

**PROFESSIONAL GROWTH
AND
DEVELOPMENT:
ONE TEACHER'S STORY**

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INTRODUCTION

A year ago I submitted my curriculum vitae to be considered for a position which I felt I was well qualified and felt certain that I had a good chance of being offered the job. When I was not even interviewed for the position I was disappointed. I reviewed my curriculum vitae, and though it was factual, it was void of the contexts and meanings which are so rich as I interpret my professional experiences. Yet the objective and impersonal nature of the curriculum vitae does not inform the reader of the personal meanings attached by the writer to the facts.

This experience confirmed my earlier leanings to explore professional growth and development as a creative project. Having previously engaged in autobiographical work as a means of understanding my classroom reality and pedagogical practices (Butt, Raymond, McCue, & Yamagishi; 1986) I sensed that more autobiographical writing would be an appropriate vehicle for this study. By using the curriculum vitae as an outline for the writing on professional growth and development, I would have a framework for contrasting the impersonal with the personal.

EXAMINING THE PROBLEM

The question posed for this study is "What does it mean to be a professionally active teacher?" I will use my curriculum vitae as a framework for the autobiographical writings which will identify significant experiences, contexts, and individuals relating to professional growth and development. Following the autobiographical writing, I will engage in four levels of analysis in an attempt to develop an image of a professionally active teacher. The first level of analysis will be the rewriting of the autobiography to select and reorganize the experiences. Level two will be the selection of major themes. At level three, I will attempt to conceptualize professional development through my experiences and meanings. The fourth level of analysis will be a reconceptualization of the meanings inherent in professional growth and development through the synthesis of the personal meanings through experience and the current literature in the field.

On the surface, this study suggests an understanding of two issues. The first issue is that of professional growth and development within the context of school improvement and the second issue relates to the autobiographical process being used as the methodology.

However, underlying the question and the two focus areas is a question posed by Pinar (1989, p. 10).

What do I make of what I have been made? ...What is to be the relation of the knower to the known? ...As significant as self-knowledge and authenticity are, as important as it is now for teachers to exemplify as well as know these modes d'etre, they do not constitute historical end-states. They set the stage for asking what attitudes and actions are appropriate given this self-knowledge.

As this study proceeds, I will attempt to address Pinar's concern with autobiography as a process as well as within the meaning of professional growth.

Professionally Active Teachers

The notion of professionally active teachers will be examined from a historical perspective within the context of school improvement.

The complexities of education in the second half of the twentieth century are creating demands on teachers far exceeding those experienced by teachers in earlier times. The launching of Sputnik by the Soviet Union in 1957 caused the American public to demand improvement in their educational institutions. More emphasis was to be placed in the sciences and mathematics so that America might regain its once pre-eminent position in space research. With that, massive funding went into the research, development, and diffusion (RD&D) of large scale curriculum projects designed to improve student performance. In addition to raising the

academic standards of students, these projects were intended to "...improve the competency of the classroom teacher... (House, 1979; p. 2)" but by the end of the decade there was the "...suspicion that behind the closed doors of the classroom little had changed...(Goodlad, 1976; p. 170)." Fullan (1982) identified the central role teachers play in the innovation of new policies, curriculum, or teaching strategies but the RD&D model did not take into account the role of the user in the adaptation process. The RD&D model of change is based on the rational, scientific, Western orientation where the emphasis is on purpose, goals, objectives, and product. It is a model derived from industry and the military rather than the human sciences. It is linear and does not account for human qualities and characteristics.

During the 1970's several studies pointed to the inadequacy of the RD&D model for school change. Sarason (1982) identified the culture of the individual school as critical in implementing change while Goodlad (1975) recognized the teacher as the key to school improvement. In Canada, Fullan and Pomfret (1975, p. 337) criticized the model because it assumed that the innovations would be implemented as planned ignoring the varying settings, the classroom realities, the change process, and teachers. The recognition that "...the teacher is not passive but is actively engaged

in a local complex environment with a distinct subculture and a set of values... (House, 1979; p. 3) turned the focus of school improvement from large scale curriculum projects to the study of teacher practices.

This shift caused researchers to move into classrooms to study those practices and qualities exhibited by effective teachers. The studies were usually of a scientific nature based on efficiency studies from industry. The literature is extensive but again this model ignores the many realities that affect any given instructional situation. It would seem that school improvement using this model will not effect significant change.

One of the major issues in school improvement is the influence of outsiders and their attempts to mandate change. Because of the hierarchical nature of the institution, responsibility to deliver the improvements is placed on those with no input regarding the need or the nature of the change. In the school improvement process, the decision makers often view teachers as consumers who are powerless, passive, uniform, and unchangeable (Common, 1983; p. 205). This places teachers at the bottom of the pyramid with the expectations that they will perform tasks prescribed by 'experts'. The effect of this systematic, rationalist approach is to reduce teachers to a "...rule-oriented,

rule-governed beings...(where)...human competence is reduced to instrumental reason and instrumental action (Aoki, 1983; p. 20). By ignoring the realities of the lived world of the classroom (Flanders, 1983; Lieberman, 1977; Lortie, 1975) the hope for school improvement will continue to flounder as teachers assert their power over imposed innovations by either resisting the innovation or adapting it to fit their particular circumstances (Berman & McLaughlin, 1977).

If educational institutions are serious about school improvement, it is necessary for the decision makers to move from their bureaucratic perspective to that of the classroom. It is important for them to be informed by teachers. A number of studies during the 1980's are focussing on the classroom and on teacher thinking. Clandinin and Connelly (1989) reviewed a number of studies that attempted to understand teachers' knowledge, attitudes, beliefs and values that directed pedagogical action. By utilizing this knowledge of teachers' realities and meanings and by bringing teachers into the school improvement process as stakeholders rather than instruments, policy makers will have a greater chance of effecting change.

In order to complete the picture of teacher knowledge outsiders must understand the experiences that influence teachers to act as professionals. This study

places the experiences of one teacher engaged in the professional development activity of classroom improvement at this historical point in the school improvement process in an attempt to view the process from a 'micro' perspective. The approach will be through the analysis and interpretation of autobiographical writings to give meaning to professional development that an insider might inform outsiders in ways to facilitate school change.

Methodology

The value of autobiography as a literary genre is its ability to give meaning to the author but it also has the potential to offer insight into the consciousness of others. Pascal (1960, p. 9) writes of autobiography as

...the reconstruction of the movement of a life or part of a life, in the actual circumstances in which it was lived. Its center of interest is the self, not the outside world... Autobiography is a shaping of the past. It imposes a pattern on a life, constructs out of it a coherent story. The writer takes a particular standpoint at a particular moment at which he reviews his life and interprets his life from it.

As a literary form, autobiography must go beyond an account of personalities, events, and circumstance of a life, and "... become the framework, in some sense the embodiment, of the personality of the writer... (Pascal, 1960; p. 20).", or the architecture of self according to Pinar (1989).

Autobiography as a literary genre and as a method of educational research have much in common. Berk (1980) informs us that autobiography is the formative history of one's life experiences. Bauman, quoted by Aoki (1986, p. 4) states, "The only source of knowledge is our life as we live it daily and as we experience it prior to any theoretical experience." Therefore, if knowledge is available through experience, then the re-presenting of significant experiences through autobiographical writing is one way of operationalizing Dewey's (1963) reconstruction of experiences as a key to learning. Then, writing can create increased thoughtfulness about one's experiences if the writing permits that knowledge to emerge. Although Grumet (1987, pp. 322-323) expresses the concern that the writing of an experience is alienating because it changes the form of the experience, Schon (1983, p. 50) believes that as the individual tries to reflect and make sense of his actions he criticizes and restructures those understandings and embodies them in further action. Learning is based on personal experience and if the understandings direct future action and learning then Pinar's concerns about autobiography becoming an historical end point (1989) can be addressed as one continues to refine the architecture of self.

Teachers' autobiography then is the study of those significant personal and professional experiences that have been filtered through the memory. These experiences form the knowledge which influences teacher action, thinking, and development (Butt & Raymond, in press). Butt, Raymond, McCue & Yamagishi (1986) and Paul (1989) have analyzed autobiographical writings and their findings demonstrate a high level of congruence in the relationship between knowledge held as expressed in autobiographies and knowledge demonstrated through practice. The value in those writings has been the kinds of knowledge generated by the teachers' voice as they have put meaning into their actions. By encouraging the teachers' voice to be heard through autobiography, teachers can become empowered (Butt, Raymond, McCue & Yamigishi; 1986) and as teachers return to understand the origins of their thought and actions, the authentic voice is heard (Pinar, 1989).

Three concerns need to be resolved in the mind of an individual when engaged in this type of research. First is the question of reliability. Pascal (1960, p. 17) states that although memory can rationalize or distort experiences the critical feature of autobiography is the remembering of an experience from a particular perspective which may alter the original meaning of that experience as it is placed in different contexts. Also, some events may become significant

only after much time has elapsed or a particular focus calls it to memory. Butt & Raymond (in press) and Paul (1989, p. 17) accept teacher autobiography as truth because "...the way the teacher sees it is regarded as truth since the teacher thinks and acts as if their craft knowledge is true." The second concern is one of bias. In this study, I do not conduct the literature review on professional growth and development until after the analysis and interpretation of the autobiography is complete in order that the interpretations will not be influenced by the literature. However, I admit bias in this project. LeCompte (1987) identifies sources of bias in biographical work which include the historical influences, the role of mentors and professors, and the academic setting. Studying in the 1980's, at the University of Lethbridge, under the guidance of a group of professors has created a bias for the project I am engaged in which I recognize but make no apology for. The final question refers to the validity of studying my own work. As such, I am able develop my own framework (Butt & Raymond; in press) and mediate my own meanings and understandings through familiar contexts rather than outsiders attempting to give meaning to the unfamiliar situations and experiences of others. Grumet (1987, p. 324) states that the process permits teachers to "...examine their own work with a seeing

that is more inclusive, that surveys an ever widening surround..." The collaborative nature of this project does, however, allow for verification of the meanings.

This study will attempt then to understand what it means to be a professionally active teacher through my autobiographical writings and reflections. The understandings that emerge will be two-fold. First, by studying my own work, I gain a greater understanding of my own professional life and with those understandings will be better able to make informed decisions about future professional activities and career choices. Second, this study may add a different perspective to the literature on professional development that may inform outsiders in understanding how teachers grow professionally that may be useful in the school improvement process (Butt & Raymond, n.d.). There are an increasing number of studies that are demonstrating that through the understanding of the work of one teacher there are universals that can be discovered (see Clandinin & Connolly, 1987; pp. 487-500 for a current listing). "Within one person's life, besides being uniquely personal, lies universal aspects of the lives of members of that group (Tuckman, 1979)."

ANALYSIS AND INTERPRETATION OF PROFESSIONAL
DEVELOPMENT IN AUTOBIOGRAPHY

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In an attempt to understand the meaning of professional growth and development, I will analyze and interpret my autobiographical writing at four levels. At the first level I will rewrite the work in order to highlight significant events and develop meanings. I will then identify the themes as they relate to professional development at the second level of analysis. At the third level I will attempt to conceptualize professional growth and development at on a personal level. The final stage is the reconceptualization of professional development as a result of a review of current literature.

Level One

Significant Experiences and Meanings

In order that I might better understand myself as a professional I have used my curriculum vitae as a framework for autobiographical writing. However, the curriculum vitae limited that autobiographical writing in three ways. First, early educational experiences are not documented although many of those experiences certainly influenced my attitudes and set directions for future activities. Second, the curriculum vitae does not include personal experiences which are

necessary to understand myself as a professional. Third, and most important, the curriculum vitae does not provide a picture of myself in the classroom and does not explain how I came to be the kind of teacher that I am. Professional success for me is not just the credentials on the curriculum vitae but is a classroom where effective instruction is more than just 'feeling right'. It is a classroom where I know why 'things work'. Most of the pieces of information on my curriculum vitae are signposts along my journey to professional competence but they do not describe how I acquired the knowledge, developed the theory, applied the theory to practice, and developed confidence in my program. Therefore, at this level of analysis, I will use the autobiographical writings from the curriculum vitae to stimulate further thought and bring forward other experiences that might bring understanding to my professional activities.

The writing will proceed in chronological order. At obvious transition points I will make some observations about the nature, the source, and the influence of individuals or experiences relating to professional or personal growth. The nature will describe the characteristics or qualities of that particular period that I might clarify what it was like. The source will identify particular experiences, individuals, or

relationships that influenced me either at that time or subsequently. Finally, the influence will explain the way the nature and source shaped my knowledge about myself as a person or as a teacher.

Early Years

My earliest memories are of a small, two roomed home on the edge of the city heated by a coal stove in the winter. My Dad was away a lot, in the Air Force during my early years. Although my family's financial resources were limited we had a strong sense of belonging to each other. Through the teachings and examples of our parents we learned many lessons at home. Honesty and courtesy was demanded and we were expected to be considerate of others. Mom was active in Cubs and Scouting as well as a children's organization. She took time for those who were lonely or disadvantaged in her own quiet way. Dad was very interested in politics and current events, listening to the news on the radio and discussing information from the newspaper. Growing up in this environment I assumed everyone enjoyed reading and was actively involved in politics.

My father followed the authoritarian model of his father in our home. He made the major decisions and because of his love and concern for his family, I didn't question this. He assumed that he knew what was

best for us and as a child I assumed he was right. Some years after I left home, we had a couple of rows because of his inability to accept the views and opinions of others but because I value tranquility in relationships, I decided that it wasn't worth trying to change him. I accepted him for all the good qualities he had and overlooked this trait.

Education received high priority in our home. Both of my parents grew up in large families and neither completed high school because of the economic hardships experienced by their families as a result of the Depression. Learning was promoted at home both for its intrinsic worth and for future employment. We were expected to be responsible students, always doing our best. Our parents were supportive and involved in our school work checking on homework, monitoring report cards, helping with reports and projects, and attending parent-teacher meetings. Our success was important to them and it was important to me to have their approval.

I remember what an occasion it was when I started grade one. My dad sat me on his lap and talked to me about the different students I would meet; that they all would not look like me, but that they all had the same kinds of feelings and needs that I had and that I had a responsibility not to hurt those feelings. My mom had spent a lot of time reading and telling stories to me

and I could hardly wait to get to school and learn to read all by myself. We began with Dick and Jane and I eagerly learned each new word Mrs. Smith wrote on the blackboard so that I could read each story. I went home each night to share my new learnings with my parents and they were as excited with my progress as I was. One day, I encountered a new word in the reader that the teacher had not put on the board. I knew the word t-h-e-y but this word was t-h-e-n. When we were shown the difference, I dutifully learned it but didn't feel that I was a reader. I remember how disappointed I was because I went to school to learn how to read by myself and after a few weeks all I could read was a few words that the teacher taught us. I don't remember how or when I came to be an independent reader but by the end of grade one I had my own library card and was able to pick out my own books and read by myself. I spent most of my free time reading while I was at home.

I was a good student and worked hard. I had decided fairly early in my life that I wanted to be a teacher and looked to many of my teachers as models. However, one teacher in particular had a profound influence on me. Ted Aoki, a Japanese Canadian, University Professor, and noted curriculum scholar was my grade nine and grade eleven social studies teacher. He spent the first few weeks of grade nine relating how the internment of Japanese Canadians and the 'resettlement'

in Southern Alberta had affected his family and his life. Our class examined the event from historical, social, and moral perspectives.

It was in his class that I realized that all of the interesting bits of information that I had read about other cultures was personal and human. I became aware that lives were structured around Islamic laws; that people suffered and grieved after Hiroshima; that the Renaissance was pain and anguish for those great artists. I learned that all events affected me because I was a member of humanity. It seemed everything that was taught in Ted Aoki's class had meaning in my life... Ted Aoki was able to inspire me with his knowledge and ideals because he was sincere and caring that we learned and understood. He was more than a model for me of what a teacher should be, he has often been my conscience (McCue, Butt & Raymond; 1988, p. 7).

The nature of those early years was that of a caring environment where values were instilled, education was valued, and conforming was expected. Parents and teachers were the prime sources, with experiences at home and school confirming individual worth, responsibility, and education. The influence of those early years has resulted in a desire for life-long learning, respect for others, and (until recently) accepting hierarchical relationships.

Undergraduate Years

Going to university was an experience I had looked forward to from childhood. I grew up with the expectation that I would go to university and become qualified for a profession. However, I was not prepared for the impersonal atmosphere of a large

campus with professors who weren't interested in my problems and subjects that I didn't feel were relevant to teaching. What a contrast the university campus was to the home where I was raised and valued. Because my expectations were not being met, I wasn't sure what I wanted to do with my life so I went to a counsellor.

As winter dragged on I began to question my future. Did I really want to be a teacher? Did I want to stay in Edmonton? I made an appointment with a student counsellor and a battery of ability tests and interviews indicated that I definitely belonged in one of the 'helping professions (Appendix II, p. 2).

At this point, I still looked to outsiders to answer my questions.

Because I had many friends at Brigham Young University (BYU) who were very happy with the campus, I decided that I would like to attend there.

I knew that this would create a problem with my family who were supporting my education. My father was very nationalistic and I knew his feelings about American universities. If I was unable to persuade him to let me go to BYU I had decided that I would go into nursing in Lethbridge or Calgary. My parents listened to my concerns and expressed their views. Neither felt that I the disposition or stomach to be a nurse. For several days nothing more was said. Finally, my dad told me that he would continue to support me if I enrolled in Homemaking Education at BYU. This was certainly not my choice, because although I enjoyed sewing, I hated home economics classes. However, I decided home economics was better than nursing and made plans to attend BYU (Appendix II, p. 2).

Significant in this experience was the sense I had in changing my dad's thinking to what I felt was best for me, rather than what he thought was best.

While I thrived at the university, my major never became a consuming interest.

My decision to attend BYU was the right one. The contrast between the two campuses was great. Compared to BYU, the University of Alberta was a rigid, cold, closed campus. I was impressed by the friendliness of the student body and the willingness of the professors at BYU to help. I delighted in the college life at BYU... Life was busy and full and I thrived on the social aspect of the campus (Appendix II, p. 2-3).

The college life at BYU was more in keeping with what I had expected at university, and that matching of the reality with what I had expected university life to be was important in sustaining me during my studies.

The academic side, for the most part, provided the means to the end (Appendix II, p. 2).

Several professors at BYU impressed me: Dr. Hart because of his ability to keep a large class motivated, Dr. Grass because of her passion for English literature, and Dr. Lietchy for her high standards. In addition were professors who were committed to helping students. Although at that time, I wasn't certain of what it meant to be 'teacher', I knew that these were qualities that I wanted to have as a teacher.

The home economics courses frustrated me with their emphasis on procedures. The opportunity to engage in discussion and to use our own experiences to extend our understandings was not a part of the program, perhaps the nature of the discipline with its scientific foundations did not allow for alternatives. I remember

in the methods class we all had to do a demonstration. One girl demonstrated how to iron a shirt, another how to do the dishes. My assignment was how to pack a suitcase.

It was during this course that I realized why I disliked home economics classes so much during junior high. There was only one way to do something and that had to be the right way (Appendix II, p. 5).

The prescriptive nature of home economics was in keeping with my upbringing but with the independence that came with living on my own, I was beginning to question a single perspective that seemed to negate the variety of individual experiences.

A post-student teaching course caused me to question what it meant to be a teacher because we examined approaches to learning other than the memorization of facts to ways of involving the student as an active learner. Although I didn't realize it then, this course was a significant departure from what I experienced as a student and grew up thinking teaching was about.

It was this course that provided the foundation for my subsequent teaching experiences because it supported those things that felt right from my own experiences as a student (Appendix II, p. 6).

When I graduated from BYU my family was there, proud as can be. It was a dream come true for my parents and probably meant more to them than to me at that time. I was being married in three weeks.

The nature of these undergraduate years were characterized by an emerging independence as a university student making my own decisions on a daily basis, but most significantly in transferring universities. It was a time for questioning establish practices while at the same time accepting the paradox of a major that was not mine by choice. However, the social life of university overshadowed these other issues. The role of parents continued to be a major source of influence during these years. Peers and social life also played a significant role during this period. The influence of these four and a half years confirmed my desire to be a teacher, gave me a feeling for independence in making my own decisions although I was still 'other-directed', and introduced a questioning of prescriptive practices that subsequently has dominated my professional life.

Marriage

My home background was most compatible to a traditional marriage. I had been socialized to believe that the male made the major decisions and that his career should direct our lives. I had no long-range career plans and considered teaching as a convenient profession until we had a family. I taught for two years until our first daughter was born.

Without going into detail, the nature of my marriage was one that was traditional, male-dominated. My socialization experiences, my husband, and myself were the sources of this period of my life. The influence of this marriage was the acceptance and continuation of 'other-directedness'.

Early Teaching Experiences

Finally, after sixteen and a half years of schooling, I had completed the requirements to be called a teacher. But, I was not certain that I really knew enough to be one. That test was yet to come (Appendix II, P. 6).

My first classroom was in a junior high school in Kearns, Utah, a copper mining community where the majority of the population had been on strike for several years. I began with some degree of anxiety but

my memories of boring home economics classes and the methods class at university were the incentive to develop a program that would encourage these students to become interested in sewing (Appendix II, p. 7).

What motivated my instructional program in Kearns was the particular needs of the students. In this case, many of the families were on welfare and junior high girls needed to extend their clothing budget. That created a tension in me that forced me into asking questions beyond the curriculum and methodologies that were generally accepted as part of the subject matter.

Rather than have the girls all make the same sewing project they were given a large number of patterns to choose from. They evaluated their own work and determined whether or not they want to

unpick the stitching and do it over. They were also encouraged to work with partners when they needed help rather than only with the teacher (Appendix II, p. 7).

Reflecting on this I realize that I have used these strategies in my current pedagogy but they were not a part of homemaking education at that time. Although I had not developed a pedagogical theory at that time, I knew that what was happening in this classroom felt good. However, I was reluctant to talk about what was happening because the class was noisy and I didn't want the principal coming in and asking me hard questions. For myself, I knew that the students were learning because

many of the students had developed enough confidence in their ability to sew that they were sewing at home after a few weeks of sewing at school and would bring something that was problematic to school for some help (Appendix II, p. 7).

The fact that students were enthusiastic and were sewing was evidence enough for me that the students were learning and that was important to me. However, I felt uncomfortable about sharing that information because I was inexperienced and not conforming to tradition methodology so I kept what was happening to myself. Teacher training and my upbringing that emphasized conformity prevented me from sharing my successes.

The following year I taught sewing in a junior high ghetto school in California. A week-long orientation

for all new teachers to the school focussed on the lazy, sometimes violent nature of the students and the need for staff to rigidly enforce rules. We were also instructed in the security measures.

With all of this external authority imposing itself, I forgot that I was teaching kids and became a policewoman instead (Appendix II, p. 9).

I was never successful in transferring those good practices that I had implemented in Kearns into this classroom because the culture of that ghetto school would not permit that freedom to happen, although I now believe that a child-centered approach would have benefitted those students. I was unable to come to understand their attitudes and values any better than they were able to understand mine. One strategy that I employed that seemed to break down the barriers that I had imposed and that they expected was to listen to the girls and ask them questions to help them to find their own answers rather than telling them what to do. Just as I was beginning to sense that I was making some headway, my husband accepted employment with the Canadian government and we moved to Ottawa.

The nature of my early teaching experiences were characterized by a high level of uncertainty: uncertainty of what it meant to be a teacher, uncertainty of how to deal with particular students, and uncertainty of how others would view my 'non-traditional' approaches. Along with that

uncertainty went a willingness to experiment to find ways of teaching that 'felt right'. The major sources of influence during this period of my life were my students and my memories of my junior high home economics classes that I did not want to replicate. The success of the first year and the difficulties experienced in the ghetto school have had considerable influence on my current practices. I learned the importance of accepting and valuing students, to question traditional practices, and to find alternative strategies that 'felt right'.

Diplomatic Life

After a year in Ottawa my husband was posted to the Canadian Consulate in Sao Paulo, Brazil where he assumed the position of Vice-Consul. With this assignment went all the privileges and status of being a member of the diplomatic community. This was pretty heady stuff for me and I relished in the social life and the opportunities to travel. Having help with a new baby and a two year old was an additional bonus. I found myself spending my days reading, shopping, and visiting while many evenings were spent at receptions or dinners.

After two and a half years we were cross-posted to Islamabad, Pakistan. I experienced severe culture

shock in Pakistan and the glamour of diplomatic life was eroding.

I was angry with External Affairs for sending me to such a God-forsaken hole. Small things bothered me a great deal. A regulation did not allow for me to have a table lamp for the hall table because my husband's junior status did not allow for one. I was miserable, unhappy, and felt betrayed by everyone. ...My thoughts turned to Ted Aoki. I asked myself what he would suggest for me to do and I realized that I had to find the personal, human element in Pakistan which was not at the receptions, tea parties, and dinners I attended. I began taking an interest in the lives of my servants, found out about their families, their beliefs and their dreams. Finally, I was getting better (McCue, Butt, & Raymond; 1986, p. 8).

In order to escape some of the constraints that I was beginning to feel imposed on me as a diplomatic wife, I began teaching English literature and grammar at the International School of Islamabad.

Without any formal training I became an English teacher with memories of teachers from my past and the teacher's guide for my support. It was in Islamabad where I became a teacher who was really a learner, learning about the cultures of the world from my students representing fourteen nations (Appendix II, p. 8).

Following the anthology and using the discussion questions, things went fairly smoothly for the first few weeks. I was pleased with the discussion of a story about a woman from New England who, at the beginning of the century, renounced her husband's authority, until I realized that only the Western students were participating.

A student from Thailand seemed upset so I invited his comments which were startling to most of the class. "Women are very special," he said, "and

should not be bothered by unimportant details. A woman has an important job to help her husband and children become great and good. The husband should take care of things that are not important." At this point I bit my lip and resisted the urge to argue the point. Other non-Western students began to share the role of women in their cultures. The teacher's guide and workbooks were returned to the bookroom. The culture and knowledge in the classroom was infinitely more exciting (McCue, Butt, & Raymond; 1986, p. 8).

Three factors enabled me to respond in the way I did to this experience. First, the principal was attempting to build on the cultural diversity of our student population. Second, although we were following the New Jersey curriculum, there was not a real commitment to following it. Third, the students responded as I responded to their background experiences and cultures. In addition were personal considerations. My classroom was an escape from my life which had been defined by others; my childhood, my family, and the diplomatic service. Within that room, I was able to define with the students the nature of the interactions. While I wasn't conscious at the time that I was establishing lateral relationships, as I reflect on it now, I was creating a situation where we were all learners.

The diplomatic life in Pakistan and the classroom at the International School of Islamabad created a strong contrast in the nature of the influences during these years. Diplomatic life was characterized by status, rules, and constraints, while the classroom was characterized by acceptance, freedom, and learning.

Obvious sources for the influence of these years on me personally and professionally were the diplomatic service and protocols, my family, and the students. The pivotal experience of students' sharing their cultural views of women's roles has been a major source of influence in my current pedagogical practices in three ways. First, the experiences and backgrounds of students are the primary source of learning for individuals. Second, the sharing of experiences enrich and extend the learnings of all students. Third, multicultural education has the potential to be integrated into the regular curriculum.

Ottawa Again

After five years overseas we were posted to Ottawa again where we settled in to suburbia. We purchased a home, worried about mortgage payments, quack grass, and our children's education. I remained at home, trying to make meaningful my days of laundry, shopping, and cleaning. Doug was relieved of the tedium of the Ottawa bureaucracy by accepting an assignment to go to Vietnam immediately after the Paris Accord was signed signalling the end of the conflict. Dependents were not allowed to accompany their spouses but I did spend three weeks in Saigon in the summer of 1972.

Ottawa continued to be uneventful for another year.

During our third year in Ottawa, Carleton

University opened a post-graduate certificate course in English as a Second Language and I eagerly enrolled. It was great to be a student again although it took some time to clear the cobwebs that had collected in the brain. I felt it necessary to prove myself as an 'older student' so I established study patterns far different than those of my undergraduate years (Appendix II, p. 11).

The challenge and excitement I felt was related initially to a sense of escape from the routine life at home. More significantly, however, I had made the decision to study, and had chosen the course. That sense of ownership was vital to me. In addition, it enabled me to learn for the joy of learning. There were only two of us in the class of twelve that had any teaching experience and only one of the instructors had taught E.S.L. and that was for just one year overseas. My experiences and ideas were valued. At that time E.S.L. pedagogy was dominated by drills, memorized dialogue, and patterned learning of syntactic structures.

It didn't feel right but I was at a loss to discover alternates. I submitted my final paper with a note of apology for 'more of the same'. Along with the final grade was a note with (the) assurance that I would find some answers to effective E.S.L. instruction (Appendix II, p. 11).

As I had questioned traditional approaches to home economics I was questioning traditional second language instruction.

I was able to handle the course work because both of the girls were in school. When I was offered a

part-time position to teach English to Francophone executive secretaries in the federal Department of Finance and the Treasury Board Doug encouraged me to accept it because the experience would be worthwhile and the money was good. He had agreed to assume some of the responsibility with the house if I accepted the position. He did purchase a dishwasher and occasionally vacuumed but for the most part, I continued as a full-time student, worked ten hours a week, and cared for the children and the house. Although he professed to value my growth, it was difficult for him to give up his traditional view of women.

The nature of this period was again characterized by contrast. The enthusiasm of being a student once again contrasted with the tedium of being a housewife. As a student, I was in control of my activities. Academic success and recognition of my previous training and experiences by professors and students were important sources during this period. The satisfaction of being a student and studying an area of my choice has influenced my interest in continued formal education.

A Return to the Diplomatic Life

After three years in Ottawa, Doug was assigned to Baghdad, Iraq as first secretary. After years of a hard-line socialist government, Baghdad had an

oppressive political climate. All that remained of the mystique that was Baghdad was in Aladdin's tales. Western diplomatic personnel were suspect and as a result our homes were bugged and our movements were monitored. As well, consumer goods were difficult to come by and we relied on monthly food shipments from Denmark. The British Council requested permission from the government for me to work for them as a tutor but that request was denied. I was destined to spend two years going to women's clubs, playing bridge, and reading. The one bright spot during that time was the birth of our third daughter.

A cross-posting to Port of Spain, Trinidad should have seemed like a reward after Baghdad but food shortages, isolation, and a population that lacked motivation was more than I could handle. I began to wonder who I was. We were caught up in a heavy social whirl but I wondered if the invitations were a result of my husband's senior status or because people genuinely liked us. Although entertaining was fairly informal, there were still strict rules of protocol that determined when we could leave a social event, how many forks were placed on the table, whom to invite, and what to wear. The rules were not mine.

However, I played my role well and was a charming hostess. After all, everything I did reflected on my

husband and affected his career. But what of me and what of my needs and interests? By that time I wasn't certain of who I was or what I wanted to do. I had determined that when I returned to Ottawa that I would enroll in an art history degree program at Carleton because I enjoyed visiting art galleries. It seemed a better alternative than working as well as caring for a home and family. I had to find out who I was outside of my husband's life and career. After all, I wasn't married to External Affairs, or was I?

The nature of this period was characterized by a need for me to determine my identity outside the rule-bound, status-oriented diplomatic service. The major source of the influence was not the diplomatic service nor my family but rather my needs. As a result, this period has served to influence my later drive for success as a teacher as one way of defining and understanding myself.

On My Own

With a change in my marital status I returned to Lethbridge so that my girls might have the benefits of grandparents and an extended family. I was soon hired by Lethbridge School District #51 to teach English as a Second Language to students in grades one to six. For the first time in my life I was now on my own. I was determined to succeed not only to show others but more

importantly to prove to myself that I could succeed not only as a parent but as a teacher. Now I had to prove myself personally and professionally. Although I was at times overwhelmed with the degree of responsibility this placed on me, I never felt that becoming my own person and successful professionally was out of reach. At this point it becomes impossible to isolate the personal with the professional: they are intertwined, each dimension influencing the other. The important contexts are those which initially forced me to independent action and gradually enabled me to take control over my actions. Until this point, the majority of my actions had been determined by others.

Because of my E.S.L. training at Carleton and my overseas experience it was assumed by the district that I had some expertise in the area. However, after a few days in the classroom I realized that the reality of teaching English to new Canadian children was quite different from the linguistic assignments I completed at Carleton. When classroom teachers of E.S.L. students asked specific questions about reading pedagogies, I didn't have any answers. Previous autobiographical writing described the gap between my E.S.L. training and actual practice.

My linguistics oriented ESL training, though useful for describing language for me, had no direct, practical application in the classroom... I realized quickly that I was in deep trouble with this linguistics oriented approach... I was able

to hide my instructional inadequacies in the cubby-holes where I was assigned to teach... However, I was unable to disguise my lack of knowledge when questioned by teachers on what they could do to assist my students... I felt totally inadequate and incompetent and a failure because I was unable to assist them (McCue, Butt, & Raymond; 1986, p. 3).

This created considerable tension within me. I knew that in spite of my credentials that I wasn't doing a good job and that it was my responsibility to become competent. My training had not prepared me for the reality and at this point I was not able to translate previous successful experiences to this context. As I struggled to find an effective pedagogy for E.S.L. students, three questions emerged. First, how do children learn? Second, what is the influence of the first language and culture on second language acquisition? Third, how does current research in language and literacy development apply to E.S.L.? With answers to those questions I felt that I would be able to create a context for learning with appropriate content, compatible pedagogy, and suitable resources. The synergy between my teaching assignment without a mandated curriculum and my sense of responsibility and desire to succeed forced me into several professional development activities.

Neither the school district nor Alberta Education had any documents to provide direction so I began my own informal professional development. Reading pedagogy

seemed to be the key to my questions so I talked to a number of grade one teachers about reading instruction and discovered no consensus.

In response to my need to be more effective, I enrolled at the university in a reading course... I really enjoyed the class, working twelve hours a day, and came out of it with an understanding of the reading process that was compatible with the way I felt children learn language. This class provided the foundation for my current pedagogy (Appendix II, p. 12).

Because this reading course was so valuable to me, I was encouraged to continue in professional activities.

That fall I had the opportunity to attend the International Reading Association Transmountain Reading Conference where I attended a number of sessions where the presenters were the authors of articles I had read during the summer course at the university. I was able to

... discuss with them the link between effective reading pedagogy and second language acquisition. In addition to a number of 'good ideas for Monday morning' I received an increased understanding of the role of children's literature in the reading process which I have integrated into second language learning (Appendix II, p. 16-18).

The reading course and this conference allowed me to develop the beginning of a theoretical framework for E.S.L. Now the task was to take that framework and make it work in the classroom with real children.

At this time I was invited to participate as a member of the English as a Second Language Curriculum Coordinating Committee established by Alberta Education

to oversee the development of curriculum and administrative guidelines for the province. Several of us on the committee as well as the chairman advocated documents that reflected what I now describe as a 'child-centered' approach as opposed to a traditional skills-based hierarchical approach.

My participation on that committee for four years provided a powerful insights into the power and control of the bureaucracy. We found it as frustrating to work within the confines of the bureaucracy as they did working with our group. Directors could not understand a discipline that lacked a hierarchical group of skills and a context that allowed language to emerge (Appendix II, p. 19).

The process of committee work was an opportunity to refine my theories and the application to practice in contrast to other theories presented. The products

...are now in the public arena and have a compromised air about them. However poor they are from a pure pedagogical perspective, they symbolize a struggle with Alberta Education and a beginning for change (Appendix II, p. 19).

This experience provided insight into the development of official documents with constraints imposed by government, with various perspectives brought by committee members, and the approval process. Now, I view official documents somewhat cynically, because of my experience in the development process. However, this experience began to develop confidence in myself as the source of pedagogical knowledge.

In my fourth year of teaching a number of events occurred at the same time that encouraged continued professional activity.

I was invited to be a member of the writing team for the Native Education Project's grade three social studies course sponsored by Alberta Education.

I quickly learned about the inquiry approach to social studies education, observing that it was highly compatible with ways that I believed children learn best. The highlight was learning about Blood culture through Leo Fox, who was very non-traditional, and Ruby Eaglechild, a traditional native woman (Appendix II, p. 19-20).

This activity allowed me to extend my understandings in new directions and to continue learning.

At the same time I was admitted to the master's program at the University of Lethbridge. I had never planned on doing graduate work but it seemed the right thing to do.

My proposal identified multicultural education as my major area of interest and although I still have a real commitment to it, multicultural education has served as a window to viewing the larger issues of school change and improvement focussing on the teacher as the linch-pin (Appendix II, p. 12).

Two themes have emerged throughout my graduate work that are significant in terms of both my personal and professional growth. First is that of control and influence that is exerted on teachers by outsiders and the second is the need for teachers to create their own meanings.

Several courses and professors influenced the consolidation of those themes into a lived curriculum. The first graduate course I took was in curriculum taught by Diane Common.

This was not curriculum as I had experienced it in terms of identifying goals, objectives, learning resources, activities and evaluations... I went home each night and couldn't turn my brain off: I had never thought about education in the ways we were discussing it. Three discussions in particular have had a great impact on my current interests; the need for a theoretical framework for teachers, the impact of government control on curriculum and its influence on the change process, and the importance of teachers asserting power over their professional lives and activities (Appendix II, p. 13).

That was followed by a second course in curriculum taught by Richard Butt where autobiographical writing about our past and present professional experiences were used to bring understanding to the present.

After the heavy academic emphasis in the previous course it was a major shift to look on my own experiences as something meaningful (Appendix II, p. 13).

What happened in this course and in subsequent autobiographical work has led to empowerment as I came to better understand myself and my classroom. This work affirmed my pedagogy and professional worth and has led to other professional activities such as making a presentation at American Educational Research Association Conference in New Orleans. Working as a co-investigator with a graduate student who was exploring the relationship between the knowledge held as described in my previous writings and the knowledge

expressed in actual classroom practice provided the opportunity for reflection and greater understanding of my pedagogy and theory (Paul, 1989).

A reading tutorial with two native students led to an independent study that attempted to link my understanding of the reading process with native culture. When I finally discovered a relationship between whole language and traditional native ways of learning which was not explicit in the literature I felt for the first time that I was truly a student! I had made some connections on my own without an authority making them for me.

My growing awareness of outside control on teacher practices created tension in both the Analysis of Teaching and Supervision of Instruction courses. Because the early models of analysis and supervision were based on military and bureaucratic lines, the language used in many of the readings for those courses was that of control and power. Both professors, however, were supportive of my research on the bureaucratic nature of education and how that affects both analysis and supervision.

I read widely and began linking teacher empowerment with self-actualization and the autobiographical work I had done. To me, professional growth flourishes as teachers take control over their professional activities and not when outsiders bring their agendas for improvement into the classroom (Appendix II, p. 15).

I saw a paradox between what I was trying to create in my classroom and the independence I wanted personally with the potential influence of control by outsiders.

An independent study on effective pedagogy for multicultural education did not have the anticipated end results. I was to survey current multicultural resources for sample lessons to illustrate the various approaches.

My difficulty with this aspect of the course related to my problem using lessons prepared by an outsider. It proved impossible to put my meanings into texts prepared by someone else and then to anticipate that they might be used by yet another person... I believe that a strong theoretical foundation is more useful than prepared lessons (Appendix II, p. 15).

That foundation allows me to be responsive to students and then we create our own texts and meanings. For me, lessons developed by others are constraining because they lack personal meaning and a real context.

As a result of graduate work, I have gained confidence in myself as a teacher because of the development of a workable theory and the understandings I have gained of myself as a teacher and a person.

I have made numerous presentations at workshops and conferences as well as two briefs to provincial committees over the past five years.

This often creates considerable pressure on me with the very busy schedule I have. As I reflect on why I put myself under that kind of pressure I decided that it had to be because I gained new

insights to my work in E.S.L., literacy and multicultural education (Appendix II, p. 21).

In addition to encouraging continued learning, invitations to make presentations provide

...the recognition that I have some expertise that might be of benefit to someone else (Appendix II, p. 21).

Recognition was becoming a substitute for approval.

During this same period our school took a five year commitment to multicultural education. We began with a two thousand dollar Lighthouse Project to develop a multicultural component for our school library. We also formed a committee and applied for grants to fund staff development retreats for teachers and school based activities.

This project has developed understandings in the literature on school change that include the power in teacher-initiated activities; the need for time for teachers to discuss, to plan and implement, and to evaluate; and the constraints imposed by the mandated curriculum (Appendix II, p. 23).

This teacher-initiated focus with strong support by the administration has created a highly motivated team of professionals, committed to professional development. This environment encourages initiative and supports teacher-directed growth.

I have taken the opportunity to serve on a number of district, community, and provincial committees in the areas of multiculturalism and school improvement during

this period. For the most part, progress is slow but involvement does support classroom improvement.

This section, On My Own, began with a description of my feelings of inadequacy within my E.S.L. classroom. It was followed by vignettes from my professional activities over the years as I attempted to understand what it meant to be an E.S.L. teacher. As I began graduate work I had moved from my linguistic based approaches to more 'child-centered' approaches attempting to build on their backgrounds and ways of knowing.

I used themes that captured the pupils' interest around which I organized activities that encouraged and integrated communication through viewing, listening, speaking, reading, and writing. Errors were considered developmental, which, as proficiency increased, students corrected themselves. They developed language at their own rate as they became ready for the next step. I used singing, chanting, realia, audio visual experiences, repetitive and predictable stories. ...The beginning group had been learning about farms. I introduced the Little Red Hen with a filmstrip and then used a rebus story on large chart papers which I read and encouraged the students to chime in when they felt ready. Because the story is highly predictable they were all reading parts by the third page... A trip to the Agricultural Exposition produced a group story. I used this language experience as an evaluation instrument to assess their grasp of concepts and vocabulary and, although there were a few syntax errors, I am delighted with the product. The students are as well as they love reading their own stories (McCue, Butt, & Raymond; 1986, p. 4-5).

While these approaches seemed successful with the students, I had the sense that I was controlling the outcomes more than I wished. I had attended several

workshops on the writing process and saw the potential in writing for real student control.

About two years ago I decided that I had attended conferences on the writing process and that it was time I try it because it supported all those theories I believed in--or professed to believe in! What it required was for me to really trust in kids as learners and to risk turning over more responsibility to them. In spite of some logistical and management questions, the writing process has become the focus of my classroom. Several have started to collaborate on their stories with classmates, most have developed a real sense of story, and all are extremely proud of their efforts (Butt and Raymond, 1989; p. 38).

My classroom continues to change as I gain new insights to the questions that arise in the classroom and as I continue to gain knowledge about the questions that guide my professional activities.

I still believe the same things about kids and the way they learn but have learned better how to help that to happen (Butt & Raymond, 1989; p. 38).

The nature of being on my own these past nine years has been characterized by growth in setting and achieving goals which are ultimately directed to improving my competence in the classroom. Professionally, I have accomplished a level of success in E.S.L. instruction, in developing a multicultural awareness within my school, and in academic pursuits. The sources during this period have been my children and parents for their enthusiasm and support for my work, students for their willingness to respond to new approaches, and colleagues and administrators for assistance. An additional source during this period has been the

successful experiences in the classroom that encouraged continued risk in putting theory into practice. My own energy and enthusiasm for improvement has also been a source. The professional success has been a major influence in personal independence. That professional success has been sufficient to encourage continual risk taking in translating theory into practice on an on-going basis.

What Next?

Confident in my ability to translate the theoretical framework in a variety of classroom situations, I will continue professional growth in other contexts. Until this point, my emphasis has been on improving my classroom. While I will continue to learn, it will be in other areas. A new assignment as the Multicultural Response Center teacher will require that I work with E.S.L. students, classroom teachers, and students in schools where there is not an E.S.L. program. Using my previous experiences, I will attempt to define what it means to be the Response Center teacher.

In addition, I am continuing autobiographical writing with a group of teachers designed to help us better understand the writing process. As we "Write About Writing" we intend to come to an understanding about our own experiences relating to writing, to understand our classroom and pedagogy, and to understand why we

'teach' writing the way we do. The writings will be shared, themes identified, and concerns highlighted. We will then be in a position to work in a peer supervision situation.

I will be teaching the English as a Second Language course offered by the University of Lethbridge during the summer of 1990. This will provide me with the opportunity to influence others to question traditional practices and to create their own meanings of E.S.L. from their own experiences and the integration of theory and practice.

I continue to serve on a variety of committees at the school, community, and provincial level and will continue as well to make presentations at conferences and workshops.

I will be teaching the English as a Second Language course offered by the University of Lethbridge during the summer of 1990. This will provide me with the opportunity to influence others to question traditional educational practices as well as begin integrating theory with practice.

With my master's degree near completion, I have no long-range academic plans although I have not ruled out a diploma program in reading and language development. One thing I can guarantee is continued learning.

Level Two

Identification of Themes

As I progressed through the rewriting of the autobiographical work to identify significant experiences and meanings in my professional growth, the notion of the continuum that characterized previous autobiographical writing was confirmed (Butt, Raymond, McCue & Yamagishi; 1986, p. 35). Moving along the continuum from the real to the ideal occurred along three terrains; in the evolution of curriculum and pedagogy, in the influencing of multicultural awareness at the school level, and in effecting attitudinal change at the district, community, and provincial level. In the first terrain, I have moved from the traditional curricula in home economics and F.S.L. to a curriculum that is lived by the students as well as myself. The knowledge of how children learn, the influence of the first language and culture on second language acquisition, and language and literacy development have been integrated. This knowledge, developed through experience and study, has formed a theoretical foundation for a program that uses the backgrounds and experiences of students as the primary source of learning, that values students' cultural heritage, that recognizes individual progress as the norm, that encourages individual responses within

thematic planning, and that allows me to be a learner with the students. Along the second terrain I continue to work to develop multicultural attitudes in my school. Although much of the observable activities still occurs at the 'festivals' level, I have observed the development of positive attitudes on the part of the staff in their work with minority students. Participation on the multicultural committee has given staff members a sense of ownership to the program that has set our school apart from others in the district. Movement from the real to the ideal along the third terrain in effecting change in the larger community is a much greater challenge. Working as the Multicultural Response Centre teacher, a new position for the district this year, I will be working to increase awareness of the needs and contributions of minority students. Local and provincial committee work in multicultural activities complements my work at the school level.

Just as the continuum is an effective way to describe my professional growth, it is an effective model to use to talk about the personal change that occurred simultaneously with my professional development. The personal transition from conforming to those roles and behaviors expected by my parents, my husband, and External Affairs to becoming an autonomous person who determines my own actions and creates my own meanings

is reflected in my professional growth. This personal metamorphosis from dependency to self-directedness began in my early years. I began gradually to move away from early dependency on the teacher to teach me every new word to independent reading, from a father who made the majority of my decisions until I decided to transfer to a university of my choice, from the prescriptive nature of home economics to my first classroom where I tried to give students responsibility for their own work, and from the formal diplomatic life to my classroom in Pakistan where I became as much a learner as the students. By the time I was forced to seek employment, the foundation was established for me to transform myself as well as to succeed professionally.

This personal liberation is the key to my professional growth. In order to create the kind of classroom where students learn for their own purposes and in ways that are compatible to learning their first language, I needed to be confident enough in myself that I could encourage them to be risk-takers and to be independent learners. To move from traditional pedagogy required a personal shift from conforming to autonomous behaviors. My personal independence has become synonymous with the development of theory and pedagogy in my classroom.

The main theme of movement along the continuum in my professional life is complemented in this study by my personal independence. This personal and professional growth complemented each other to a level that has enabled me to develop and translate a theory of E.S.L. into pedagogical practices that liberates both students and teacher.

Level Three

Conceptualization of Professional Development

From a Personal Perspective

What does it mean to be a professionally active teacher?

If the curriculum vitae is used to determine one's professional activity, then education, teaching experience, service on committees, publications, curriculum development projects, awards, and professional affiliations are indicators of professional activity. My curriculum vitae demonstrates that I have continued with university studies since completing my undergraduate degree, that I have served on numerous committees, that I have been recognized for my work in multiculturalism and literacy, and that I have made numerous presentations at conferences. While these activities demonstrate professional involvement and a commitment to the

profession, they do not provide an image of the classroom. Professional activity may not be reflected in classroom practices.

Based on my own experiences and autobiographical writing, my professional activity was directed primarily to improving my effectiveness in the classroom. Three factors enabled me to use the classroom as springboard to professional growth. First, because there was no mandated curriculum I set out to define an E.S.L. classroom and formulated three questions that directed my professional development. Second, there was an assumption by school district personnel that because of my training and experience that I had a level of expertise in E.S.L. which did not coincide with my perceptions of my early performance. Finally, the match between the context of the classroom with my own desire to succeed and my sense of responsibility forced me into professional development activities. I looked for arenas where my needs could be met and answers to my questions found. The interplay between myself and classroom led to interaction with other contexts and individuals and then back to the classroom where the cycle was repeated.

In an attempt to understand how these various contexts contributed to my professional growth as an E.S.L.

teacher, the following discussion will identify critical characteristics of my professional activities and contexts. Of importance in these characteristics is the nature of the person-context or person-person interaction.

Those contexts that have been most beneficial are those that were self-initiated. In response to my concerns and not to outsiders' interests I have attended conferences, participated on committees, and taken university courses. Each of these contexts were determined for a specific purpose. My interactions with those contexts were purposeful and gave me a sense of control over my professional growth and personal life.

Because I was searching for answers to questions emerging from the classroom, I looked for contexts where I could bring my own experiences to the learning environment. Writing a paper on the psycholinguistic model of reading and the needs of E.S.L. students in the reading course was the first time that I took classroom experiences into a university class and applied current theory to classroom problems. In many of the graduate courses we were encouraged to use classroom experiences to support or bring into question current research and theory. With our autobiographical writings in the curriculum course we were expected to

use our experiences to understand our classroom. Extended autobiographical work has empowered me as I view the impact of past experiences to current practice. Not only were my interactions with the university, faculty, and colleagues in graduate school supportive of growth through understanding experiences, but as I encountered writers such as Dewey, Freire, and Rogers I came to value the central role of experience in my learning.

The prescriptive nature of my home economics training and E.S.L. certificate course did not require understanding the nature of the field but only mastery of methods. Those contexts where I was encouraged to create my own meanings have contributed to professional and personal growth. My classroom, then, is the prime source of my professional growth as I define what it means to teach English as a Second Language.

Autobiographical writing and analysis has contributed to the meaning of being an E.S.L. teacher as I have come to understand the development of my pedagogy and the process involved in change. Several graduate courses have provided me with the opportunity to develop my own understandings as I have learned to look at experiences from different perspectives. On the other hand, those contexts that were not mine - home economics, the provincial curriculum committee, and the independent study on multicultural pedagogy -

constrained the development of my own meanings because the meanings were already determined. Interactions with the various contexts and individuals that encouraged me to create my own meanings required me to take risks that led to freedom from prescriptive practices.

My classroom in Pakistan was the first place where I truly felt that I was a learner as much as the students. Until that point I had merely learned what had been placed in front of me. That tradition continued in the E.S.L. course at Carleton but when I became a full time teacher and began searching for answers to my questions, I became a learner discovering answers for myself. Most of the university courses have encouraged self-directed learning but the independent study on literacy for native students gave me a feeling of discovery. Making presentations at conferences required me to reorganize my thinking and to extend my understandings in different contexts. I have been a learner as I have served on committees keeping informed on government policy and practices at the provincial level, learning about new approaches on the Native Education project, and understanding the school change process on school-based committees. As I interacted in professional contexts as a learner, I am challenged to continue learning as a way of understanding change.

The need for ownership is an important characteristic in my professional development activities. Several graduate courses developed an awareness of the power and control outsiders have on educational practices leaving many classroom teachers with a limited sense of ownership. My classroom required the development of a theory that would translate into practice, resulting in a program that is distinctly mine. That program emphasizes ownership on the part of the students as well. Participation on various committees demonstrates the effect of ownership on me. I felt a limited sense of efficacy and ownership serving on the provincial ESL committee which was governed by bureaucratic procedures and regulations. As I interacted with the classroom, I was freed from outside influences but involvement on government committees challenged my independence and limited sense of ownership.

The opportunity to question and reflect on student needs, on curriculum practices, and on effective pedagogy is characteristic of my daily life in the classroom. Continued autobiographical work has stimulated further questioning and reflecting on classroom practice as I participated as a coinvestigator with Jim Paul, a fellow graduate student. Interactions with Jim challenged daily action, forcing reflection and affirming the effectiveness of pedagogy and professional commitment.

Contexts where my work is valued and respected provide opportunities for professional growth. I now work with a staff and an administration who understand and recognize the program that I have established and its effectiveness for E.S.L. students. The level of professional activity at school is extremely high and working with the staff on a variety of committees and projects has created a high degree of mutual respect and opportunities to learn from each other. Recognition at the district level has led to my appointment as the Multicultural Response Centre teacher with the responsibility of working with staff and students at the system level giving me a larger perspective of E.S.L. and multiculturalism. Invitations to make presentations at conferences provided for professional growth along with the recognition that I had some expertise to share. Nominations by two organizations for awards serve to remind me that the work I am engaged in is recognized by others. Interactions with peers, fellow graduated students, university personnel, and local administration have recognized my E.S.L. program and my work. More importantly however, I am confident in the program that has developed over the years as interactions with students demonstrate its effectiveness.

My professional growth was facilitated in contexts where the knowledge was not defined by others; where my experiences, meanings, and practices were recognized by others; where I was able to take risks. Those same contexts supported and sustained my personal growth as I attempted to come to understand myself as an independent person. Finally, those same contexts that supported my professional and personal development are not unlike the learning environment that has evolved in my classroom.

Level Four

Reconceptualization of Professional Development

From a Review of Current Literature

The past few years has seen a shift in emphasis from large scale curriculum innovations intended to improve education to activities that will improve teachers. This approach to staff development often takes the form of inservices for teachers to promote administrative goals that may have little relevance to the teachers' perceived needs in the classroom. Implied in the concept of inservice education is the notion of teacher deficiency and a need for remediation through either skill development or theory (Wood, 1987). The assumption in this linear, top-down approach is "...that valid knowledge lies in the domain of experts (Yonemura, 1982; p.242)." In a review of the

literature, Feiman (1981) identifies three conceptual approaches to current inservice education programs. The scientific model attempts to alter teachers' behaviors based on research with no regard to teachers' intentions or understandings (p. 14). Inservice programs that emphasize theory-practice relationships, adults as learners, conceptual analysis, and cognitive levels are examples of an analytical model. Feiman states that the naturalistic model of inservices programs "...values personal knowledge over formal knowledge and views learning as a process of constructing meaning...(and)...encourages teachers to share their tacit, informal, experiential knowledge (p. 18)."

Underlying this naturalistic model of professional development are two presuppositions (Feiman-Nemser, 1980). First, professional development is self-directed with teachers taking ownership and responsibility for their professional growth. This is a paradigm shift that changes the responsibility for improvement from authorities outside the classroom "...to a perspective which sees (decisions for improvement) being determined by teachers who in reality do decide what and how their students will learn (Gibbons & Norman, 1987; p. 110)." The second presupposition in this naturalistic approach to professional development is the need for teachers to

come to understand their actions and experiences in order to control and change them (Cowan & Garry, 1987; Stake, 1987; Todd, 1987). "In order to know what we wish to do next, however, we need to know ourselves, who we are, and how we came to be that way (Butt & Raymond, 1989; p. 30)."

Implicit in these presuppositions is the context of the classroom where teachers work.

Professional development is about the capacity of a teacher to remain curious about the classroom: to identify significant concerns in the process of teaching... (Rudduck, 1987; p. 129).

To come to understand the context-specific nature of classrooms teachers acknowledge the tensions in their classroom as positive factors in coming to better understand the context. That "...tension between the craft knowledge of the teacher and what is required by the context can stimulate and help create further growth (Butt & Raymond, 1989; p. 24)". As teachers use that state of dissonance (Sprinthall and Theis-Sprinthall, 1983; p. 30) as starting points for questioning and reflecting they can develop active solutions to their concerns more effectively than attending inservice activities or looking to research (Tikunoff & Mergendoller, 1983; p. 217) and are more in control of their professional lives (Hopkins, 1987; p. 127 and Kemmis, 1987; p. 73-87). As teachers begin to reflect about practice Schon (1983) they begin to

develop a theoretical knowledge that guides them in their daily practice (Common, n.d.). That theory develops only as teachers inquire about their practice (Lewis, 1987; p. 130). Teachers who respond to tensions through questioning and reflection, who develop their own meanings and theories to guide practices are learners engaged in professional growth.

Problematic in shifting to a non-linear, non-rational approach to professional development is developing ways to support teacher growth where teachers take the initiative to develop their own meanings. Teacher autobiography, the reflection of personal experiences and the creation of one's story, is an activity teachers can engage in that supports the naturalistic paradigm. Understanding their personal and professional experiences, teachers can guide future professional growth. Having an understanding of one's personal and professional self from autobiographical study provides criteria for the selection or creation of professional development activities that are coherent and meaningful. Empowerment is an outcome of autobiography (Butt, Raymond, McCue & Yamagishi; 1986) and that empowerment and subsequent conscientization is essential to self-initiated professional development (Butt & Raymond, 1989; p. 43). At the school level collaborative autobiography builds bonds and strengthens staffs as teachers exchange their stories

with their fellow staff members while they work on collective projects (Butt & Raymond, 1989).

Cooperative, collaborative approaches to self-initiated professional development are reported to promote positive interpersonal relationships, self-esteem, and reflection, qualities that lead to self-directedness (Glatthorn, 1987; and Johnson, 1989).

In view of the myriad of educational innovations and changes to be implemented in the coming years it seems that jurisdictions would do well to consider the current understandings in school improvement that emphasize the key role of the teacher when planning for change. Previous emphasis on the forms of professional development activities should shift to

"...understanding the substance or nature of professional development (Ingvarson & Greenway, 1982; p. 2)" and use that knowledge to guide action. If there is the recognition that teachers' meanings influence teachers' actions then planning for professional development activities will encourage reflection on the individual experiences of teachers. If autonomous, self-directed teachers are valued in jurisdictions then planners will encourage teachers to take control of professional development activities rather than outsiders making decisions. If there is the recognition of the context-specific nature of teaching, then the classroom will become the focus of

school change. Professional development will then become teacher development in the process of assisting teachers to utilize their knowledge and experiences for their own purposes to respond to tensions from the classroom. "The key is that unless the teacher is developing, development in school will not occur. The corollary is that teachers will develop only when there is a need and opportunity to develop (Gibbons & Norman, 1987; p. 105)."

CONCLUSION

Using autobiographical writing to come to an understanding of professional growth and development proved to be an effective approach for this study. Just as professional development is an on-going process, autobiography is continuing. The process itself has been one of professional development as it enabled me to come to better understand my professional and personal selves and how I came to be the type of person and teacher that I am.

The evidence seems to support my perception that I am a professionally active person. In an attempt to answer the question posed at the beginning of this paper, "What does it mean to be a professionally active teacher?" I will begin with my response to a question

on the effect autobiographical work has had on me. I stated

I discovered during the writing, the dialogue, and in ongoing autobiographical work that I am never quite satisfied with what is happening in the classroom, that improvements are possible, and that ongoing professional development is one way of growing and improving (Butt & Raymond, 1989; p. 38).

As a professionally active person, I use the tensions and discontinuities that arise in classroom interactions to direct activities that will enable me to create my own meanings of those experiences.

Because I understand that tensions are ever-present, I know that learning and professional growth will be on-going.

The answer to Pinar's question of autobiographical study has yet to be answered. "What do I make of what I have been made?" First, as a result of this study, I realize that integrating my personal life with the professional is necessary to inform both aspects of my life. Second, a more comprehensive understanding of my personal and professional life will enable me to make more informed decisions not only professionally but personally. Third, the knowledge that has emerged will direct my work with teachers in my new assignment. In that capacity I will work with them as another teacher with different yet similar experiences. As they will be working with E.S.L. students there will be certain tensions as cultures and languages come into contact.

Those conflicts that surface when working with minority students can bring into focus many questions about traditional educational practices. With those teachers who being asking hard questions I will encourage them to use their own experiences to bring meaning to their classroom.

Finally, the purpose of this study was to give meaning to professional development. More importantly, however, it has been a process of self-discovery bringing to consciousness relationships never imagined.

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APPENDIX I

CURRICULUM VITAE

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EDUCATION

1984	University of Lethbridge Lethbridge, Alberta	Enrolled in M. Ed program
1975	Carleton University Ottawa, Ontario	Certificate for Teaching English as a Second Language
1963	Brigham Young University Provo, Utah	Bachelor of Science Homemaking Education

TEACHING EXPERIENCE

1981 -	English as a Second Language Teacher Lethbridge Public School District #51 Lethbridge, Alberta
1974 -75	English Teacher Treasury Board / Department of Finance Ottawa, Ontario
1970 - 72	Language Arts Teacher (grades 7 - 10) International School of Islamabad Islamabad, Pakistan
1965 - 66	Home Economics Teacher Roosevelt Junior High School Richmond School District Richmond, California
1964 - 65	Home Economics Teacher Kearns Junior High School Granite School District Salt Lake City, Utah

PROFESSIONAL ACTIVITIES

1. Committees

- 1989 - Chair, Multicultural Education Committee
Southern Alberta Ethnic Association

- 1988 - Member, Professional Development Committee, ATA
- 1986-87 - President, Alberta Association for Multicultural Education
- 1983-1984 - Board Secretary, Lethbridge Immigrant Settlement Agency
- 1981-1984 - member English as a Second Language Curriculum Coordinating Committee, Alberta Education

2. Professional Affiliation

- Phi Delta Kappa
- International Reading Association
- Multicultural Education Council
- Southern Alberta Ethnic Association
- Multicultural Trainers' Network
- Alberta Association for Multicultural Education

3. Presentations

- 1989 - Brief
MULTICULTURAL COMMISSION HEARINGS
- 1989 - "Using Whole Language to Develop Multicultural Concepts"
ATA TEACHERS' CONVENTION
- 1989 - "Developing a Multicultural School Focus"
ATA TEACHERS' CONVENTION
- 1989 - "Training Community Consultants in a Child-centered Approach to Multicultural Education"
SOUTHERN ALBERTA ETHNIC ASSOCIATION
ALBERTA ASSOCIATION FOR MULTICULTURAL ED.
- 1988 - "Whole Language for Second Language Learners"
TEACHERS OF HUTTERITE STUDENTS
LETHBRIDGE SEPARATE P. D. DAY
- 1988 - "Two Case Studies of Collaborative Autobiography"
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
- 1988 - "Cross Cultural Communication"
ALBERTA CULTURAL HERITAGE COUNCIL
- 1988 - "Classroom Strategies for Second Language Students"
LETHBRIDGE SCHOOL DISTRICT
- 1987 - "Whole Language for Heritage Languages"
SOUTHERN ALBERTA ASSOCIATION OF HERITAGE LANGUAGE TEACHERS
- 1987 - "Developing a Multicultural School"
SOCIAL STUDIES COUNCIL
- 1986 - "Developing Cross Cultural Skills"
LETHBRIDGE FAMILY SERVICES
- 1985 - "Developing a Multicultural Library"
MULTICULTURAL EDUCATION COUNCIL

- 1985 - "Whole Language for Native Students"
IRA WHOLE LANGUAGE CONFERENCE
- 1984 - Brief
GHITTER COMMISSION ON TOLERANCE AND
UNDERSTANDING
- 1984 - "Concept Development in the Second
Language"
ALBERTA TEACHERS OF ENGLISH AS A SECOND
LANGUAGE

4. Activities

- co-investigator "Autobiographical Praxis: A
Case Study"
- member of Staff Development Team for district
Strategic Planning
- project director for school-initiated profes-
sional development project in multicultural
education
 - accessed \$10,000 from the federal government
 - organized three retreats for staff
- project director for a Multicultural Education
Council Lighthouse Grant, "A Multicultural Com-
ponent for Elementary School Libraries"
- developed a volunteer program with a local ser-
vice club to read with ESL students
- member of planning committee for community
awareness programs for new Canadians (Cross-
cultural Communication; The Social and Psycho-
logical Adjustments of Refugees; Refugees)
- member of on-site planning committee for the
Third National Conference for the Canadian
Council for Multicultural and Intercultural Ed-
ucation
- evaluated the results of a provincial field test
document and made recommendations for rewriting
- received a Celebration 88 Award
- received a Celebrate Literacy Award

PUBLICATIONS

- Butt, R., Raymond, D., McCue, G., & Yamagishi, L. (1988). Individual and Collective Interpretation of Teacher Biographies. Paper presented at the Annual Meeting of the American Education Research Association. San Francisco. (ERIC Document Reproduction Service No. ED 272 466).
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In addition, I wrote several sections in provincial ESL curriculum documents:

In ESL Instruction in the Elementary Schools: Curricular Guidelines and Suggestions I wrote the section "Content Area Learning" and provided a number of teaching strategies in the instructional section.

In ESL Instruction in the Junior High School: Curricular Guidelines and Suggestions I wrote the sections on "Assessment and Placement" and "The Use of Film, Video, and Media".

APPENDIX II

AUTOBIOGRAPHICAL WRITING

PRE-SERVICE TRAINING

September, 1959

At long last I was finally a university student, registered in the Faculty of Education at the University of Alberta. For a number of years I had imagined the excitement of university life culminating with my dream of becoming a social studies teacher. Now I was on campus on a bright September day with the autumn leaves clinging to ivy covered brick buildings. It was just like I had imagined it would be.

By Thanksgiving the dreams had turned into the reality of hard work. I had to be at class six mornings a week at 8:00 A.M.! Classes were from one end of the campus to the other and when the temperature dropped to -25 F all the glamour of those 'Ivy League' buildings disappeared.

I was taking European history, English literature, geography, physical education, educational psychology, and educational foundations. None of them seemed in any way relevant to preparing me to teach social studies. The history class focussed on dates and isolated facts, and not presented with the interest and enthusiasm of Ted Aoki and Jack Stead, my high school social studies teachers. There was no discussion or opportunity for questions - the lecture was given and the professor left. Political, economic, and social geography had interested me in high school but the course I was taking was physical geography. We spent the whole year looking at slides during lectures and then identifying those landforms from topographical maps in a weekly lab. I was doing poorly, partly because I saw little relevance to my interests, so I made an appointment to visit the professor. He was not the least bit interested in my difficulties and stated that his job was to give the information and mine was to learn it. We spent most of the year in ed. psych. learning statistics (which I was certain that none of my teachers ever used in grading their students) and some time with Pavlov's theory and how it could be used by teachers. The only thing I remember from ed. foundations was the statement that teachers must reflect the values of the middle class. The only course with any methodology was physical education. We were told that we should expect to have to teach physical education and health. In addition to learning

the rules of most of the school sports and refereeing skills, we learned many techniques for the management and organization of gym classes and sports teams. We each had to prepare a teaching unit of an uncommon sport and present a lesson from that unit to the class. Not being athletic, I found the whole course tiresome. And it was the only relevant course to teaching that I was receiving.

My expectations of university and teacher preparation were not being met. I had courses that did not excite me, that were not relevant to my future, that were boring, and that were contrary to my instincts about teaching and people. As winter dragged on I began to question my future. Did I really want to be a teacher? Did I want to stay in Edmonton? I made an appointment with a student counsellor and a battery of ability tests and interviews indicated that I definitely belonged in one of the 'helping' professions. Several of my friends were attending Brigham Young University and were very happy with the campus, their classes, and professors.

By the middle of March I had decided that I would not return to the University of Alberta the following year and that I wanted to attend BYU. I knew that this would create a problem with my family who were supporting my education. My father was very nationalistic and I knew his feelings about American universities. If I was unable to persuade him to let me go to B.Y.U. I had decided that I would go into nursing in Lethbridge or Calgary. My parents listened to my concerns and expressed their views. Neither felt that I had the disposition or stomach to be a nurse. For several days nothing more said. Finally, my dad told me that they would continue to support me if I enrolled in Homemaking Education at BYU. This was certainly not my choice, because although I enjoyed sewing, I hated home economics classes. However, I decided home economics was better than nursing and made plans to attend BYU.

I knew that I would miss many things in Edmonton; roommates, parties and dances, long discussions in the cafeteria eating giant cinnamon buns but that was not enough to sustain me at that time.

My decision to attend B.Y.U. was the right one. The contrast between the two campuses was great. Compare to B.Y.U., the University of Alberta was a rigid, cold, closed campus. I was impressed by the friendliness of the student body and the willingness of professors at B.Y.U. to help.

I delighted in the college life at B.Y.U. I lived in dorms where I was relieved from the responsibility of meal preparation and enjoyed the extra time making friends from all over the United States. The campus could be considered a self-contained unit providing academic, social, and spiritual activities to meet everyone's needs. There were weekly forums where national and international figures discussed current events with as many as seven thousand students attending. In addition were weekly devotionals with often most of the twelve thousand students attending. Peter, Paul, and Mary; Leontynne Price; the Beach Boys; and many other artists were brought to campus free of charge to students. Some of my fondest memories were watching the Cougars defending their basketball titles in the fieldhouse. Also, football games provided the excuse for more socializing and Homecoming Weekend was the highlight of the fall semesters. Life was busy and full and I thrived on the social aspects of university.

The academic side, for the most part, provided the means to the end. I found many of my required classes to be fairly interesting. Of special interest was the American History class which was taught by a very young and enthusiastic Republican. Dr. Hart had a most partisan bias to his lectures which were designed to entertain as well as to inform. There were two hundred in the class but he was able to actively engage us by forcing us to question our values and presumptions - a new experience for most of the American students brought up on civics courses. Unlike the geography course at the U of A, the science courses were well taught. Even though organic chemistry was proving to be extremely tough going, the professor arranged a tutorial session for those of us requiring additional help. I took an English literature course from a legendary instructor. Dr. Nan Grass had worn the same dress for the previous five years. That in itself was curious enough to make me register for her course but in spite of her rather bizarre appearance I became totally engrossed in English literature. She had a marvellous voice and read beautifully, full of emotion and meaning.

My home economics courses ranged from great to fair. Clothing selection and design was good fun with each of us analyzing our body shape and size, coloring, and taste and then determining appropriate styles and colors. Textiles was a difficult course, relying on much of the organic chemistry. Identification of fibers and characteristics of those fibers provided the basis of that course. Of the three clothing constructions course I took, I loved the tailoring class. It required a great deal of skill and

the professor set extremely high standards. In a four week summer class we had to construct two tailored garments. I choose to make two suits for myself. I had purchases in Canada and taken back to summer school two pieces of English wool and Dr. Lietchy was most impressed with the quality of the fabric. It was important for me to do well in her class because I wanted to measure myself to the standards she set and to receive her approval for my work. I must have worked twelve hours a day, six days a week for four weeks. Finally, I was finished and felt a great sense of accomplishment with the 'A' I earned in that class.

I had never enjoyed cooking as a child and most of the food and nutrition classes reinforced those early feelings. The Nutrition class required considerable background in organic chemistry as well as working in a lab feeding an animal a nutrient-deficient diet. I had a guinea pig who was receiving a diet deficient in vitamin A (I believe). Near the end of the semester I had to put the animal to sleep and look for the signs of the deficiency. In this case it required the dissection of a leg bone. It was a difficult assignment. Experimental Cooking was another class that bored me. We were required to set up labs that tested cooking principles. For example, we made white sauces with different types of milks to determine which milk produced the best product and explain using the principles involved. My only requirement for food was that it was tasty and I didn't care to know why. The one food and nutrition class that I did enjoy was Meal Planning. We given budgets, dietary restrictions, and occasions and were required to plan, prepare and serve a number of nutritionally balanced, attractive, and tasty meals during the semester. With these restrictions we were certainly challenged but the course was interesting and had future benefits.

I enjoyed all the classes required in the Home Management area. One was house planning and design, another was management of time, money, and energy, and the other was the selection, use, and maintenance of equipment.

The courses in child development and family relations were excellent providing a strong foundation for me in raising my children. We were impressed with the importance of each individual and understanding and valuing each one. We looked at a model for raising children that has certainly been useful in my family as well as in the classroom. Children need to be taught what is expected and how to attain those expectations, and then trusted that they will be able to accomplish those goals with assistance given as needed.

The methods courses were taught by a true home economist with emphasis on procedures and management. We spent the semester preparing sewing samples demonstrating the steps of inserting zippers, etc.; making charts for foods classes; demonstrating such activities as doing dishes or ironing a shirt; and collecting pamphlets and brochures for our files. It was during this course that I realized why I had disliked home economics classes so much during junior high. There was only one way to do something and that had to be the right way. I decided that when I became a home economics teacher in my own classroom that I would do things differently. In the meantime, I played the game and went through the hoops learning what I had to learn to survive student teaching.

I graduated with a Bachelor of Science degree in Home Economics in August, 1963. In September of that year I was married and returned to school to complete the education requirements. My student teaching assignment was in a high school in Salt Lake City, an hours drive away. I spent eight weeks in a cooking classes with girls in grades 11 and 12. The classroom teacher was about to retire having taught for many years. The first thing I noticed was the lack of discipline: the girls did not listen to instructions and procedures had not been established. The kitchens were not organized and equipment was missing or was out of place. When I conferenced with the teacher about my assignments, I suggested that I might set up some procedures with the girls and she discouraged me because she said they wouldn't pay any attention to me. That was not much of a confidence builder! I was given the assignment to begin with the pastry unit and I managed to get through it. I was seriously questioning my ability to teach at this point. Fortunately, my professor from the university was most understanding of my situation and provided much support for me. However, I did enjoy the association with the students and learned much from them. They also responded to my interest in them as individuals and became much more responsive to directions and instructions. In the end this relationship with the students was the most positive aspect of my student teaching assignment.

After completing student teaching I returned to the university for two education courses. One was educational philosophy taught by an opera buff who spent most of the time discussing operas, with special emphasis on Don Quixote. I must have missed the relationship he was making with education although of late perhaps "jousting at windmills" of educational bureaucracy is most appropriate! The other education course was excellent. We used a text by Conant and focussed on the importance of

students understanding the larger concepts rather than emphasizing the acquisition of facts. We explored inductive and deductive reasoning and ways of focusing on the student as an active learner. It was this course that provided the foundation for my subsequent teaching experiences because it supported those things that felt right from my own experiences as a student in school and university.

Finally, after sixteen and a half years of schooling, I had completed the requirements to be called a teacher. But, I was not certain that I really knew enough to be one. That test was yet to come.

TEACHING EXPERIENCE AS A PROFESSIONAL DEVELOPMENT ACTIVITY

My first teaching assignment was in a junior high home economics class in Kearns, Utah, a copper mining town that had been on strike for several years. I was hired, the principal later told me, because of my emphasis on the importance of the individual child. It was both exciting and frightening to have my own class and to know that I was responsible for not only the content but their behavior and attitudes. My memories of boring home economics classes and the methods class at university were the incentive to develop a program that would encourage these students to become interested in sewing. Rather than having the girls all make the same sewing projects they were given a large number of patterns to choose from. They evaluated their own work and determined whether or not they wanted to unpick the stitching and do it over. They were also encouraged to work with partners when they needed help rather than only with the teacher. The class was noisy and sometimes chaotic but students were learning to sew by sewing and not by having the teacher answer every question. Many of the final projects were of an outstanding quality and some were terrible. Many of the students had developed enough confidence in their ability to sew that they were sewing at home after just a few weeks of sewing at school and would bring something that was problematic to school for some help. I also had a class of six mentally handicapped students that proved to be a real contrast to the way I was teaching the other classes. It was a challenge to reduce activities to their ability level and to adjust expectations. I worked harder in this class than I did in the large classes. I can't say that it was stimulating but it was challenging. The Director of Special Education for the school district visited the class often and was most helpful. In fact, she approached me with an offer of a scholarship to return to university for a graduate degree in special education. As we were moving to California, I did not have to make that decision.

I taught in a junior high in a ghetto school in California for part of a year at the height of the 'hippie' movement. A week long orientation prior to the opening of school was held for all new teachers (one-third of the staff) focussed on the deprived nature of these students and the need to rigidly enforce school rules and regulations. We were warned that these students were tough and I was scared. There were two police officers who patrolled the halls with two way radios and each class had an emergency buzzer linked to the office, the counsellors' office, and the police station. With all of this external authority

imposing itself, I forgot that I was teaching kids and became a policewoman instead. Needless to say, all those good things that I believe about kids and teaching weren't happening. These students were spending their weekends in the Haight Ashbery district of San Francisco and their tales of weekend activities were beyond anything I could have imagined, certainly out of my experience. Many were on drugs. A large percentage of these girls already had children of their own and were receiving welfare. My middle class, middle American values and expectations were foreign to their experiences and I wondered if I would ever be able to reach them. I spent time listening to them and asking questions because I realized that I didn't have any solutions to their problems. This became a most effective strategy for working with junior high students. By Christmas the distance that I had imposed and that they had expected was diminishing. A new semester brought a new group of students and although I still experienced many difficulties I was trying to bring the instruction to meet their needs. The most I can say for this experience was that I survived and in surviving that I learned to value those whose culture was so different from mine.

I took a five year break from teaching with the arrival of my own children. In the meantime my husband joined the Department of External Affairs as a member of the diplomatic service. Two and a half years in Brazil was followed by an assignment in Pakistan. After six months of bridge and tea parties, and with six servants underfoot at home I knew that I had to do something more meaningful. I met the principal of the International School of Islamabad at a reception one evening and was fascinated with his school. There were children representing forty two countries in grades one to ten. He didn't have need for a home economics teacher but invited me to fill in an application form in case a position became available. I was contacted during the summer and offered a position teaching junior high English literature and grammar. Without any formal training I became an English teacher with memories of teachers from my past and the teacher's guide for my support. It was in Islamabad where I became a teacher who was really a learner, learning about the cultures of the world from my students representing fourteen nations. Multicultural concepts emerged from the students as we explored themes from their cultural background. "The teacher's guide was closed and the students' workbooks were returned to the bookroom. The culture and knowledge within the classroom was infinitely more exciting." (Butt, Raymond, McCue & Yamagishi, 1986; p. 34). Our own texts proved more vital learning than the texts of others.

While a student at Carleton University working on a post graduate certificate in English as a Second Language I was hired as by the Department of Finance and the Treasury Board to act as an English tutor for francophone executive secretaries. My director, with no background in either teaching or English, had developed a pilot program that I was to implement and evaluate. My evaluation came on examining the first page, he had copied a grammar book published in Great Britain! I discussed my concerns with him and explained that the only way I could make this work was to supplement it. He gave me the freedom to do whatever I needed to do to but that I had to make the course work. This was my first direct experience with the workings of government! The students were assigned to do the grammar exercises at home and then if needed, the grammatical structures and uses were explained at the beginning of class. I used current events, movies, and writing as ways of building their language competency. It was a frustrating experience because I knew enough to know that grammar exercises weren't the way I wanted to go but didn't have enough background to know that I was really on the right track. My director was pleased that the students did well on the final grammar test and that the students had enjoyed the course. He did ask for a detailed report on the supplemental work I had included. Little did I know that I already had the key from my own approach to learning and the experiences I had in Pakistan. I think that I lacked confidence to confront the director with his program and risk doing what I felt to be a more effective pedagogy.

Within a few weeks of becoming a single parent and returning to Lethbridge I was hired to teach English as a Second Language to elementary students for Lethbridge School District #51. Having never taught elementary school and never liking more than three of four children at one time, I felt a degree of anxiety. It soon became apparent that ESL as it had been established in the district was about to be changed and that I was to have a significant input into the organization of the program. Although I lacked experience in administrative and policy areas I felt that I made some good suggestions that were acted upon and the current programming in the district reflects many of those suggestions. This gave me confidence and, I felt, lent an air of credibility to me. However, I was most anxious with my instructional program feeling that my structured ESL training did not translate into the classroom.

As I write this it becomes so clear to me now that knowing what to do should not have been as problematic as it was because basically what I discovered through the reading

classes at the university and the reading conferences that I attended was what had come to me in Pakistan - that building on the knowledge and experiences of the students would facilitate their learning.

Each year my program continues to grow and improve as I seek to understand more about the very complex nature of language development and about my students. For the past three years I have been working to implement the writing process into my program because in theory it is most compatible with the way I believe kids learn best. I have also recommended to teachers that they should use it because it would be perfect for the ESL students. Finally, I felt the time had come for me to put it to the test. However, it has not been as easy as I had thought it would be and the writing process shows me that I like to have more control than I profess to have. By continuing to give students the power to write I learn more about them and about myself.

Teaching, for me, provides on-going professional development as I question my practices and attempt to understand the most effective ways students learn a second language. On a daily basis I adapt and respond to students as I grow professionally. The questions that are formulated from the classroom and from the school direct more formal professional development experiences and activities.

POST-GRADUATE UNIVERSITY STUDIES

While my husband was posted in Islamabad, I was hired to teach English literature and grammar at the International School of Islamabad. We had a student body representing forty two nations. I was fascinated with the acquisition of English as the second, third, or even fourth language by many of the students. Following our assignment in Islamabad, we returned to Ottawa where I stayed home, cared for children, kept house, and tried a number of crafts and activities to give some sense of meaning to my days. During the third year in Ottawa, Carleton University opened a post-graduate certificate course in Teaching English as a Second Language and I eagerly enrolled. It was great to be a student again although it took some time to clear the cobwebs that had collected in the brain. I felt it necessary to prove myself as an "older" student so I established study patterns far different than those in my undergraduate years. I also set goals for myself and worked to meet them.

ESL was under the jurisdiction of the Linguistics Department and the courses reflected applied linguistics and little in educational pedagogy. My favorite linguistics course taught by Dr. Pringle was the Grammars class. I had always been very good at parsing sentences but this class forced us into looking at the structure of English in different ways. Chomsky's transformational grammar theory fascinated me. I enjoyed the challenge of developing a new descriptions for traditional grammatical forms and was very successful in developing a different classification for what is traditionally known as nouns. For my research paper I explored the grammatical structures in Black English, giving some understandings to my experience teaching in a ghetto school in California.

The ESL methods course was taught by a doctoral student whose only teaching experience consisted of a year teaching ESL overseas. The stage for the course was set by comparing the presuppositions between language acquisition and language learning: the rationalist and behaviorist arguments. Theoretically, the instructor was in the rationalist camp although his methods reflected the behaviorists. He advocated the use of drills and patterns as effective ways of teaching language. It didn't feel right but I was at a loss to discover alternates. I submitted my final project with a note of apology for 'more of the same'. Along with the grade was a note with his assurance that I would find some answers to effective ESL instruction!

Five years after graduating from Carleton University I began teaching ESL to elementary students for the Lethbridge Public School District. In my previous autobiographical work I described the gap between my ESL training and actual practice.

My linguistics oriented ESL training though useful for

describing language for me had no direct practical application in the classroom... I realized quickly that I was in deep trouble with this linguistics oriented approach... I was able to hide my instructional inadequacies in the cubby-holes where I was assigned to teach in the various schools I travelled to. However, I was unable to disguise my lack of knowledge when questioned by teachers on what they could do to assist my students... I felt totally inadequate and incompetent and a failure because I was unable to assist them (Butt, Raymond, McCue & Yamagishi, 1985; p. 29).

In response to my need to be more effective, I enrolled at the university in a reading course. It was great to be studying at a university again although I again experienced the problem of cobwebs. I really enjoyed the class, worked twelve hours a day, and came out of it with an understanding of reading that was compatible with the way I felt children learned language. This class provided the foundation for my current pedagogy.

I enrolled in three other classes at the university in the following two years because I enjoyed the involvement as well as the intellectual stimulation. 'The Culturally Different Student' was not challenging but was fun and I met a number of students who have become good friends. Meeting Cal Dupree was the highlight of 'Native Education Curriculum Development'. Cal's style of teaching reflected the native ways, and his respect for all of his students as individuals had a strong impact on me. I enrolled in 'Remedial Reading' because I had several students who were experiencing a great deal of difficulty with reading. The course was most useful in that Michael Pollard gave me a great deal of latitude to explore the complexities of reading in a second language and provided direction when requested.

I was admitted with the first group of students to the Masters program at the university. I had never planned on doing graduate work but it seemed the right thing to do. My proposal identified multicultural education as my major area of interest and although I still have a real commitment to it, multicultural education has served as a window to viewing the larger issues of school change and improvement focussing on the teacher as the linch-pin.

After the first lecture in the graduate program by Dianne Common I wasn't sure what had hit me. This was not curriculum as I had experienced it in terms of identifying goals, objectives, learning resources, activities, and evaluations. Her ideas were challenging and vocabulary was intimidating. I went home each night and couldn't turn my brain off: I had never thought about education in the ways we were discussing it. Three discussions in particular have had great impact on my current interests; the need for a theoretical framework by teachers, the impact of government control on curriculum and its influence on the change process, and the importance of teachers asserting power over their professional lives and activities. She set extremely high standards that challenged us to defend our naive presuppositions with substantive support. I was shattered to receive my first paper with a C (most of us did) and an invitation to meet with her to discuss our writing. After that meeting I was determined rewrite that paper until I got it right. It took three weeks and five drafts until I was ready to resubmit it. I still go back to those series of drafts and revisions and feel like an archeologist on a dig, unearthing more valuable shards at each level. It was a painful process but a most valuable learning experience.

The second curriculum course I took was from Richard Butt. After the academic emphasis in the previous course it was a major shift to look at my own experiences as something meaningful. My first assignment on my teaching reality was questioned. Richard felt that I hadn't painted a complete picture which was true. My typist was the school secretary and because of the confidential nature of some of the constraints I felt in the school I was reluctant to commit them to writing. However, I rewrote that assignment. It wasn't until I was well into the third assignment when I was examining the past events and significant people that influenced me as a teacher that I started to see the impact of this course. I began to link the concept of empowering teachers through autobiographical work and what a powerful influence that has had on me. Richard later approached me for permission to do some in-depth analysis and interpretations of my writing. Part of my work was then interpreted and presented at AERA in San Francisco in 1985 which I found extremely flattering. Meeting Madeline Grumer at a faculty seminar and discussing her interpretations brought an even greater insight into my professional work. Subsequently I was invited to make a presentation on this work at AERA in New Orleans in 1988, a dynamic professional experience for me. The continuing influence of autobiographical work on me both personally and professionally has led me to this creative project.

I was involved with a project on the Blood Reserve and was also working with two native students in a reading tutorial and decided to link my understanding of the reading process with native culture. I did an independent study with Laurie Walker and Cal Dupree on literacy development in native children. It was an interesting experience because I had to serve as the link between the specialized knowledge held by these two men. I had been reading for three weeks, had taken copious notes but had not found the key I was looking for. The Goodmans, well known for their work in reading, had proposed that the whole language approach to literacy was effective with native students because it built on their culture and experiences. Several pilot projects of whole language with native students had been reported in the literature as well. But this was still not enough evidence for a paper. I started reading in anthropology and discovered some literature on traditional native ways of teaching and learning. It was evident that these ways were in conflict with mainstream educational practices. What an astounding experience it was as the possible link emerged in my thinking!! This provided the gestalt for comparing those traditional ways of learning with the theory behind whole language. I then wrote the paper suggesting that whole language should be an effective approach for literacy development with native children because of the compatibility with their traditional ways of learning. I went back to the literature to determine if this link had been established and if I had simply overlooked it but I was unable to discover it. It was a heady experience for me to have made that discovery. Subsequently, this relationship has been made evident in the literature. I expressed to Laurie at the beginning of this study that I had always enjoyed doing research in the literature but that I had difficulty expressing my ideas in writing. On his suggestion, I prepared an outline which we discussed and then I wrote one section for his comments. He provided a page summary of suggestions for improvement, the most important one being stating directly at the onset what it was I wanted to say. His guidance in writing has been most helpful in my graduate work.

The most useful outcomes of the research course were the necessity to learn how to use the computer for word processing and the literature review on school change and improvement. Word processing has been a lifesaver as well as a liberating force in my own writing as I have implemented the process approach. I have used the understandings gathered on school change in most of subsequent classes.

In both the Analysis of Teaching and Supervision of Instruction courses, David Townsend and Cathy Campbell encouraged me to explore my concerns with the bureaucratic nature of education and how that model affects the supervision process. I read widely and began linking teacher empowerment with self-actualization and the autobiographical work I had done. To me, professional growth flourishes as teachers begin to take control over their professional activities and not when outsiders bring their agendas for improvement into classrooms.

I had registered and dropped Great Educators course several times because I had been overwhelmed with the amount of work involved and felt that with my other commitments that I would never complete the readings let alone the assignments. As it turned out I took the course in a summer session where I was able to focus all my energies on the readings. We were required to pose three thought-provoking questions from each of the books; one based on the historical context, one from the pedagogy, and one linking the book to current educational practices or policies. The questions were then used as the basis for class discussion. We then had to draw from the sources support for a current educational issue or pedagogical practice and write a paper. I choose emerging literacy as my topic and enjoyed discovering some of the philosophical foundations of my pedagogy, especially Dewey's notion of building on experience. Because of the time constraints of summer sessions, the work load was reduced but because of the way the course was taught many of the students felt that we had gained great insights to the works of these philosophers.

An independent study on pedagogy for multicultural education enabled me to develop a greater understanding of the value in using child-centered approaches not only for multicultural education but for other instructional purposes. As well, I surveyed current multicultural resources and lessons. I was then to use the sample lessons to exemplify the different approaches in this transitional curriculum. My difficulty with this aspect of the course related to my problem with using lessons prepared by an outsider. It proved impossible to put my meanings into texts prepared by someone else and then to anticipate that they might be used by yet another person. I realize that many teachers rely on this approach to teaching but it doesn't work for me. I believe that a strong theoretical foundation is more useful than prepared lessons. With that foundation, a teacher is better able to know what will engage students and how to enable them to learn.

The masters program has consumed a great deal of energy during the past five years and as I approach the end I sense a loss. I am beginning to anticipate other projects and activities as a focus and even (half) jokingly state that I'll be back to register in a diploma course! The combination of graduate work, classroom teaching, and involvement at the provincial and community level have been as rewarding as they have been challenging.

PROFESSIONAL ACTIVITIES

Professional Affiliations and Organizations

MEC, AAME, IRA, PDK, SAEA. The list looks like an alphabet soup but each fulfills personal and professional needs. MEC, the Multicultural Education Council of the Alberta Teachers' Association was the first group I joined and provided me with an orientation to the 'state of the art' in multicultural education in Alberta. It didn't take long to realize that this small group was a core of dedicated individuals who were working extremely hard to promote multiculturalism in more than the token ways that school jurisdictions and Alberta Education recognized. MEC's most ambitious project was the establishment of Lighthouse Grants for two thousand dollars for school or classroom based multicultural projects.

The Alberta Association for Multicultural Education, AAME, has a broader mandate than MEC acting as an umbrella organization for many groups and agencies which work with minority groups. After a year as a member, I was asked to be a member of the Board and subsequently was invited to serve as President. With our association hosting the Third National Conference on Multicultural and Intercultural Education in Edmonton, I learned a great deal about organization and delegation of responsibility. With the majority of the conference planning being done in Edmonton, I took on the responsibility of reorganizing the Association to extend its base and effectiveness as well as to conform with guidelines under the Societies Act. It was a challenging assignment because of the amount of work to be done and because of the many responsibilities and commitments of the members of the Board. In spite of ambitious plans, until AAME is able to hire a part-time staff officer the Association will have to depend on volunteers and many good ideas will not come to pass. Networking with the members of the Board has been the highlight of my involvement with AAME as I become more knowledgeable of what is happening in multicultural education and with minorities around the province.

I joined the Southern Alberta Council of the International Reading Association (IRA) shortly after I began teaching because it was hosting a regional conference and a number of presenters were familiar to me from the readings I had done in a reading course I had taken at the university. This was the first conference that I attended as an ESL teacher and it set a very high standard for subsequent conferences. I was able to meet with a number of the presenters and discuss with them the link between

effective reading pedagogy and second language acquisition. In addition to a number of 'good ideas for Monday morning' I received an increased understanding of the role of children's literature in the reading process which I have integrated into second language learning. I have subsequently attended a number of other IRA sponsored workshops and conferences but two that stand out were on the writing process. The first one by Dr. Marion Crowhurst of UBC took the participants through the process by having us engage in pre-writing activities, writing, conferencing, revising, editing, and culminating with a publication of participants' writing. As we engaged in the activities, Dr. Crowhurst linked our experiences to those of students in classrooms and provided practical suggestions to make it work with students. The second workshop was conducted by Mary Kennedy who uses the writing process in a grade two classroom where 17 out of the 24 students were learning English as a Second Language! In her presentation she used many examples of student work to demonstrate the stages of the process and video tapes to describe how to manage the writing classroom. This workshop prodded me into implementing more writing in my classroom each year until it has become the focus (Paul, 1989). In addition to membership in the local council, I am a member of the International Reading Association and receive publications that link theory and research to practice. I was recently honoured by the Association receiving their CELEBRATE LITERACY award recognizing my work in ESL and Multicultural Education.

I was initiated in Phi Delta Kappa (PDK) in the spring of 1988. Recognizing that I was near the end of my graduate work I felt that in some ways PDK would provide a means of continuing professional reading and activities.

The Southern Alberta Ethnic Association (SAEA) is an umbrella organization for the various ethnic groups in the area. They have been receiving municipal funding during the past year to develop a heritage community facility for the city. I have been involved with the Association primarily to facilitate the involvement of minority groups into my school. We have had some success in that groups that are able are more than willing to come and perform or to prepare food. However, this does not go beyond the dress, diet, and dance mentality of multiculturalism. I have been instrumental in the establishment of an education sub-committee which will work with training resource people in ways of working in classrooms in a 'child-centered' approach as well as with teachers in identifying ways of integrating multicultural concepts in the classroom that extend beyond the 3 D's. The Association nominated me for a CELEBRATION 88 award which

was sponsored by the federal government in conjunction with the Olympics to individuals or groups contributing to the spirit of the Olympics in communities across the nation. I received the award for my work in multicultural education.

In 1981 I was invited to participate on the English as a Second Language Curriculum Committee for Alberta Education. The purpose of this committee was to oversee the development of curriculum and the necessary support documents to be used in public schools throughout the province. We found it as frustrating to work within the confines of the bureaucracy as they did working with our group. Directors could not understand a discipline that lacked a hierarchical group of skills and a context that allowed language to emerge. Rather than attempting to understand the unique nature of second language learning (and apply that knowledge to other second language programs such as German and Ukrainian that the department was heading) they tended to look on our committee and the ad hoc committees as unlearned. Not only did we struggle to inform the bureaucrats, there were some members of the committees who lacked a pedagogical orientation. The documents are now in the public arena and have a compromised air about them. However poor they are from a pure pedagogical perspective, they symbolize a struggle with Alberta Education and a beginning for change. Now, in 1989, the winds of change in elementary curriculum are signalling that those principles of learning a number of us advocated so strongly are being set in place in Program Continuity. We were ahead of our time but are applauding what we hope will not only empower students but teachers as well. My participation on that committee for four years provided powerful insights into the power and control of the bureaucracy. In addition to directing committee work, I evaluated the results of the field test for the elementary curricular guidelines and subsequently rewrote the document based on the recommendations from the field test report and from the committees. I also wrote two sections for the junior high curricular document; Evaluation and Placement, and Using Film and Media in ESL Instruction.

I was invited to be a member of the writing team for a grade three social studies project in 1985-86 sponsored by the Native Education Project of Alberta Education. Six teachers and a Project Director from the Blood Education Committee, Lethbridge School District, and Cardston School District met on the Blood Reserve for ten days to write about the Bloods as a culturally distinct community. I was told that my involvement was because of my multicultural background. I quickly learned about the

inquiry approach to social studies education, observing that it was highly compatible with ways that I believed children learn best. The highlight was learning about the Blood culture through Leo Fox, who was very non-traditional, and Ruby Eaglechild, a traditional native woman. It was fascinating to listen to them discuss their culture from their different perspectives and see the meanings emerge. Transferring those meanings to the written word proved a challenge as we attempted to bring this culture to life for grade three children. As we completed each section, the lessons were field tested by the grade three teachers on the committee and we made revision as we went. I experienced more encounters with bureaucracy as this project neared completion. The Elders of the tribe met with the committee to view and to give approval to the document, which they did conditional to minor changes. We next met with the Blood Band Education Committee who, for political reasons, did not want to give approval feeling that they had been ignored in the process. As we did not need their approval, we went ahead with publication only to find the publishers had very different ideas than we had about the publication. I discovered that publishers have a powerful influence on curriculum documents as I noticed many substantial changes in our committees work. This has reinforced my aversion to published curriculum documents. However, professionally and personally, my involvement with this project provided me with the opportunity to extend my understandings of native culture and to develop a great appreciation for the native teachers on our committee.

I served on the Board of Directors for the Lethbridge Immigrant Settlement Agency in 1983-84 with the intent of supporting their work. However, I quickly discovered that the Board had its own agenda, often in conflict with that of the Agency. Many of the Board members had no experience with or understanding of the problems of the clients and were not willing to listen to those working directly with the refugee communities. After one year, I resigned feeling that my energy could be put to more constructive work.

Lethbridge School District has undertaken a Strategic Planning activity to provide direction for the district for the next five years. All stakeholders were invited to volunteer to participate on a number of teams. Although I had a number of other irons in the fire, I volunteered to serve on the Staff Development Team because I hoped to have some input on future directions. Because the process requires total consensus of all members of the team I am feeling some frustration because of the differing orientations of team members. However, by participating

in the process, I have a better understanding of some of the constraints imposed from without. Some of the recommendations that will come forth from this team have the potential to empower teachers although not to the degree I would wish.

For the past year I have been serving on the Professional Development Committee of the Alberta Teachers' Association. I have become increasingly concerned that our teachers' association is becoming more union-oriented focussing on negotiations, contracts, and working conditions rather than on the professional side of teaching. The year has not encouraged me.

Workshops

Since 1984 I have presented sessions at a number of conferences, conventions, and professional development days. In addition I have presented two briefs to provincial government committees. When approached to make presentations, I am always willing to accept (I don't think that I have ever turned anyone down unless I have other activities scheduled at the same time). This often creates considerable pressure on me with the very busy schedule I have. As I have reflected on why I put myself under that kind of pressure I decided it had to be because as I prepared for each presentation I gained new insights and understandings to my work in ESL, literacy, or multicultural education. I also appreciate the recognition that I have some expertise that might be of benefit to someone else.

My first presentation was on "Concept Development in the Second Language" to a small group of fairly receptive participants. However, one evaluation form was so critical that it took me days to put into perspective that that individual was coming from a totally different curricular orientation and that I could not change the world, or even all teachers simply because I believed so much in what I was doing.

The Associate Superintendent invited me to present a brief to the Ghitter Commission on Tolerance and Understanding, but warned me that in no way should what I say be interpreted to reflect board opinion. My brief was well received by the Commission at the hearing with requests for additional information and insights. It was gratifying also to find that I had been quoted on many occasions in the interim and final reports.

I had the opportunity to make the same presentation twice in the fall of 1988 to a group of teachers who teach on Hutterite schools and at the Lethbridge Separate Schools professional development day. The first group, who determine their own professional development day activities, were most enthusiastic and questioning. Two weeks later, I experienced the opposite and concluded that professional development activities are best when it is teacher initiated. Imagine my surprise when I received a call from the principal of one of the Catholic elementary schools who wondered if a number of his staff could spend some time in my classroom to observe how I integrate whole language and writing in second language acquisition! Seven teachers and two administrators spent three hours with my students observing the translation of theory into practice!

The most overwhelming presentation I made was at the American Educational Research Association Conference held in New Orleans in 1988. The thought of saying something worthwhile to researchers and professors so intimidated me that I was unable to prepare anything concrete before I left for the conference. Knowing that I work fairly well under pressure, I was certain that I would be able to gather together my thoughts after I had a sense of what AERA was. I focussed on the value of autobiography as a means of bringing understanding of the past to current experiences and, although there was considerably more I would have liked to say, it was enough for the 10 minutes allotted. I came away from AERA with the assurance that I, if I decided, could complete a doctoral program, something that I had never really given any thought to previously.

Activities

In addition to the formal organizations and projects described previously, I have been involved informally on a number of projects. I have found participation in those to be most rewarding because I have felt a greater sense of efficacy without the constraints of structure imposed by formal association.

Galbraith School received a Lighthouse Grant from the Multicultural Education Council for a project to develop a multicultural collection for our school library. Marge Lloyd, the school librarian, worked with me on the project and as she gained an understanding of multiculturalism I gained some small understandings of the world of librarians. We were in uncharted waters and had only a few suggested sources for multicultural resources. We searched through lists and began making orders to discover

that many resources recommended as multicultural were about life in other lands or were from a unicultural perspective. We persevered and over eighteen months completed our project. One component of the collection was to be children's books in heritage languages. It was exciting to work with the ethnic communities to help them understand why we wanted books in their languages for our students and to have them help us find sources for those resources. As this part of the collection began arriving there was considerable excitement on the part of staff and students. This project has been so successful that we are diverting more funds into multicultural resources for our library.

I became the Project Director for the Galbraith School Multicultural Committee, a school-initiated professional development activity. During the past four years I have worked with a number of staff to develop activities requested by the teachers, to access funds, and to plan and implement those activities. This project has developed understandings in the literature on school change that include the power in teacher-initiated activities; the need for time for teachers to discuss, to plan and implement, and to evaluate; and the constraints imposed by mandated curriculum.

In the fall of 1988, I had the opportunity to work as a co-investigator with Jim Paul, a graduate student at the university. For his thesis he was examining the classroom environment and teaching practices of another teacher and myself to determine a correlation between previous autobiographical writings and interpretations (Butt, Raymond, McCue, & Yamagishi, 1985). The process required the investigator to record thick data of all the activities and environment in the classrooms. The investigator then developed questions resulting from observations and the previous autobiographical writings. Together, we reviewed the questions and discussed my responses. Finally, as he completed his writings, I again provided clarification. I found that I was looking forward to the days he was in the classroom because it forced me to really think about what I was doing and the purposes behind the activities. The experience forced me to take my practices and link them to the underlying theoretical foundations.

I am also a member of the Multicultural Trainers' Network, a group that evolved from our participation in a week-long training session in Banff in 1984. Although I am unable to meet with them regularly, I do keep informed of activities in the multicultural training field as well as use the training principles in presentations.

I have been involved with two community organizations on a couple of small projects. I worked with a local service club and developed a program for volunteers to read with ESL students. As a member of an interagency group working with refugees, I served on a committee to plan community awareness programs. Because the mandates differed for each agency it was a challenge to develop a series of programs to meet different needs. However, we did manage to have two successful workshops. One dealt with cross-cultural communication and the other was on the social and psychological adjustments of refugees. Involvement at the community level was a good experience because I became aware of how much education is needed to create a level of acceptance for minorities in this community.