

CERTAIN UNCERTAINTY AND THE IMPORTANCE OF TEACHER MEANINGS

A.L. Black

School of Early Childhood
Queensland University of Technology, AUSTRALIA
a.black@qut.edu.au

CERTAIN UNCERTAINTY AND THE IMPORTANCE OF TEACHER MEANINGS

Abstract

Teaching is an uncertain, dilemma ridden endeavour. Attending to the significance of these characteristics of teaching for teachers involves taking their meanings and meaning construction seriously. This paper does this, focusing on one teacher's meaning making in relation to her expectations, tolerance of uncertainty, changing roles and shifting identities/images of teaching. In doing so it calls attention to how the professional development of teachers can be based on the meanings they themselves develop and examine, and how cognitive and affective sense-making reveal personal orientations toward uncertainty, influence teaching practice and expectations for the future

Keywords

Teachers' work; Forms of representation; Early childhood teachers.

The nature of teaching

Teachers work in a climate of continual change and uncertainty. To teach is to be faced with a barrage of issues, dilemmas, images and ideas (Bates, 1997; Black, 2002). Situations, concerns and conflicts described by teachers as inherent in teaching involve struggles with interpersonal relationships, teaching roles, contextual and institutional forces, the low professional status of teaching, and tensions related to ideals and values not being realised (Beach & Pearson, 1998; Shen & Hsieh, 1999; van den Berg, 2002). Teaching involves managing a myriad of unpredictable, multi-dimensional expectations, roles, and circumstances (Akita, 1996; Hargreaves & Tucker, 1991; McLean, 1991).

This world of work that is increasingly complex and demanding must be considered in terms of its significance for the teacher (Kelly & Berthelsen, 1997; Woods, 1999). The management of these confusing, uncertain demands and roles is a complex personal activity, involving personally created meanings and aesthetic responses (Coldron & Smith, 1999). Teaching is a job that involves interactions and investment of self and values so it is not surprising that teachers' work experiences deeply affect them (Nias, 1996; Webb & Blond, 1995; Weick, 1995). Often, teachers' experiences seem disconnected from their personal conceptions of what it meant to teach (Schmidt & Knowles, 1995). The valuing of teacher meanings is therefore essential to understanding teaching.

It has been found that teachers' professional development is supported by opportunities to reflect on who they are, on their conceptions of teaching, and on their complex understandings which inform their practice (Black & Halliwell, 2000; Diamond, 1993; Hamachek, 1999; Lipka & Brinthaup, 1999). Making sense of teaching involves a dynamic and interactive process of knowledge re-construction to manage, in the best way possible, imbalances brought about by the teaching context and its inherent tensions (Bullough & Baughman, 1995). Examining conflicts and tensions, getting in touch with values and emotions and priorities, is an important place for teachers to begin (re-)constructing experiences (Graue, 2005; Sumsion, 2002). Feeling and responding to discord and tracing stories of past experiences to understand this discord are also important for sense-making (Feola, 1996; Freeman, 1993; Graue, 2005).

Valuing narrative methods, valuing teacher meanings

An understanding of the enormous power of personal understanding in teaching has led to the embracing of narrative methods that assist self-awareness, awareness of practices, and awareness of knowledge (Carter & Doyle, 1995; Connelly & Clandinin, 1999). Narrative methods are useful starting points for understanding teaching and for helping teachers understand the perspectives and

knowledge they bring to teaching (Anderson, 1997; Bullough & Baughman, 1996; Carter & Doyle, 1995; Fenstermacher, 1997; Jensen, Foster, & Eddy, 1997). The principal attraction of narrative methods is their capacity to render understandings and life experiences, both personal and social, in relevant and meaningful ways (Beattie, 1995; Connelly & Clandinin, 1990; Eisner, 1993; Elbaz, 1991; Featherstone, 1993; Haney, Russell, & Bebell, 2004; McEwan, 1997; Pomson, 2005).

The concern of the larger study from which this paper is drawn, was on generating accounts with teachers which might serve as sources of insight and understanding into what it means to teach in child care and how teachers working in child care settings experience teaching. A major objective of the study was to bring to the profession an understanding of the realities of teaching, grounded in personalised accounts of teachers' knowing, and how teachers make sense of who they are in everyday teaching situations. In the larger study two groups of early childhood teachers employed in child care centres (fourteen in total) engaged in cycles of reflective inquiry for a period of four months. As part of a professional development program each group met on eight occasions to discuss experiences and engage in reflective conversations and activities involving journal writing, drawing and metaphor creation. Drawing, metaphor, journal writing and conversation with others were resources introduced to teachers to assist their sense-making about their work. Teachers used these tools to represent ideas, make multiple probes into their ways of knowing about their work and examine their experiences. Their representations supported narrative processes and enabled the qualities of their experiences to be seen, heard and felt (Eisner, 1993). The representations assisted in awakenings (Olson & Craig, 2005; Sacks, 1973) that enabled teachers to investigate more fully their tacit narrative knowing.

Strategies to support active sense-making articulated in this paper involve moving forward and backward within one's narrative of experience, and making visible the way conceptions of teaching and self-as-teacher are constructed and re-constructed.

Andrea's story follows. It is one of a number of narrative accounts constructed with teachers involved in the larger study and demonstrates how representations assisted exploration of her personal meanings, roles and responsibilities. The data is often told in Andrea's own words so as to capture qualities of human cognition and emotion in complex professional situations. Her account shows how drawing, metaphor and writing allowed examination of particular experiences, feelings and past and present interactions. Andrea's cognitive and affective sense-making revealed her personal meanings, values and approaches to teaching and helped her develop an informed view of the contradictions and complexities of teaching which influenced her teaching action and teaching identity (Beach & Pearson, 1998).

Andrea's meaning making

Andrea had experienced times where she had found it increasingly difficult to make sense of her teaching experiences and work roles. Learning about ways of representing her experience and thinking was helpful and these became resources which Andrea used to examine a complex kaleidoscope of experiences and meanings that were shaping her teaching and that were part of her ways of knowing about her work. Talking with and listening to other teachers was also an essential part of this process.

Andrea was employed as the kindergarten teacher (four year old children) in a private child care centre in Brisbane, Australia and had worked here for three years. Prior to this, she had for two years worked as a director in another centre.

Andrea had 24 children in her room each day but 43 across the week. She did not want to be employed as the preschool teacher - which is where most teachers in child care, if they are not directors, work. She enjoyed the 'kindergarten' (3-4 year olds) age group and was keen to continue teaching this group.

Andrea's first drawing of herself-as-teacher was a teacher on the run, with six arms and lots of ideas flashing above her head (Figure 1).

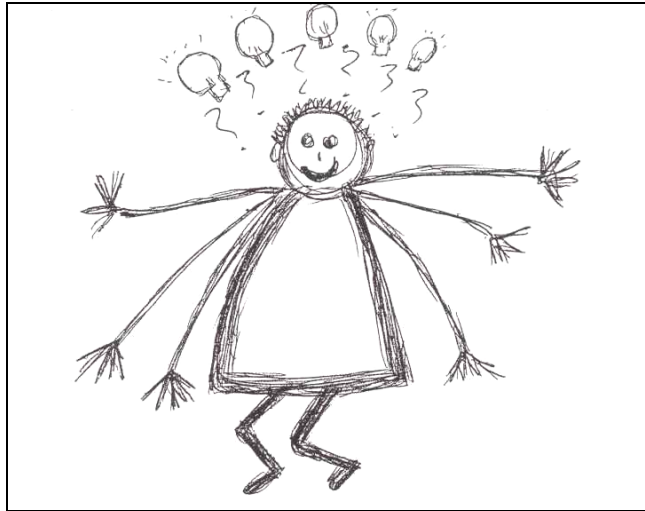


Figure 1: Andrea's first drawing

Andrea described her drawing to the group:

I drew myself with lots and lots of arms, and my legs are running, because that is all I do all day. I hit the floor running every morning. I drew light bulbs because I'm always trying to think of something new to do. I'm always busy. It is a standard joke at work that I'm always racing, racing from here to there, with my assistant running after me.

Some of the words accompanying my drawing were that 'I am always busy and I internalise that the children should always be busy', I don't know whether that's because I am always busy and so I make sure they are all doing something or not. I like things to be as tidy as they can so I'm always racing after children, and tidying up - maybe that is why I'm so busy.

I wrote that I have to be a little bit of everything - I have to be the waitress, the nurse, the chemist, the cleaner, the teacher, the friend, the everything.

For example, when it comes to lunch time I am handing out lunches and giving out medicine, and doing something else over there - and so I feel like I'm doing everything, trying to do, no, 'having' to do, a hundred things at once.

I suppose it comes back to me feeling busy and feeling like I have to do everything. So that is me - the legs running, and all the arms going, and the light bulbs flashing.

Drawing focuses reflection, motivates change to practice

Reflecting on her drawing highlighted to Andrea that she needed to change the pace of her program. As a direct result of representing her image of teacher through drawing Andrea made changes to her daily program and routine:

My drawing of myself as a teacher encouraged me to re-think a few things which led to changes being made in our kindy program. I think we were trying to fit too much into one day, so we've adjusted our program. My assistant and I have noticed that it has really slowed down the pace of our day while giving the children extended time inside to work longer at projects...so a positive change has come out of that drawing project already.

I had fifty million arms going everywhere and so I thought 'maybe we should slow things down a bit'. So, mid-way through that week we changed our routine. We cut out the middle play, so that we are not inside rushing outside, and then rushing back in for lunch. We now have a really long expansive time to play. Then we go outside a little bit earlier in the afternoon for the outside play - so it has really slowed things down.

The children are all still busy, they are not going off task, and it has worked really well. My assistant and I have slowed down and it has been really good. So that drawing worked a lot out for me and helped me to 'cut off a few busy arms'

Responding to her representations involved articulation of particular teaching values. Andrea wanted children to be busy and engaged in their play/work. She also respected quiet individual time with children and ensuring individual children felt they were an important part of the larger group. She wanted a calm atmosphere to pervade the room. She valued practices that respected the ideas of individuals and that showed children she was interested in them and what they had to say. Dramatic play was also important to her. She believed imaginative play was a catalyst for learning.

Andrea said that most of the time she loved being a teacher and generally her work environment was relaxed, happy and professional. However, she acknowledged that there were times when she felt really depressed, unappreciated, and overworked.

She also considered how her perceptions of herself as a teacher were linked to the perceptions and responses of others:

As I have been thinking about myself as a teacher in the last few weeks, I have noticed that many parents have been asking questions, making comments about our program, asking for advice and ideas and giving us great support. This has really boosted my, and my assistant's, motivation, pride and good feelings.

It's been nice to feel appreciated and respected, and this too has added to our enthusiasm for the children, the program and the daily routine. That sounds funny - but you do feel more motivated, more eager, more enthusiastic when your efforts are acknowledged. That burnout feeling, that 'I need a holiday' feeling, seems to take longer to kick in.

Andrea's third drawing (Figure 3) depicted the benefits of allocating more time to spend with children, and how getting to know them during group interactions had influenced relationships positively:

I drew my assistant and myself in little groups with the children. Because it has been calm, we have had a lot more time to sit and be with them. Slowing down the program has given us this time.

I feel like past experiences and knowledge are coming together to help me create a harmonious and busy room. Our planning is very responsive to the children, so they're happy and busy - the most important thing really.

Our room this week had lots of interaction with the children: sitting on the floor playing trains, reading books, talking. The calmness of the room gave us time to really join in with the children, to extend their games and interact positively with them as they worked and played. This has helped us to know the children well.

Her deliberate changes to the structure of the kindy program as a result of her first drawing were captured in a second (Figure 2) and third drawing (Figure 3) and illustrated these positive feelings about her work with the children and the revised routines. In her second drawing she had calm flowing lines which represented calm feelings, fewer arms and legs, and a big smile showing how happy she was with the program – happy that children were busy and excited by the learning environment she provided.

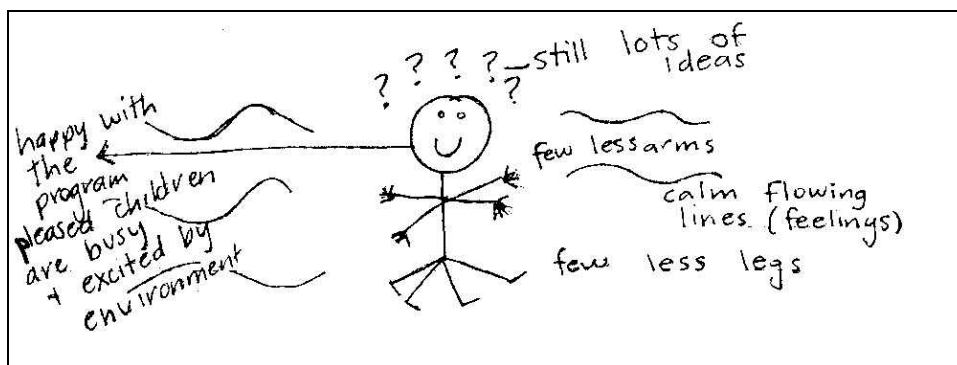


Figure 2: Andrea's second drawing

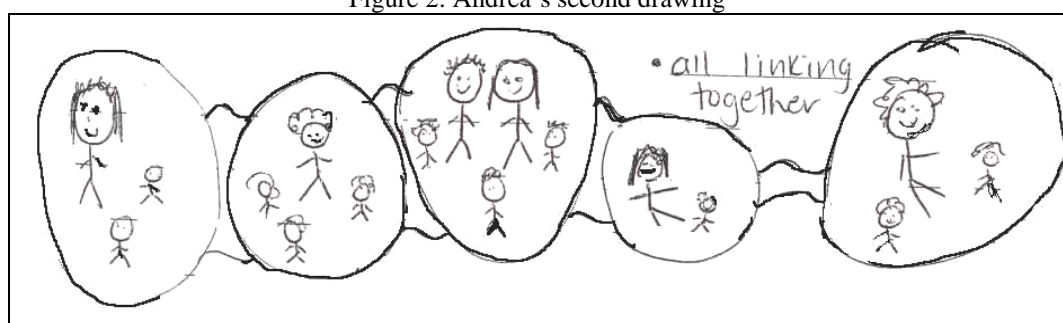


Figure 3: Andrea's third drawing

Connecting past and present experiences of teaching

Interestingly, in the process of considering situations that made her feel good about her work Andrea made connections with uncertainties and challenges of past experiences. In particular she reflected back to her previous job where she been director juggling many roles and to a more recent relationship with a child who challenged her knowledge about behaviour management. She was interested in her orientation to uncertainty and discovered she was motivated by both her satisfaction and dissatisfaction with teaching:

I really can notice the differences now. I feel physically and mentally more alert and I feel the program and environment of the room is of a much higher standard than compared to when I was trying to juggle a teaching role and director's role.

You don't realise how much knowledge you have, use and call on each day to make your job successful. It really is a multifaceted role – teacher, cleaner, counsellor and everything in between. Parents often rely on our knowledge for support and help. My knowledge is used so much for problem solving and justifying decisions, and it influences the way my classroom is run and managed.

Listening to the stories of other teachers in our group encouraged this revisiting of past dilemmas, uncertainty and conflict, and caused Andrea to consider how much of herself she invested in teaching:

Sandy's experiences remind me of a situation I had last year. I too had a little boy with behavioural problems, maybe that is why this year I feel 'blessed' with good children who are eager to learn - I've earned this after last year!

Stress was a huge factor - I even made moves to leave teaching but those plans fell through - I cried all day when I found out I was stuck with 'this kid'. I really felt the other children suffered - it was so hard to do anything without him 'spoiling it'.

I looked forward to every holiday and I took every RDO (rostered day off) that I could. I had about 15 sick days last year - before that I may have had 2 or 3 a year - my health really suffered from the stress.

I had really high blood pressure. It got so bad my doctor hooked me up to a blood pressure machine for 24 hours. I had to have exploratory blood tests. I hate needles and these were my first blood tests ever - and I cursed 'that kid' even more.

Late in the year my body gave up. I had a very bad turn - a result of having undiagnosed pneumonia. After being told to rest completely at home for one week, I went back to work FIGHTING.

The parents of this boy had been getting help from a health clinic, and the doctor there was supporting him at the centre - but really that help was minimal. I'm sure they didn't talk to each other and the parents' parenting skills really seemed to leave something to be desired, add to this a five year old brother who was demanding and a teaser.

That experience has given me a good model for next time a child with problems comes along. I have a few strategies from the doctor, ideas staff devised, and more knowledge about how to deal with parents.

One of the most important lessons I learned was about self-preservation. Without realising it, your resources get 'eroded away'. Holidays and breaks really assist the re-building process.

This year I'm going through the re-building mode, and I certainly will take 'erosion prevention measures' to ensure I never feel as bad as I did last year. Next time a 'horror' situation like that comes along I'll be on alert from day one.

Andrea reflected forwards and backwards, to current experiences and past experiences and contemplated personal theories of teaching. She considered and reconsidered her drawings and the changes she had made which had positively influenced her current programming and images of teaching. She wondered if she had made routine changes to slow the program down 'last year with this difficult child' whether she would have seen a difference in his behaviour. Revisiting this situation encouraged reflection on her methods of motivating children and on alternative ways to structure routines and promote communication.

Complex personal activity in a complex uncertain climate

The nature of the teaching experiences that gave rise to uncertainty for Andrea was captured effectively by metaphor. She used metaphor to powerfully address and evoke meanings about what working in child care was like for her. The value of metaphor for getting at more than propositional language became apparent:

I feel my role, as with other teachers, is so multi-dimensional that the true essence of a teacher would take so much in-depth writing to capture – the many roles, the many variables each day, the many people we are associated with, the many emotions we experience, the many highs and lows of each day, week, month and year. My account this year seems almost 'flat' whereas at the same time last year it was a roller coaster! Writing metaphors showed me the essence of what teaching is for me.

Andrea's metaphors conjured for reflection the unruly and demanding nature of teaching and identified a gap between the idealisation and realisation of her experience of teaching. Her first metaphor was 'being a teacher in child care is like canoeing':

It is upstream and against the tide. A lot of the day you feel like you are paddling and paddling and getting nowhere, the tide is pushing you back, but you have got to keep going. There is also the smooth times when you negotiate the water and you get around the obstacles and everything is going along fine.

If you are canoeing with a partner in the back, you have to negotiate with them where you are going, you have to be in time with them, and heading in the same direction. If you don't it will all go off course and everything will be crazy.

Sometimes you have to test the water before you go on ahead. You have to stop that boat, and hop out and go for a look and see what is going on up ahead, to have a think about whether you will keep going that way or turn back and try something new before heading on again.

You have to be familiar with the waters, and feel confident to negotiate the waters. I see rough water and rocks. I don't see that calm lake. There is nothing calm about it, it is upstream, upstream with trees, grass and everything at the side watching you as you go past.

Thinking about the many relationships she invested in as part of her work caused Andrea to create another metaphor. Andrea developed a metaphor of 'managing relationships in child care is like playing rugby':

You take to the field each day never sure of the tactics of the others, the tactics of the children, or the parents, or your co-workers. Their feelings can change the things I say, the way I act.

Sometimes you need to plan the defence and the attack as well. You have to have strategies, your offensive, and defensive, to keep things going.

You have to treat each player, on your team, on the opposing teams, or the local teams – like parents, with respect. You need to respect their individual skills. Every player in the game has a different thing to offer, so you have to respect that and be aware of that.

You need the strength to go the distance. It also makes a difference if the crowd is on your side, if you are playing at home, if the loud speakers are blaring in the background. It also makes a difference if you have cheerleaders on your side cheering you on and giving you support.

Andrea spoke of the value of drawing and metaphor for making sense of her work: *they clarified my thinking and ideas and provided a new perspective.* Drawing and metaphor captured Andrea's shifting images of teaching, her roles and expectations, the dynamism of her experience and the emotional investment she made. On the one hand she identified the complexity and challenges of teaching and on the other she described happy and calm images. Her discovery was not unlike Nias (1999) who described the experience of teaching in this way:

...the teachers' role is ambiguous and ill-defined, hedged about with uncertainty, inconsistency and tension. To 'be' a teacher is to be relaxed and in control yet tired and under stress, to feel whole while being pulled apart, to be in love with one's work but daily talk of leaving it (Nias, 1999, p 237).

Andrea's representations helped her identify the knowledge she brought to her current work environment and her feelings about the benefits of a single focus on children. Slowing the pace of her program gave Andrea a greater sense of control and supported her wish to take more detailed observations of children so that she could better respond to their needs and interests. Her representations highlighted the importance of being able to experiment with ideas and routine arrangements to be more responsive to children, and having supportive and professional peers who valued her opinions. They also showed her something of her own evolution as a teacher, how she was growing and developing over time:

My experiences of the last few years seem to have finally come together and I can now make sense of the good and bad experiences. I am a professional, and I am proud to call myself a teacher. I feel happy and content and I believe those feelings are reflected back in my work with the children and their families.

Andrea also valued the opportunity to talk about her work with other teachers:

Being involved in this professional development has been wonderful. I feel so lucky and motivated every morning. I'd love to be able to say to the girls in the group - 'come and work at my centre, it's wonderful'.

I wonder if I would have said that last year - yes I would have despite that 'situation'. The work environment at my centre was and is very supportive and encouraging, and that is probably why I did eventually make it through.

Talking with the group on Monday nights is so helpful. While I don't have any bad dilemmas, it is still so good to just talk. I feel I can do this too with my director, but it is nice to talk with other teachers in child care in a different, neutral setting to mine.

As a result of this support and opportunity for reflection Andrea wrote:

As a result of this program I feel more certain, confident, assured about being a 'teacher' in child care. The routine changes have slowed me down and I feel calmer, more relaxed and in control. I feel that after each Monday a weight is lifted off me and I'm motivated and ready to go on again. I have a better understanding of myself and my work.

Summary

Andrea's account demonstrates how representing knowledge and experiences and discussing these with others influenced her and gave her confidence to enact change (Huber & Whelan, 1999). Seeing her knowledge represented in drawings, metaphor and writing facilitated awareness of past and present approaches for dealing with demands and uncertainty and inspired improved teaching practice (Woods, 1999). Using a variety of reflective tools, and opportunities to share experiences with others, provided Andrea with a supportive and constructive means of acknowledging and examining past and present tensions in personally meaningful ways. As a result she engaged in a process of generating knowledge and self-awareness.

Focussing on personal dimensions of knowing, feelings, emotions and personally created meanings enabled a better understanding of the interaction and relationship between herself and her work (Coldron & Smith, 1999; Rosebery & Puttick, 1998). Andrea was able to identify how she was influenced by particular situations and work demands (Huber & Whelan, 1999). She identified that she was highly motivated to learn and use new knowledge and was sensitive to creating a climate that led to improved learning (Huber & Sorrentino, 1996).

Teacher meanings are key to effective professional development

Teacher meanings are an important foundation of effective professional development. As teachers examine themselves in their own acts of teaching they look to themselves for answers about what it means to teach in a given space and time and tacit personal meanings or theories guiding action become explicit (Hamilton, 1995). They are able to remake meaning and cultivate new ways of working. "By looking inward, teachers can move outward toward growth and connection and change, more intentional and purposeful, with more determination and clarity" (Ayers, 1987 p.15-16).

Making personal meanings explicit has been found to be an important contributor to teacher renewal and morale and for assisting teachers' attempts to cope with work demands (Collier, 1997; Evans, 1997; Hamachek, 1999; Lipka & Brinthaupt, 1999; Woods & Jeffrey, 1996). Self-knowledge allows teachers to find connections, to understand experiences, to have a higher tolerance for uncertainty, ambiguity and contradiction, and to have a greater sense of their own voices in teaching situations (Jensen et al., 1997; van den Berg, 2002).

Andrea's account contributes to the growing appreciation of the human and contextual complexities involved in teaching. Teaching situations will continue to challenge teachers and teaching will continue to be a complex and personal activity. This account also offers insight into how engaging in ongoing examination of personal meanings and experiences about teaching might support teachers' efforts to confront, critique and value dissonant situations rather than be dominated by them (Hamilton, 1995; Pomson, 2005). Ongoing use of representational tools such as drawing, metaphor and journal writing supports a generative process of knowing that can assist in awakenings about how teachers know their work (Olson & Craig, 2005). Teachers can look to themselves, to past and present experiences and to feedback from colleagues to examine their living and telling of what it means to teach (Black & Halliwell, 2000; Graue, 2005; Hamilton, 1995).

When professional development efforts are related to teachers' meanings they can expect to be very effective (van den Berg, 2002).

References

- Akita, K. (1996). How images of teaching change with expertise: A comparative study of metaphors about classrooms. *Japanese Journal of Educational Psychology*, 44(2), 176-186.
- Anderson, L. W. (1997). The stories teachers tell and what they tell us. *Teaching and Teacher Education*, 13(1), 131-136.
- Ayers, W. C. (1987). *The discerning "I": Accounts of teacher self-construction through the use of co-biography, metaphor and image*. Unpublished Ed.D, Columbia University Teachers College, Columbia.
- Bates, R. (1997, August). *Teaching old dogs new tricks: On the continuing education of teachers*. Paper presented at the International conference on teacher education in the Asia-Pacific region, Beijing, China.
- Beach, R., & Pearson, D. (1998). Changes in preservice teachers' perceptions of conflicts and tensions. *Teaching and Teacher Education*, 14(3), 337-351.
- Beattie, M. (1995). New prospects for teacher education: Narrative ways of knowing teaching and teacher learning. *Educational Research*, 37(1), 53-70.
- Black, A. L. (2002). Making sense of what it means to teach: Artful representations as meaning-making tools. *Teacher development: An international journal of teachers' professional development*, 6(1), 75-88.
- Black, A. L., & Halliwell, G. (2000). Accessing practical knowledge: How? Why? *Teaching and Teacher Education*, 16(1), 103-115.
- Bullough, R. V., & Baughman, K. (1995). Changing contexts and expertise in teaching: First-year teacher after seven years. *Teaching & Teacher Education*, 11(5), 461-477.
- Bullough, R. V., & Baughman, K. (1996). Narrative reasoning and teacher development: A longitudinal study. *Curriculum Inquiry*, 26(4), 385-415.
- Carter, K., & Doyle, W. (1995). Preconceptions in learning to teach. *The Educational Forum*, 59(2), 186-195.
- Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, 31(6), 711-726.
- Collier, S. T. (1997). *Theories of theory and practice: Reflection in elementary preservice teachers*. Unpublished Ph.D, The University of Alabama, Alabama.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Connelly, F. M., & Clandinin, D. J. (Eds.). (1999). *Shaping a professional identity: Stories of educational practice*. New York: Teachers College Press.
- Diamond, C. T. P. (1993). Writing to reclaim self: The use of narrative in teacher education. *Teaching and Teacher Education*, 9(5/6), 511-517.
- Eisner, E. W. (1993). Forms of understanding and the future of educational research. *Educational Researcher*, 22(7), 5-11.
- Elbaz, F. (1991). Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies*, 23(1), 1-19.
- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13(8), 831-845.
- Featherstone, H. (1993). Learning from the 1st years of classroom teaching: The journey in, the journey out. *Teachers College Record*, 95(1), 93-112.
- Fenstermacher, G. D. (1997). On narrative. *Teaching and Teacher Education*, 13(1), 119-124.
- Feola, D. A. (1996). *Seeing oneself as a teacher: A study of the development of teaching images in a teacher education program*. Unpublished Ph.D, Fordham University.
- Freeman, D. (1993). Renaming experience/reconstructing practice: Developing new understandings of teaching. *Teaching and Teacher Education*, 9(5/6), 485-497.
- Graue, E. (2005). Theorizing and Describing Preservice Teachers' Images of Families and Schooling. *Teachers College Record*, 107(1), 157-185.
- Hamachek, D. (1999). Effective teachers: What they do, how they do it and the importance of self-knowledge. In R. P. Lipka & T. M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 189-224). New York: State University of New York Press.

- Hamilton, M. L. (1995). Confronting self: Passion and promise in the act of teaching or my oz-dacious journey to Kansas! *Teacher Education Quarterly*, 22(3), 29-43.
- Haney, W., Russell, M., & Bebell, D. (2004). Drawing on education: Using drawings to document schooling and support change. *Harvard Educational Review*(Fall), 241-272.
- Hargreaves, A., & Tucker, E. (1991). Teaching and guilt: Exploring the feelings of teaching. *Teaching and Teacher Education*, 7(5-6), 491-505.
- Huber, G. L., & Sorrentino, R. M. (1996). Uncertainty in interpersonal and inter-group relations: An individual differences perspective. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition: Vol. 3. The interpersonal context* (pp. 591-619). New York: Guilford Press.
- Huber, J., & Whelan, K. (1999). A marginal story as a place of possibility: Negotiating self on the professional knowledge landscape. *Teaching & Teacher Education*, 15(4), 381-396.
- Jensen, M., Foster, E., & Eddy, M. (1997). Creating a space where teachers can locate their voices and develop their pedagogical awareness. *Teaching and Teacher Education*, 13(8), 863-875.
- Kelly, A. L., & Berthelsen, D. C. (1997). Teachers coping with change: The stories of two preschool teachers. *Journal of Australian Research in Early Childhood Education*, 1(1), 62-70.
- Lipka, R. P., & Brinthaupt, T. M. (Eds.). (1999). *The role of self in teacher development*. New York: State University of New York Press.
- McEwan, H. (1997). The functions of narrative and research on teaching. *Teaching and Teacher Education*, 13(1), 85-92.
- McLean, S. V. (1991). *The human encounter: Teachers and children living together in preschools*. New York: Falmer.
- Nias, J. (1996). Thinking about feelings: The emotions in teaching. *Cambridge Journal of Education*, 26, 293-306.
- Nias, J. (1999). Teachers' moral purposes: Stress, vulnerability and strength. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 223-237). New York: Cambridge University Press.
- Olson, M. R., & Craig, C. J. (2005). Uncovering cover stories: Tensions and entailments in the development of teacher knowledge. *Curriculum Inquiry*, 35(2), 161-182.
- Pomson, A. D. M. (2005). One classroom at a time? Teacher isolation and community viewed through the prism of the particular. *Teachers College Record*, 107(4), 783-802.
- Rosebery, A. S., & Puttick, G. M. (1998). Teacher professional development as situated sense-making: A case study in science education. *Science & Education*, 82(6), 649-677.
- Sacks, O. (1973). *Awakenings*. London: Duckworth.
- Schmidt, M., & Knowles, J. G. (1995). Four women's stories of "failure" as beginning teachers. *Teaching and Teacher Education*, 11(5), 429-444.
- Shen, J., & Hsieh, C. (1999). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. *Teaching and Teacher Education*, 15(3), 315-323.
- Sumsion, J. (2002). Becoming, being and unbecoming an early childhood educator: a phenomenological case study of teacher attrition. *Teaching and Teacher Education*, 18(7), 869-885.
- van den Berg, R. (2002). Teachers' meanings regarding educational practice. *Review of Educational Research*, 72(4), 577-625.
- Webb, K., & Blond, J. (1995). Teacher knowledge: The relationship between caring and knowing. *Teaching & Teacher Education*, 11(6), 611-625.
- Weick, K. E. (1995). *Sensemaking in organizations*. London: Sage.
- Woods, P. (1999). Intensification and stress in teaching. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 115-138). New York: Cambridge University Press.
- Woods, P., & Jeffrey, B. (1996). *Teachable moments: The art of teaching in primary schools*. Buckingham, UK: Open University Press.