Perhaps the most important contribution of the concept of a hidden curriculum resides in its invitation to researchers to look at education, teaching and school in [a] hermeneutic fashion (i.e., as a text to be interpreted or have its hidden meaning disclosed). (Gordon 1994: 2588)

¹ This term is used by Goodson (1990).

² This term is used by Goodson (1990).

³ Jackson (1968) is generally cited as the originator of this term.

⁴ This notion was developed by Eisner (1979).

Working definitions:

Course outline

In this course, we will draw on the approach of *narrative self-study* to explore what Goodlad (1994: 1263) refers to as the "experiential level" or what Goodson (1990: 308) terms the "interactive level" of curriculum. Our focus will be on the *quality of curriculum experience* in schools in contemporary South Africa. It is important to remember that while we are focusing our attention on the *interactive* curriculum, we need to keep thinking about how the *preactive*, *hidden* and *null* curricula all work to shape the quality of curriculum experience.

An outcome of the course will be for each participant to compile and present a *narrative scholar-teacher portfolio* of her/his inquiry into the quality of curriculum experience in schools in contemporary South Africa. All the work done during the course will contribute to this cumulative assignment.

Depending on your ultimate choice of topic and research methodology for your MEd thesis, this portfolio could be a valuable resource for your MEd study.

Towards the end of the semester (on a date to be agreed), each course participant will present his/her *narrative scholar-teacher portfolio* to the group. After this oral presentation, your portfolio will be handed in together with your *learning-research journal* and evidence of your use of the *writing process*.

Course Assessment

Task			Mark allocation
<i>Learning/research journal</i>			5 (evidence of use until portfolio presentation)
<i>Writing process</i> (drafting, revising, proofreading)			5 (evidence of use for each portfolio piece)
<i>Narrative scholar-teacher portfolio</i> (Typed, 5000 words)			90 (content: 70, style: 10, oral presentation: 10)
2 lived-experience descriptions +/- 700 words	'autobiography of the question' essay +/- 2000 words	school-based self-study +/- 2300 words	
Total			100

Keeping a learning-research journal

Keep a journal. In it, write about your feelings about your work. This not only frees up your writing, it becomes the "historical record" for the writing of a narrative of the Self or a writing-story about the writing process. (Richardson, 2003b: 382)

A powerful way for individuals to give accounts of their experience is through journal writing....In their journals, they weave together their accounts of the private and professional, capturing fragments of experience in attempts to sort themselves out. (Clandinin & Connelly, 1994b)(421).

We usually call our hardback notebooks research journals. Other people call them research diaries or research notebooks. What you call them is your own business. The important thing is to have them and to use them sensibly. They are the single most important tool for your research career. (Boden *et al.*, 2004: 34)

A learning-research journal is a resource that allows us to:

- Keep a record of interesting experiences, observations, ideas and questions as they arise;
- Keep a record of texts that may be relevant to our learning/research;
- Build a collection of mind maps, outlines and rough drafts of essays, chapters, presentations, research proposals etc;
- Make connections between new information and what we already know;
- Make connections between our personal/professional experience and our learning/research;
- Trace the development of our learning/research process;
- Express our thoughts and feelings about the learning/research experience.

During this course, you will be given opportunities to make entries in your learning-research journal. (You will be provided with an A4 exercise book to use as your journal). You will receive **a maximum of 5 marks** for keeping your journal up to date until your portfolio presentation. (You are strongly advised to continue keeping this learning-research journal throughout your MEd. Your journal entries could form a significant part of your data for your MEd study.)

It is very important to make sure that your entries are **dated** and that they are **legible**. The **content, style and presentation of your journal entries will not be assessed**. Remember that, even though your learning-research journal is a personal document, it should only contain information that **you feel comfortable with disclosing** to the course facilitator and supervisor. It is also important to ensure **confidentiality** by using pseudonyms to refer to other people, such as learners, work colleagues etc, and to institutions, such as schools.

Session 2: 10:45-12:45

Looking at ourselves as scholar-teachers

Etymologically, the word "scholar" goes back to the classical Latin *schola* and to the Greek *skhole*. This word originally denoted "leisure" or "play." Thus, a scholar was someone who had the leisure to explore, and play with, ideas; to develop intellectual arguments; to write and teach. (Nash, 2004: 43)

We have borrowed the term "scholar-teachers" from Nash (2004) to emphasise that MEd learning and research should be scholarly and intellectual, but also connected and relevant to teaching practice. As scholar-teachers, we are engaged in work that is simultaneously personal, professional and academic. Through attentiveness, awareness and inquiry we move closer to our scholar-teacher selves. We come to find our own voice/s.

Caring for ourselves as scholar-teachers

Inquiry into the experiential level of curriculum involves close contact with our own and other people's personal experiences, thoughts and feelings. Looking directly at happenings, circumstances, ideas and emotions that we often take for granted or just brush aside can be difficult and even upsetting at times. As scholar-teachers, we also face the pressures of trying to manage work, study and our personal lives. So, it is important that we develop some strategies for self-care.

Activity 1

Read the article, 'Self-care and the qualitative researcher: When collecting data can break your heart' (Rager, 2005). While you are reading, use a pencil to scribble down comments and questions on the article—imagine that you are talking to the writer.

Once you have read the article, go back and highlight/underline any ideas or information that you think might be useful to remember during this course.

In your learning-research journal, make a list (in your own words) of your overall *top 3 tips for self-care* gained from/inspired by the article. (Of course, you may not think that anything in the article will be useful to you. If so, be prepared to explain why.)

Activity 2

I urge students who write personal narratives, or who share experiences within a small group, to recognise that they have an ethical and personal responsibility to themselves to pursue or disclose only what they believe they are ready to undertake, and that they consider the privacy and dignity of persons not present whom they include in their narratives. (Anonymous source, quoted in Nash, 2004: 32)

Even though we cannot, and do not wish to, prescribe methodological steps, we can point to certain favourable conditions [for group inquiry]....[The] setting was important, since there were opportunities to hear ourselves talk and hear others offer variations on our themes. A focus on the personal seemed essential. We got to know each other better and this made for more cohesive, trusting and intense interaction, all of which helped develop various expressions of the particular learning dynamic. Since the process touched the whole person, not just the intellect, emotions needed to be touched; and for

this to happen, there needed to be a sense of trust, security and mutual respect. (Conle *et al.*, 1998: 191)

In small groups of two or three, read out your *tips for self-care*. Then, in the light of your tips, as well as the above quotes, work out three *guidelines for group-care* that you would propose our class adopt. Choose a representative to share your guidelines with the class.

We will then discuss all the guidelines and decide on a composite set of *guidelines for group-care* for our class.

Self-study in teaching & teacher education

Self-study in teaching and teacher education is a movement that began to take shape in the education field in the early 1990s and is reflected in a growing body of research and literature including: a Special Interest Group (SIG) of the American Educational Research Association (the S-STEP Self-Study in Teacher Education Practice

<<http://www.ku.edu/~sstep/index.htm>>); a biannual international conference on teachers' and teacher educators' self-study; a two-volume *International handbook of self-study of teaching and teacher education practices* (Loughran et al., 2004); a peer review journal: *Studying teacher education: Self-study of teacher education practices*.

According to Russell (1998: 6), "[there] is only one way to understand self-study, and that is to experience it personally." However, it is useful to begin with some background information.

Activity

Move into small groups of two or three. Each group will be allocated some of the *Guiding Statements on Self-Study in Teaching and Teacher Education* (page 7). Spend some time sharing your ideas and questions about these statements. Also, consider the possible value of using a self-study approach to explore the quality of curriculum experience in schools in contemporary South Africa.

Make some notes in your learning-research journals on the key points of your discussion and select one or more group representatives to read out your allocated statements and give feedback from your discussion to the class in Session 3.

Guiding Statements on Self-Study in Teaching and Teacher Education⁵

- 1) Self-study begins with a focus on the day-to-day experiences of teachers and teacher educators themselves.
- 2) In self-study, inquiry by teachers and teacher educators themselves is considered a significant and distinctive way of exploring, understanding and communicating the complexities of lived experience in educational settings.
- 3) Self-study involves teachers and teacher educators studying their 'teacher selves' to examine, inform and advance their own practice and to contribute knowledge, understanding and questions to the wider education discourse community.
- 4) Self-study comes out of an understanding of 'the self' as a useful lens through which to look closely at not only one's own experiences, viewpoints and actions, but also the broader historical, social, economic and political contexts and issues that situate them.
- 5) In self-study, learning, teaching and researching are viewed as interconnected, symbiotic processes, which are as important as their products.
- 6) Self-study highlights the significance of context, personal experience and interpersonal relationships in teaching, learning and researching.
- 7) Self-study emphasises collaboration with and care for learners/students, colleagues and participants in teaching, learning and researching.
- 8) Self-study draws attention to and delves into the moral and political nature of learning, teaching and researching.
- 9) In self-study, theories are understood as flexible, human-made conceptual tools and not The Truth.
- 10) Self-study texts should be accessible, meaningful and useful for a broad audience, as well as open to critical review by the education discourse community.

Session 3: 13:30-15:30

Activity

Group representatives will read out their allocated statements and give feedback from their discussion to the class.

⁵ These statements were developed from, among others: Cochran-Smith & Lytle (1993); LaBoskey (2001); Loughran (2002); Loughran *et al.* (2004); Mitchell & Weber (2005).

Narrative self-study

According to the narrative form [of curriculum inquiry], schooling is treated in terms of the personal and social lives of its participants set in a storied, historical, social context. (Clandinin & Connelly, 1994a: 1318)

...when persons note something of their experience, either to themselves or to others, they do so not by mere recording of experience over time but in storied form....In effect, stories are the closest we can come to experience as we and others tell of our experience. The story has a sense of being full, a sense of coming out of a personal and social history....Experience, in this view, is the stories people live. People live the stories, and in the telling of them reaffirm them, modify them, and create new ones. (Clandinin & Connelly, 1994b: 415)

Narrative practices are intentional, reflective human actions, socially and contextually situated, in which teachers with their students, other colleagues, or researchers, interrogate some compelling or puzzling aspect of teaching and learning through the production of narratives that lead to understanding, changed practices, and new hypotheses. (Lyons & LaBoskey, 2002: 21)

There are many different approaches to self-study, such as: self-study through drawing (e.g. Derry, 2005); self-study through action research (e.g. Feldman *et al.*, 2004); self-study through poetry (e.g. Butler-Kisber, 2005). In this course, we are going to draw on a *narrative approach* to self-study. In narrative self-study, 'the self' is understood as a protagonist that is situated amongst the storylines, settings and characters of an unfolding life story and yet is able to take action within and in response to those narrative conditions. The aim of narrative self-study is to look curiously, critically and creatively at the contextualised stories of our own experience in order to expand possibilities for future action.

Memory work

...the past [is] a *means* of understanding the present. (Dewey, 1963/1938: 78)

...engaging in memory work is undertaken in the service of understanding our classroom life better. (Mitchell & Weber, 1999: 73)

Historical study seeks to understand how thought and action have developed in past social circumstances. Following this development through time to the present affords insight into how those circumstances we experience as contemporary 'reality' have been negotiated, constructed and reconstructed over time. (Goodson, 1994: 307)

Memory work is a vital part of the narrative self-study process. In memory work, we use memory and story to bring the texture, depth and complexity of past events into immediate, felt experience for ourselves and others. By reading our own and others' memory stories, we can begin to discern narrative patterns of situations, perceptions and reactions over time. Memory work pushes us to notice how we are moved to act and what the consequences and legacies of those actions are/may be.

Starting by re-membering a story of lived curriculum experience

...narrative inquirers tend to begin with experience as lived and told in stories. (Clandinin & Connelly, 2000: 128)

...the strategies of the apartheid state...locked doors between people and denied them access to each other's experience. (Haarhoff, 1998: 10)

Through people's stories we can understand the horrors of man's inhumanity to man, and we can teach "never again." But we can also celebrate the beauty of the human spirit. (Wieder, 2003: 1-2)

To begin exploring the quality of curriculum experience in schools in contemporary South Africa., each person is going to write a brief story about an experience from her/his own schooldays. Denzin (1989: 43-44) calls this kind of personal narrative a "self-story". Richardson (2003b: 383) refers to it as a "narrative of the Self" and van Manen (1990: 64-65) names it a "lived-experience description". Van Manen offers some suggestions for producing a lived-experience description:

- 1) You need to describe the experience as you live(d) through it. Avoid as much as possible causal explanations, generalisations or abstract interpretations...
- 2) Describe the experience from the inside, as it were; almost like a state of mind: the feelings, the mood, the emotions, etc.
- 3) Focus on a particular example or incident of the object of experience: describe specific events, an adventure, a happening, a particular experience.
- 4) Try to focus on an example of the experience which stands out for its vividness, or as it was the first time.
- 5) Attend to how the body feels, how things smell(ed), how they sound(ed) etc.
- 6) Avoid trying to beautify your account with fancy phrases or flowery terminology.

(van Manen 1990: 64-65)

Educative and mis-educative experience

A useful theoretical tool that can help us to look at the *quality of curriculum experience* is Dewey's (1963/1938) conception of a form of experience that he calls "educative experience". Dewey writes of an "organic connection" between personal experience and education and presents education as "a development within, by, and for experience" (*op. cit.*: 25, 28). However, he warns that the "belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative" (*op. cit.*: 28). Dewey contends that education is a process of growing physically, intellectually and morally, and that a genuinely educative experience is that which facilitates and enhances this kind of growth. Authentically educative experience should also allow one remain open to stimuli and opportunities for ongoing expansion in new

directions and should add to the overall quality of one's life by "[arousing] curiosity, [strengthening] initiative, and [setting] up desires and purposes that are sufficiently intense to carry [one] over dead places in the future" (Dewey, 1934: 14). If, on the other hand, an experience impedes or warps the development of further experiences, it is "mis-educative" (Dewey, 1963/1938: 25).

Activity

As a group, we will read and discuss the following two examples of lived experience descriptions. We will use van Manen's suggestions and Dewey's concepts of *educative* and *mis-educative* experience to guide our discussion.

The Teacher Who Changed My Life

I was raised on welfare by a single mum with seven kids. My dad left when I was almost three years old. My mother remarried a man who sexually abused me on several occasions. When he began to abuse my younger brother, I contacted the authorities and we were removed from the home. Five of us went to live with an aunt who favoured her two boys over my brothers and me.

My aunt received welfare money to care for us. Although one of my brothers and I needed glasses and another one required dental care, my aunt neglected to get these things taken care of. If we pressed her on these matters, she'd just get angry. I wasn't a destructive or bad child, but I was withdrawn and shy when I entered the eighth grade and met the teacher who changed my life. Lydia Narancic was my homeroom teacher. She was almost sixty years old and had short white hair. She smiled a lot and as soon as I met her, I liked her. One day she called me to her desk to tell me she would like to talk to me. Mrs Narancic told me she cared about me and she didn't like to see me so sad all the time. I hadn't realised I looked this way, but she said one of the other teachers had noticed my despondency too.

I broke down and told her my story. You should have seen her. She cried when I cried and laughed when I laughed. It was easy to talk to her and tell her things that I had kept bottled up for years. She told me to keep my head up and not to let all of this affect me forever. If I really tried, I could rise above it all and make my life what I wanted to be.... (O'Reilly-Scanlon, 1992: 26-27)

Lana's Memory

The faint smell of formaldehyde that clung to the air in the biology lab went unnoticed by the students in his OAC biology. Mr A. was reluctant to open the window to air out the room because of the cold weather. Lana and three other members of her study group divided their time between working on their unit package and gossiping, with a heavy emphasis on the latter. Beth, Rachel and Laura were laughing at Ben's latest obtuse remark when Mr D., Lana's former calculus teacher, walked in to chat with Mr A.

As soon as he walked in a feeling of dread developed in her stomach. Lana hated Mr D. She didn't hate him because he was a hard marker or because he gave too much homework; she hated him because she thought he was a bad teacher. He taught to those who already knew and understood, giving little time or attention to those who didn't. Lana had had few problems with math in the past; therefore her feelings about her teacher had little to do with how she felt about the subject. She just didn't like him.

Mr D. couldn't help but notice the group of talkers because they were seated closest to the front door. He pointed to Lana and asked Mr A. 'You have this one in your class?' Lana's dreadful

pit grew larger. Mr D. picked up a piece of chalk and drew something on the board — Sigma. Then he asked, 'Lana, what's this?'

'Sigma' she answered. Even though she had 22 percent at mid-term when she dropped the course, she still remembered some of the basics, despite his teaching methods. He drew it again. This time he rotated it 90 degrees to the left. 'What's this?' He asked again. 'Sigma'. He did this twice more. Lana's anxiety and confusion increased. Why was he bothering to ask her this now, in front of her biology class, no less? It didn't matter any more if she knew Sigma from a doughnut. He drew another symbol. Then he asked her what her name was and wrote that on the board too. Finally he connected the points together. Lana was embarrassed and humiliated to discover that he had just drawn a figure of a pig labelled with her name. (Mitchell & Weber, 1999: 32-33)

Closing

In your learning-research journal, write down anything that you particularly want to remember from Day 1 of this course.

Preparation for Day 2: 4 April

Reread van Manen's suggestions for a writing a lived-experience description (page 9).

Take some time to consider Dewey's notions of *educative* and *mis-educative experience*. Then, think back to your own schooldays. Try to remember a primary or secondary school experience which stands out in your mind as being particularly *educative* or *mis-educative*.

In your learning-research journal, describe this memory in as much detail as possible, paying particular attention to smells, sounds, images, and feelings. If you prefer, you can write about your own experience as if it happened to someone else. (Remember to respect others' rights to privacy and dignity and to use pseudonyms when you refer to actual people and schools etc.)

Now rewrite your self-story through the voice of another main character in the story, e.g. your teacher, a classmate etc. Give each version of your story a suitable title.

Come prepared to read both your original and retold stories to the class at the start of Day 2. (If you have written a self-story that you don't feel comfortable with sharing, keep that for yourself and write another that you can share.)

Day 2: 4 April

Session 1: 9:00-10:30

Activity

Each person will read her/his two stories for the group. (If you prefer, you can ask someone else to read them for you.) Once all the stories have been heard, we will use the following questions to guide our discussion:

- Would the stories be different if we had written them straight after the events occurred? If so, how?
- What was the effect of the retelling of the initial story from another perspective?
- What do the stories have in common and how do they differ?
- What roles do/could factors such as gender, socio-economic status, race, geographic location, language, ability/disability, ethnicity etc. play in these stories?
- How do/could the *preactive*, *hidden* and *null* curricula affect the experiences described in the stories?
- To what extent are these stories of the past still part of contemporary curriculum experience in our schools?
- How might the experiences described in these memory stories affect our current viewpoints, actions and aspirations as scholar-teachers?

As we listen to and discuss the stories, participants might remember more details of their own stories, or think about new stories to write. We will take some time to jot down key ideas prompted by the discussion in our learning-research journals.

Please note: At a later stage, you will need to revise, proofread and type final drafts of your two lived-experience descriptions. Evidence of using the writing process (drafting, revising, proofreading) and the final drafts must be handed in with your narrative self-study portfolio.

Session 2: 10:45-12:45

Looking outward

Failing to grasp that looking inward can lead to a more intelligent and useful outward gaze is to seriously misunderstand the method and potential of narrative and autobiographical forms of inquiry. ...there is nothing about focusing inwards on the individual that necessarily precludes simultaneously pointing outwards and towards the political and social. (Mitchell & Weber, 2005: 4)

... methods for the study of personal experience are simultaneously focused in four directions: inward and outward, backward and forward. By *inward* we mean the internal conditions of feelings, hopes, aesthetic reactions, moral dispositions and so on. By *outward*, we mean existential conditions, that is, the environment....By *backward* and *forward* we are referring to temporality, past, present, and future. To experience an experience is to experience that simultaneously in these four ways and to ask questions pointing each way. (Clandinin & Connelly, 1994b: 417)

Although apartheid was more overt and clear than discrimination based on class, race, and power that exists today, apartheid experiences are instructive for the present moment....Class disparity and racism are part of the South African landscape and largely determine where children are educated, who teaches which children, the real curriculum as opposed to the written curriculum and more. (Wieder, 2004: 30-33)

Activity

Move into small groups of two or three. Each group will be allocated one of the texts listed below.

Start by discussing the above quotes. Next, with the following questions in mind, work collaboratively to read and talk about your text. While you are reading, use a pencil to scribble down comments and questions on the text—imagine that you are talking to the author/s. Then, make notes in your learning-research journals and prepare to present the key points of your discussion to the class in Session 3.

1. What did you find most interesting about this text?
2. What queries do you have about the issues/ideas raised in this text?
3. To what extent are the issues/ideas raised in this text consistent with your own experience?
4. How does this text locate contemporary South African curriculum experience in historical, social, economic, policy and political context?
5. How could the concepts of *preactive* curriculum, *hidden* curriculum, *null* curriculum and *interactive* curriculum help us to make sense of the issues/ideas raised in this text?
6. How could Dewey's notions of *educative/mis-educative experience* help us to make sense of the issues/ideas raised in this text?
7. What does this text suggest about quality of curriculum experience in schools in contemporary South Africa?
8. What issues/ideas brought up in your reading and discussion of this text would you, as scholar-teachers, like to explore further?

Readings:

- Chisholm, L. (2005). The state of South Africa's schools. In J. Daniel, R. Southall & J. Lutchman (Eds.), *State of the nation: South Africa 2004-2005* (pp. 201-226). Cape Town: HSRC Press. Retrieved 9 March, 2005, from http://www.hsrcpublishers.co.za/user_uploads/tblPDF/2055_08_State_of_the_Nation_2004-2005~16112004105600AM.pdf
- Harber, C. (2002). Education in transition? Change and continuity in South African education. In R. Griffin (Ed.), *Education in transition: International perspectives on the politics and processes of change* (pp. 111-127). Oxford: Symposium Books.

Session 3: 13:30-15:30

Activity 1

Each group will present the key points of their discussion from Session 2 and we will then consider the issues and ideas that emerge from these presentations in view of the following statements from Connell (1993):

If the school system is dealing unjustly with some of its pupils, they are not the only ones to suffer. *The quality of education for all the others is degraded....*An education that privileges one child over another is giving the privileged child a corrupted education, even as it gives him or her a social or economic advantage. (15)

Social justice requires moving out from the starting-point to *reconstruct the mainstream* to embody the interests of the least advantaged. (44)

Curricular practices involve injustice when they reduce people's capacity to remake their world. The death of a sense of possibility may be as effective as any positive propaganda for slavery. (50)

Activity 2

Make a note in your learning-research journal of any new ideas prompted by the discussion.

Closing

Take a few minutes to write a short journal entry on your thoughts and feelings about Day 2.

Preparation for Day 3: 5 April

Read and reflect on the following quotes:

[In] my understanding of the inquiry that drives personal narrative theses in education...there is tension, there is a problem and there is a solution sought. But the solution is not the relief needed by someone who is sick or in need of care. The problem, although it may be connected to some sort of unwellness, is primarily an impetus for inquiry. In that sense, it is more like a subconscious question mark about something that is emotionally as well as intellectually interesting. (Conle, 2000: 190)

[A narrative] inquirer composing a research text looks for the patterns, narrative threads, tensions and themes either within or across an individual's experience and in the social setting. (Clandinin & Connelly, 2000: 132)

The integration of the past into the present may be one stage in a process of healing, or in the making of memory, but to heal, and to remember, is also to find the freedom to ask more questions, to let the unspeakable, both then and now, filter in, to disturb, to open out consciousness. (Nuttall, 1998: 85)

Next, look back over what you have written in your learning-research journal so far. During this process, pay attention to how you feel. What evokes feelings of curiosity, frustration, satisfaction, anger, surprise etc? What disturbs you or prompts some form of response from you? What moves you to want to take action as a scholar-teacher? Make some brief notes in your journal.

Then, think back to Goodson's question about the quality of curriculum experience: '*Who gets what and what they do with it?*' and also to the first four *Guiding Statements on Self-Study in Teaching and Teacher Education*:

- 1) Self-study begins with a focus on the day-to-day experiences of teachers and teacher educators themselves.
- 2) In self-study, inquiry by teachers and teacher educators themselves is considered a significant and distinctive way of exploring, understanding and communicating the complexities of lived experience in educational settings.
- 3) Self-study involves teachers and teacher educators studying their 'teacher selves' to examine, inform and advance their own practice and to contribute knowledge, understanding and questions to the wider education discourse community.
- 4) Self-study comes out of an understanding of 'the self' as a useful lens through which to look closely at not only one's own experiences, viewpoints and actions, but also the broader historical, social, economic and political contexts and issues that situate them.

Write down two or three questions about the quality of curriculum experience in contemporary South Africa that you find intellectually *and* emotionally interesting and that you would like to explore further by studying your own experiences, viewpoints and actions, and the broader historical, social, economic, policy and political contexts and issues that situate them. Come prepared to share these questions with the class at the start of Day 3.

Day 3: 5 April

Session 1: 9:00-10:30

The questions

Activity

We will share and discuss the class's questions about the quality of curriculum experience in contemporary South Africa.

To guide this discussion, we will keep in mind the following:

- What do the questions have in common and how do they differ?
- What is most intriguing/puzzling about these questions?
- How could the concepts of *preactive* curriculum, *hidden* curriculum, *null* curriculum and *interactive* curriculum help to develop these questions further?
- How could Dewey's notions of *educative/mis-educative experience* help to develop these questions further?
- How could Connell's ideas about *justice/injustice in curriculum* help to develop these questions further?

- How could consideration of factors such as gender, socio-economic status, race, geographic location, language, ability/disability, ethnicity etc. help to develop these questions further?
- How do/could these questions entail study of our 'scholar-teacher selves' (our experiences, viewpoints and actions, and the broader historical, social, economic, policy and political contexts and issues that situate them)?
- Could we actually explore some of these questions this semester through academic study and through school-based inquiry?

As we listen to and discuss the questions, participants might think of how to reformulate their questions or of additional questions. We will take some time to make notes in our learning-research journals.

Session 2: 10:45-12:45

Writing the autobiography of the question

[The autobiography of the question means] beginning with the story of [my] own interest in the question [I am] asking and planning to research into. From that initial story, [I] may move towards the mapping of [my] developing sense of the question's interest for [me] onto the history of more public kinds of attention to it. This becomes a way of historicising the questions [I am] addressing and of setting [my life] and educational history within contexts more capacious than [my] own. Theory becomes theories; historically contrived to address or explain particular questions; and we are all theorists. (Miller, 1997, quoted in Burke, 2001: 10)

...the act of writing one's autobiography is a way to find again that aspect of self and experience that may no longer be an actual part of one's life but is a living memory shaping and informing the present. (Hooks, 1995: 5)

In narrating a story, social actors organise events into 'episodes' which make up the plot. What we make of 'experience' depends on what we know about the ways in which those experiences relate to the wider social circumstances of our lives. (Lawler, 2000: 250)

PRE-WRITING (Gather and organise your ideas)

Activity

Read and consider the above quotes. Then revisit your questions and notes from Session 1. Write down one key question (and two or three sub-questions) about the quality of curriculum experience in contemporary South Africa that you would like to explore this semester through academic study and through school-based self-study. (If your questions from Session 1 were closely related to each other, you could re-organise them into a main question and sub-questions.)

Next, in your learning-research journal, make a note of any memorable curriculum experiences you have had (during your schooldays and in your professional and academic work) that might feed into your interest in this question. You can use the concepts of *preactive* curriculum, *hidden* curriculum, *null* curriculum and *interactive* curriculum, as well

as Dewey's concepts of *educative/mis-educative experience* and Connell's ideas about *justice/injustice in curriculum* to assist you make sense of and describe these experiences.

Then, think about how the gendered/socio-economic/political/racial/geographic/ethnic etc. contexts in which you live/d, work/ed and study/ied may have influenced these experiences and may help to understand them. Make some brief notes in your journal.

Finally, consider how your own curriculum experiences and contexts might affect who you are and what you aspire to as a scholar-teacher. Make some notes.

Session 3: 13:30-15:30

1ST DRAFT (*Get your piece of writing down on paper*)

Activity

Consider the following quotes:

Thus writing is seen as a process of meaning making....the formulation and bringing into being of ideas that were not there before being written, a method of coming to know. (Elbaz-Luwisch, 2002: 406)

People [in South Africa] have needed to recover their own voices. Now you have an opportunity to tell your story in your own way—a way that restores your power, not one that keeps you powerless. Reinvent and rewrite yourself. Challenge your unquestioned beliefs. Come up with alternative stories. (Haarhoff, 1998: 129)

The stories teachers construct about their own experiences as learners, and about their lives and their students' lives within and outside educational institutions, can become...a "critical instrument" illuminating the ideologies—the stories—by which their lives and teaching practices are constructed. Such narrative investigation allows teachers to connect professional learning and their practice as teachers with their ongoing development as people. In that active use of language, identity and practice may be revised and forged anew. Narrative, then, is not merely a precursor to revision and change in teachers' lives; in forcing us to compose, articulate, and reinterpret our lives, it can move us to action. (Ritchie & Wilson, 2000: 21)

Use your pre-writing and the above quotes to help you to write a 1st draft (in your journal) of *the story of your own interest in the question/s you are asking and are planning to explore*.

Hints:

- Sub-headings are a very useful way to structure a longer essay like this.
- Don't stop writing, even if you hate the way your essay is turning out. Don't worry too much about spelling, word usage etc. at this stage. The most important thing to do in the first draft is to complete the piece of writing.

Come prepared to work with your 1st draft in Session 1 of Day 4.

Please note: We will be spending Day 4 in the Edminson library. Bring a small padlock to secure your personal belongings in a library locker. Also, bring your student card,

your UKZN computer username and password, your photocopy card and some cash to top up your printing account if necessary.

Closing

Write a brief journal entry on your experience so far of the process of writing this essay.

Day 4: 6 April

Session 1: 9:00-10:30, Session 2: 10:45-12:45, Session 3: 13:30-15:30

We will be spending Day 4 in the Edminson library.

2nd DRAFT (Layer⁶ your autobiography of the question with reference to relevant literature and to developments in South African education)

For narrative inquirers, it is crucial to be able to articulate a relationship between one's personal interests and sense of significance and larger social concerns expressed in the works and lives of others. (Clandinin & Connelly, 2000: 122)

[Stories] exist in history—they are in fact deeply located in time and space. Stories work differently in different social contexts and historical times—they can be put to work in different ways. Stories then should not only be *narrated* but *located*. (Goodson, 1997: 113).

Alluding to too many [other] texts means that you actually have very little to say on your own. Alluding to too few means that you have no background for what others have said about what you want to say on your own. The apt [reference to another text] provides a context, deepens your writing, extends its implications, grounds its insights and, most of all, explicitly acknowledges the contributions of others to your thinking. (Nash, 2004: 66)

Activity 1

Read and think about the above quotes. Then, look back at the texts that we read and discussed in Day 2 of this course. Choose any that you feel are pertinent to your question. Think about how the information and ideas in these texts could assist you in looking knowledgeably, critically and creatively at your own experiences and contexts. Make some notes in your learning-research journal.

Hints:

- Remember *always* to write down *all the bibliographical details* and *relevant page numbers* of any texts you might want to use.
- Make sure you write down any potentially useful quotations *word for word*. Use an ellipsis (...) to show if you have left out any word/s. (Remember that *at least 80%* of your final piece of writing should be in *your own words*.)

Activity 2

Spend some time looking for +/- 5 additional texts that could inform and enhance your essay. Then use your notes on these texts (and the texts from Day 2) to help you to write

⁶ This idea of 'layering' comes from Richardson (2003b).

the 2nd draft of your essay. The course facilitator will be in the library to assist you. **You must come prepared to work with your 2nd draft in Session 1 of Day 5.**

Hint: Try to collect a range of different types of texts, e.g. books, chapters in edited books, journal articles, research reports, policy documents etc.

Helpful places to look for texts

▪ Books:

- Connell, R. W. (1993). *Schools and social justice*. Philadelphia: Temple University Press. (5 hard copies in library, 2 on reserve)
- Christie, P. (1991). *The right to learn: The struggle for education in South Africa* (2nd ed.). Braamfontein: Ravan Press and Sached Trust. (5 hard copies in library, 1 on reserve.)
- Goodson, I. F. (1994). *Studying curriculum: Cases and methods*. New York: Teachers College Press. (3 hard copies in library, 1 on reserve)
- Marsh, C. (1997a). *Perspectives: Key concepts for understanding curriculum* (Vol. 1). London: Falmer Press. (1 hard copy in library.)
- Marsh, C. (1997b). *Planning, management and ideology: Key concepts for understanding curriculum* (Vol. 2). London: Falmer Press. (9 hard copies in library, 2 on reserve)

▪ Edited books:

- Chisholm, L. (Ed.). (2004b). *Changing class: Education and social change in post-apartheid South Africa*. Cape Town: HSRC Press. (3 hard copies in library, 1 on reserve.)
- Chisholm, L., & September, J. (Eds.). (2005). *Gender equity in South African education 1994 - 2004: Conference proceedings*. Johannesburg: HSRC Press. (5 hard copies in library, 1 on reserve.) Also available for free download from the internet at:
http://www.hsrcpublishers.co.za/user_uploads/tblPDF/2079_00_Gender_Equity~03052005094003AM.pdf
- Jansen, J. D., & Christie, P. (Eds.). (1999). *Changing curriculum: Studies on outcomes-based education in South Africa*. Kenwyn: Juta. (7 hard copies in library, 2 on reserve.)
- Kallaway, P. (Ed.). (1984). *Apartheid and education: The education of black South Africans*. Johannesburg: Ravan Press. (4 hard copies in library, 1 on reserve.)
- Kallaway, P., Kruss, G., Donn, G., & Fataar, A. (Eds.). (1997). *Education after apartheid: South African education in transition*. Cape Town: University of Cape Town Press. (3 hard copies in library, 1 on reserve.)
- Kallaway, P. (Ed.). (2002). *The history of education under apartheid, 1948-1994: The doors of learning and culture shall be opened*. Cape Town: Pearson Education. (1 hard copy in library.)

- Nkomo, M., McKinney, C., & Chisholm, L. (Eds.). (2004). *Reflections on school integration: Colloquium proceedings*. Cape Town: HSRC Publishers. Available for free download from the internet at:
http://www.hsrcpublishers.co.za/user_uploads/tblPDF/2030_00_School_Integration.pdf
- Nkomo, M. O. (1990). *Pedagogy of domination: Toward a democratic education in South Africa*. Trenton, NJ: Africa World Press. (1 hard copy in library.)
- Journal articles: (Passwords for electronic journals are available from the Subject Librarian).
 - *Curriculum Inquiry* (Hard copy in Journals section.)
 - *Journal of Curriculum Studies* (Hard copy in Journals section & electronic copy on library website.)
 - *Journal of Education (SA)* (Hard copy in Journals section & electronic copy on library website.)
 - *Perspectives in Education* (Hard copies in Journals section & electronic copy on library website.)
- Research reports:
 - Human Sciences Research Council Publishers website:
www.hsrcpublishers.co.za
- Policy documents:
 - Department of Education website: www.education.gov.za
- Articles in educational encyclopaedias:
 - Husen, T. & Postlethwaite, T. (Eds.). (1994) *The international encyclopaedia of education* (2nd ed.). Oxford: Elsevier Science. (Hard copy in Reference section.)

Closing

Make some notes in your learning-research journal on your thoughts and feelings about your experience of this course so far.

Day 5: 7 April

Session 1: 9:00-10:30

REVISING (Make your piece of writing better)

Activity

Consider the following quotes:

...depthful writing cannot be accomplished in one straightforward session. Rather, the process of writing and rewriting (including revising or editing) is more reminiscent of the artistic activity of creating an art object that has to be approached again and again, and now here and then there, going back and forth between the parts and the whole in order to arrive at a finely crafted piece that often reflects the personal "signature" of the author. (Van Manen, 1990: 131-132)

1. ...Does this piece contribute to our understanding of social life?....
2. ...Is the text artistically shaped, satisfying, complex, and not boring?....
3. ...Is there adequate self-awareness and self-exposure for the reader to make judgments about the point of view?....
4. Does this affect me? Emotionally? Intellectually? Does it generate new questions?...Move me to action?
5. ...Does it seem "true"—a credible account of a cultural, social, individual, or communal sense of the "real"? (Richardson, 2003a: 522)

[The autobiography of the question means] beginning with the story of [my] own interest in the question [I am] asking and planning to research into. From that initial story, [I] may move towards the mapping of [my] developing sense of the question's interest for [me] onto the history of more public kinds of attention to it. This becomes a way of historicising the questions [I am] addressing and of setting [my life] and educational history within contexts more capacious than [my] own. Theory becomes theories; historically contrived to address or explain particular questions; and we are all theorists. (Miller, 1997, quoted in Burke, 2001; 10)

Look at your 2nd draft as a whole and decide what works and what doesn't work:

- Rearrange words or ideas.
- Add in or take out parts.
- Change words or phrases to better ones. (A thesaurus will be useful for this.)
- Check that your sentences are as short and uncomplicated as possible.
- Consider using a subheading to indicate each new major section in the essay.
- Make sure that your essay has an interesting and appropriate title.

Hint: Revising is often where the most work is done in a piece of writing.

PROOFREADING (Make your piece of writing correct)

Activity

Check your 2nd draft carefully for errors:

- Correct spelling, punctuation, and grammar.
- Make sure that you have used full sentences and a new paragraph for each new main idea, event, place or time that you're writing about.
- Check that you have listed references for all the texts cited and that your referencing style is consistent.
- Check the length of your essay (you are aiming for about 2000 words or 3½ single-spaced 12 font typed pages / 7 double-spaced pages).

Hint: It's often helpful to swap with someone else for this step.

Come prepared to present and discuss your revised & proofread 2nd draft with the class in Session 2.

Session 2: 10:45-12:45

Activity

Each person will read her/his revised & proofread 2nd draft for the class. (If you prefer, you can ask someone else to read it for you.) Bearing in mind our guidelines for group-care, we will give *constructive feedback* to assist group members to write their final drafts. To guide our discussion, we will consider the following:

- What do you find intriguing/appealing about this piece of writing?
- What questions do you have for the writer?
- What suggestions can you offer for the final draft?

Session 3: 13:30-15:30

Narrative scholar-teacher portfolios

A portfolio is not a single-item document but a set of entries, a collection of significant evidence. (Lyons, 2002: 99)

In the self-study and teaching portfolios, narrative is both the research process and product. We reflect on what we do, tell our stories, and then create portfolios to share our stories with others. Narrative methods allow us to explore the complexities of teaching, incorporate self and context, and more fully understand the lives of others...In the context of the stories we tell, we can see the small moves of transformed practice that might otherwise disappear. The narratives make these changes real and allow more complex reflection because they help us get outside ourselves and connect with others. (Anderson-Patton & Bass, 2002: 102)

...the portfolio maker through a series of narratives, stories of his experiences, describes his own inquiries into teaching and learning and articulates new understandings: about his teaching, the learning of his students, and how he understands his own teaching and learning. (Lyons, 2002: 89)

Towards the end of the semester (on a date to be agreed), each course participant will present his/her *narrative scholar-teacher portfolio* to the group. After this oral presentation, your portfolio will be handed in together with your *learning-research journal* (kept up to date until the portfolio presentation) and evidence of your use of the *writing process* (drafting, revising & proofreading) for each portfolio piece (this can be done in your journal).

The *narrative scholar-teacher portfolio* will consist of the *final drafts* (typed) of:

- your *two lived-experience descriptions* (from Day 1);
- your '*autobiography of the question*' essay;
- your *school-based self-study*.

School-based self-study

...to become more thoughtfully or attentively aware of aspects of human life which hitherto were merely glossed over or taken-for-granted will more likely bring us to the edge of speaking up, speaking out, or decisively acting in social situations that ask for such action. (van Manen, 1990: 154)

To write a personal narrative is to look deeply within ourselves for the meaning that just might, when done well, resonate with other lives; maybe even inspire them in some significant ways (Nash, 2004: 22).

The school-based self-study (+/- 2300 words) must consist of:

- 1) An *introduction*, including:
 - a. a brief explanation of the question (and sub-questions) about the quality of curriculum experience in contemporary South Africa that you are exploring;
 - b. a concise description of the school context in which your study is based (remember to respect others' rights to privacy and dignity and to use pseudonyms to refer to learners, colleagues and the school);
 - c. an account of your selection of teaching/learning/school 'artefacts'⁷—such as extracts from your learning-research journals, examples of your learners' work, lesson plans, school policies, etc.—that you will use to illustrate the *process* of your school-based inquiry.
- 2) The *story of the process* of your school-based inquiry, including:
 - a. significant examples of your teaching/learning/school artefacts;
 - b. an account of how you responded to these artefacts by:
 - i. critically and creatively examining your own habits of mind and practice as a scholar-teacher;
 - ii. critically and creatively examining the environment and practices of your school setting;
 - iii. critically and creatively examining the broader historical, social, economic, policy and political contexts and issues that situate your school and your work as a scholar-teacher;
 - c. reference to relevant literature and to developments in education in South Africa;
 - d. a description of, and discussion of the effectiveness of, any action that you took, or interventions that you made in your ways of working, as a result of your school-based inquiry.
- 3) A *conclusion*, in which you reflect on how the new understandings generated through your school-based inquiry could inform and advance your work as scholar-teacher and could also, perhaps, be useful to others who are interested in exploring similar questions.

⁷ The idea of "teaching artefacts" comes from Anderson-Patton & Bass (2002).

Narrative scholar-teacher portfolio presentations

...portfolio presentations are the culminating event of the portfolio development process. At that point, the portfolio maker, in a public forum, in the presence of colleagues and mentors, presents his or her portfolio, and seeks feedback from peers and faculty. The portfolio presentation narrative is defined here as the intentional, personal story of meaning a portfolio maker constructs through reflection and orally presents in public. (Lyons, 2002: 90)

Towards the end of the semester (on a date to be agreed), each course participant will give a *+/-10 minute oral presentation* of his/her narrative scholar-teacher portfolio to the group. In this presentation, you will briefly demonstrate the process of developing your portfolio and share some of the most important insights that you gained through this process. Try to make this presentation as creative and exciting as possible. Use a presentation format that suits who you are as a scholar-teacher. For example, you could represent your portfolio development process through a song, a poem, a collage, a series of cartoons, a diagram etc.

Developing assessment criteria for the narrative scholar-teacher portfolios

Activity 1

Work in small groups of two or three. Look back over the project outline and the work that you have done so far. Formulate **two key criteria** that you would use to guide the assessment of the **content** of the narrative scholar-teacher portfolios and **one key criterion each** for the assessment of the **writing style** and the **oral presentation** of the narrative scholar-teacher portfolios.

Activity 2

We will listen to and discuss all the assessment criteria and decide on a composite set of assessment criteria for the portfolios and presentations.

Closing

Think about the following questions:

- 1) What have you learnt from/during this course about studying curriculum?
- 2) What has this narrative self-study course shown you about how historical, social, economic, policy and political contexts and issues frame and feed into your (and others') personal-professional-academic experiences, viewpoints and actions?
- 3) What was the effectiveness of placing the course participants' stories of their own lived experience at the centre of knowledge production in this course?
- 4) What (if any) positive contribution has the use of a narrative self-study approach made to your learning, research and writing as an MEd student?
- 5) What, for you, were the challenges of engaging in narrative self-study as a way of learning, researching and writing at the MEd level?

With these questions in mind, look back over your learning-research journal entries. Write a concluding journal entry in which you respond to these questions and communicate your thoughts and feelings about the course experience as a whole. In addition, to inform similar work in the future, it would be very helpful for you to give constructive feedback on the content and process of this course.

References

- (Highlighted references are available in the UKZN library or for free download from the internet.)
- Anderson-Patton, V., & Bass, E. (2002). Using narrative teaching portfolios for self-study. In N. Lyons & V. K. LaBoskey (Eds.), *Narrative inquiry in practice: Advancing the knowledge of teaching* (pp. 101-114). New York: Teachers College Press.
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APPENDIX D: MED ASSESSMENT FRAMEWORKS & SELF-REVIEW FORMS

(See pages 303-314.)

MEd HEALTH, SEXUALITY AND HIV/AIDS IN EDUCATION (DED8THM)

Mini-research project: 07 March - 25 April

Project Assessment Framework

Name:	Student number:
Learning/research journal (10 marks for evidence of use)	
The student made good use of her/his journal by:	
In future the student could develop her/his use of the journal by:	
Mark:	/10
Writing process (10 marks for evidence of use)	
The student made good use of the writing process by:	
In future the student could develop her/his use of the writing process by:	
Mark:	/10

Essay: An autobiography of my interest in health, sexuality and HIV/AIDS in education (typed, 2500 words)		
Essay title:		
Content (60 marks)		
Assessment Criteria	What the student did well in this essay:	How the student could develop her/his writing further:
1) Has the student selected, described and reflected on a range of relevant and useful experiences?		

2) Has the student used a social constructivist perspective to help her/him to make sense of these experiences?		
3) Has the student demonstrated how her/his reading of other/him texts informs her/his understanding of these experiences?		
Style (20 marks)		
Assessment Criteria	What the student did well in this essay:	How the student could develop her/his writing further:
1) Has the student structured her/his writing in a way that makes it easy to read?		
2) Has the student listed all her/his references and used a consistent referencing style?		

(MEd Curriculum Studies) CONTEMPORARY ISSUES IN CURRICULUM (EDCS802E1)
Semester One 2006
Module Assessment

Name of student:	Student number:	Date:
<i>Learning/research journal</i> (up to 5 marks for evidence of use)		
The student made good use of her journal by:		
In future the student could develop her use of the journal by:		
Mark: /5		
<i>Writing process</i> (up to 5 marks for evidence of use)		
The student made good use of the writing process by:		
In future the student could develop her use of the writing process by:		
Mark: /5		

<p style="text-align: center;"><i>Narrative scholar-teacher portfolio</i></p> <p style="text-align: center;">(up to 90 marks for content, style and oral presentation)</p>			
<p><u>Contents:</u></p> <p>2 lived-experience descriptions (+/- 700 words); 'autobiography of the question' essay (+/- 2000 words); school/work/university- based self-study (+/- 2300 words)</p>			
Content (up to 70 marks)			
Assessment Criteria	What the student did well in this portfolio:	How the student could develop her work further:	
1) Has the student selected, described and reflected on a range of relevant and significant curriculum experiences?			
2) Has the student used relevant concepts (e.g. preactive curriculum, hidden curriculum, null curriculum, interactive curriculum, educative/mis-educative experience, justice/injustice in curriculum, learner-centred pedagogy, inclusive education, language rights, sexuality education etc.) to help her to make sense of these experiences?			
3) Has the student demonstrated how her reading of other texts informs her understanding of these experiences?			
		Mark:	/70

Style (up to 10 marks)		
Assessment Criteria	What the student did well in this portfolio:	How the student could develop her work further:
1) Has the student structured her writing in a way that makes it easy to read (e.g. by effective use of subheadings, paragraphs, sentences etc.)?		
2) Has the student used clear explanations to make her ideas accessible?		
3) Has the student listed all her references and used a consistent referencing style?		
Mark: /10		

Oral Presentation (up to 10 marks)		
Assessment Criteria	What the student did well in this presentation:	How the student could develop her work further:
1) Has the student demonstrated the process of developing her portfolio?		
2) Has the student shared some of the most important insights that she gained while developing her portfolio?		
3) Has the student made her presentation creative and exciting?		
Comment:		
Mark: /10		

MED HEALTH, SEXUALITY AND HIV/AIDS IN EDUCATION (DED8THM)

Mini-research project: 07 March - 25 April

Project Assessment Self-Review

(This must be handed in together with your learning/research journal, evidence of your use of writing process and the final draft of your essay)

Name:

Student number:

Date:

Learning/research journal (10 marks for evidence of use)				
I have kept my journal up to date during the project (tick one)	Always	Mostly	Sometimes	Never
<p>I made good use of my journal by:</p> <p>In future I could develop my use of the journal by:</p>				
Writing process (10 marks for evidence of use)				
<p>I have shown evidence of using these parts of the writing process for my essay (tick those used)</p>	<p>Pre-writing (gathering & organising ideas)</p>	<p>Drafting (getting my piece of writing down on paper)</p>	<p>Revising (making my piece of writing better)</p>	<p>Proofreading (making my piece of writing correct)</p>
<p>I made good use of the writing process by:</p> <p>In future I could develop my use of the writing process by:</p>				

Essay: An autobiography of my interest in health, sexuality and HIV/AIDS in education (typed, 2500 words)		
Essay title:		
Content (60 marks)		
Assessment Criteria	What I did well in this essay:	How I could develop my writing further:
1) Have I selected, described and reflected on a range of relevant and useful experiences?		
2) What social constructions of gender and other factors (e.g. ethnicity, geographic location, language, race, socio-economic status etc.) are evident in these experiences?		
3) How does my reading of other texts inform my understanding of these experiences?		
Style (20 marks)		
Assessment Criteria	What I did well in this essay:	How I could develop my writing further:
1) Have I structured my essay in a way that makes it easy to read?		
2) Have I listed all my references and used a consistent referencing style?		

(MEd Curriculum Studies)
CONTEMPORARY ISSUES IN CURRICULUM (EDCS802E1)
 April/May 2006

Module Assessment Self-Review

(This must be handed in together with your learning/research journal, evidence of your use of writing process and your scholar-teacher portfolio)

Name:

Student number:

Date:

Learning/research journal (up to 5 marks for evidence of use)				
	Always	Mostly	Sometimes	Never
I have kept my journal up to date during the project (tick one)				
I made good use of my journal by:				
In future I could develop my use of the journal by:				
Writing process (up to 5 marks for evidence of use)				
I have shown evidence of using these parts of the writing process for each piece of my portfolio (tick those used)	Drafting (getting my piece of writing down on paper)		Revising (making my piece of writing better)	Proofreading (making my piece of writing correct)
I made good use of the writing process by:				
In future I could develop my use of the writing process by:				

Narrative scholar-teacher portfolio (typed, 5000 words)		
Contents: 2 lived-experience descriptions (+/- 700 words); 'autobiography of the question' essay (+/- 2000 words); school/work/university- based self-study (+/- 2300 words)		
Content (70 marks)		
Assessment Criteria	What I did well in this portfolio:	How I could develop my work further:
1) Have I selected, described and reflected on a range of relevant and significant curriculum experiences?		
2) Have I used relevant concepts (e.g. preactive curriculum, hidden curriculum, null curriculum, interactive curriculum, educative/mis-educative experience, justice/injustice in curriculum, learner-centred pedagogy, inclusive education, language rights, sexuality and relationship education etc.) to help me to make sense of these experiences?		
3) Have I demonstrated how my reading of other texts informs my understanding of these experiences?		

Style (10 marks)		
Assessment Criteria	What I did well in this portfolio:	How I could develop my work further:
1) Have I structured my writing in a way that makes it easy to read (e.g. by effective use of subheadings, paragraphs, sentences etc.)?		
2) Have I used clear explanations to make my ideas accessible?		
3) Have I listed all my references and used a consistent referencing style?		

Oral Presentation (10 marks)		
Assessment Criteria	What I did well in this presentation:	How I could develop my work further:
1) Have I demonstrated the process of developing my portfolio?		
2) Have I shared some of the most important insights that I gained while developing my portfolio?		
3) Have I made this presentation as creative and exciting as possible?		

APPENDIX E: QUESTIONS FOR THE THESIS DISCUSSION MEETING

Work-in-Progress

Chapter Four: A narrative self-study research collage (Selecting, representing, and interpreting significant data)

Discussion questions:

1. To what extent are these narrative portrayals of my teaching practice consistent with your own experience of the module/s?

2. What/how do you think I, as a teacher-scholar-researcher, could learn through working with these portrayals?

3. Could you use these narrative portrayals as a resource to generate some ideas or questions for your own work as a teacher-scholar-researcher? If yes, how? If no, why not?

4. What suggestions/advice do you have for me about these narrative portrayals?