University of Southern Queensland

COLLECTIVE INTELLIGENCE IN SCHOOLS: AN EXPLORATION OF TEACHER ENGAGEMENT IN THE MAKING OF SIGNIFICANT NEW MEANING

A Dissertation submitted by

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ABSTRACT

It is universally acknowledged that teachers are a critical key in the enhancement of student achievement in our schools. Less accepted is that teachers are key knowledge workers in emerging 21st century societies, demonstrating understandings of how new knowledge is created as well as what it looks like. The related issue of how schools actually function as productive professional learning communities, and how teachers engage in their own learning processes, remains at best vaguely understood.

The research on which this dissertation was based sought to establish new insights into the dynamics of how teachers who are engaged in a process of successful development and revitalisation create new knowledge and make significant new meaning. The research acknowledged that meanings ascribed to the processes in question might well be influenced by issues of ideology. Thus, in addition to drawing heavily on recent literature relating to the concepts of professional learning communities, distributed leadership and collective intelligence, the study incorporated a multiperspective dimension. The following research problem was established to guide the creation of research questions, a research design and related methodology:

> What emerges as a construct of collective intelligence in schools
> when teacher engagement in a pedagogical knowledge formation
> process is viewed from different ideological perspectives?

The *collective* in this study was constituted of the membership of two professional learning communities independently engaged in a widely used process of school revitalisation, the IDEAS (Innovative Designs for Enhancing Achievement in Schools) process. IDEAS utilises a number of distinctive educational constructs, including parallel leadership, alignment of key organisational elements and a schoolwide approach to teaching and learning, to engage the professional community of a school in the creation of significant new knowledge in the form of vision statements, values and pedagogical frameworks.

The data collected from each school community's knowledge-generating experiences are presented in two case study *bricolages*. Interpretation of these data led to identification of particular characteristics associated with professional learning processes for successful meaning-making. Further analysis of the data, through the lenses of three ideological perspectives (critical reflection, hermeneutic phenomenology and orgmindfulness) resulted in the proposal of a construct for collective intelligence in schools that is contained in Figure 1.

Figure 1   Capturing the dynamics of significant knowledge creation through school-based professional revitalisation: An explanatory framework for a construct of collective intelligence in schools
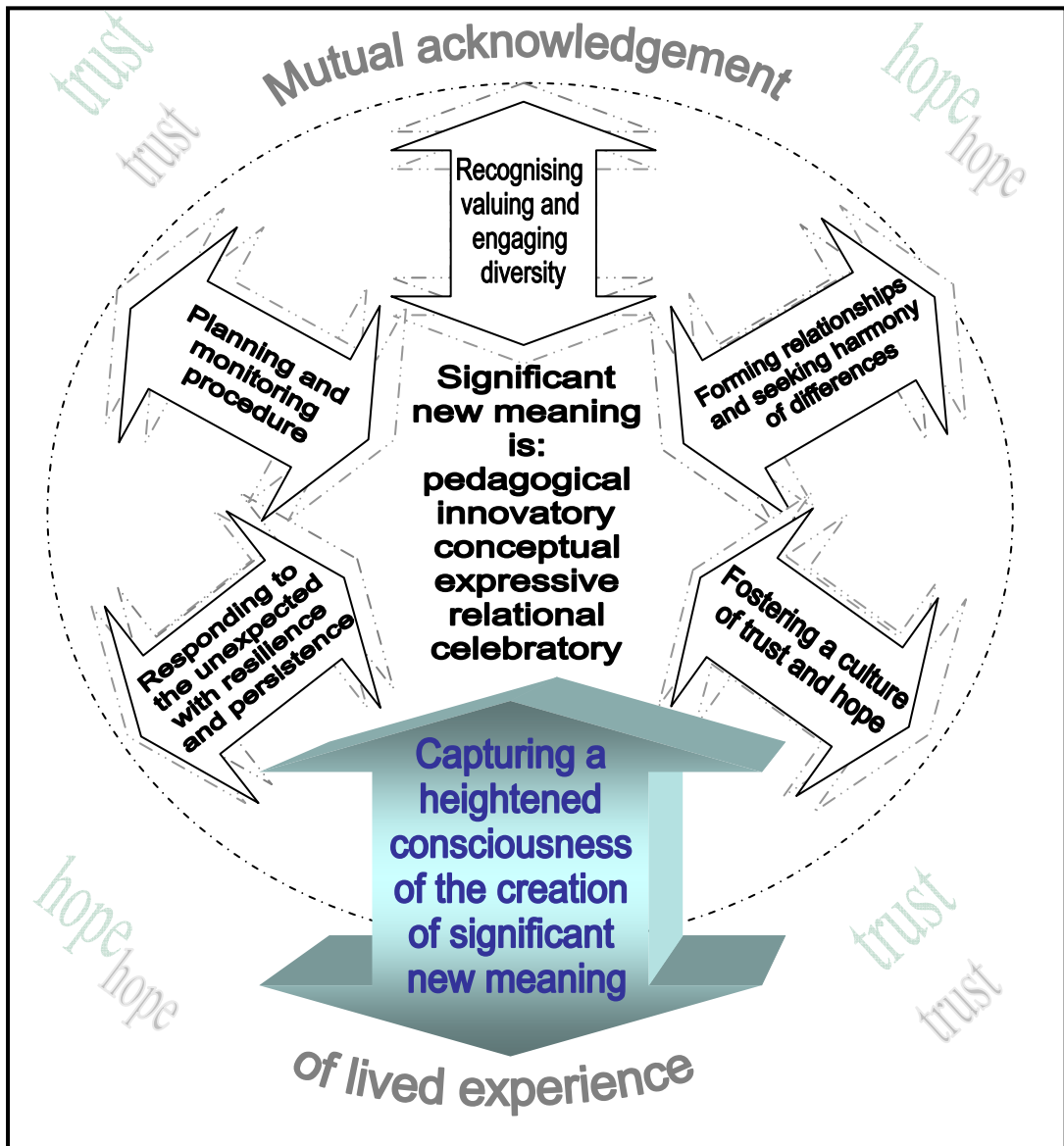
Of particular significance as a result of the research is the postulation of a new image of the professional teacher – one who recognises his/her capacity for engagement in collective and reflective practices through the exercise of new ways of thinking and acting in support of student achievement. The findings prompt further inquiry into the deep meanings associated with the dynamics of successful professional learning communities in both schools and a spectrum of other organisations.

CERTIFICATION PAGE

CERTIFICATION OF DISSERTATION

I certify that the ideas, experimental work, results, analyses and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

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Signature of Candidate   Date

ENDORSEMENT

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Signature of Supervisor   Date

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Signature of Supervisor   Date

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Background to the study

The research on which this dissertation is based is grounded in two concerns: a) the improvement of schooling; and b) the enhanced image and status of teaching as a core 21st century profession.

Improving education systems is undoubtedly one of the most important items on political agendas in most, if not all, countries across the globe. Vast budgets are allocated annually for such functions as curriculum development, infrastructural establishment, provision of resources and preparation of teachers and administrators. Of comparatively recent emphasis is recognition of the importance of the professional practice of the individual teacher in both public and independent educational contexts. In Australia, the professional development of practising teachers, with the expectation of enhancement of individual performance, has become a major national priority, as evidenced in the emphasis accorded to it by both major political parties during the 2007 Federal election campaign (Bishop, 2007, February 2; Ferrari, 2007, August 28).

Serious expressions of public and political concern for educational quality continue to defy professional response that can be regarded as fully satisfactory. The difficulties associated with actually improving student accomplishment and well-being through the professional work of teachers remain somewhat unresolved (Levin & Wiens, 2003).

> If we have learned anything from research on educational change, it is how difficult it is to implement changes in teaching and learning practices on a widespread and sustained basis. How do we help hundreds or thousands of teachers to change their practices to be more effective? (p. 7)

It is apparent from a review of authoritative recent educational literature that educational research has contributed very positively over a substantial period of time to an understanding of the work of the individual teacher in creating and sustaining classroom effectiveness (Connelly & Clandinin, 1999; Louis & Marks, 1998).

Indeed, some argue that a new age in education is now being led by teachers who have acquired deep understandings of how learning occurs and can be supported (Hattie, 2003; Moran, 2007). At the same time, it can be argued that appreciation of the characteristics and benefits of cooperative learning (Johnson & Johnson, 1999, 2004), coupled with growing understanding of the notion of professional learning communities (Louis & Marks, 1998; Wenger, 1999), has led to a reasonable degree of recognition of the importance of the role of the teacher as learner in his/her social context.

But the concept of the learner as an individual possessed of multiple intelligences, with what happens inside-the-head(s) of engaged professionals not accessible for direct observation or analysis, complicates immensely our understanding of the notion of individuals working productively together (Gardner, Csikszentmihalyi, & Damon, 2001). Thus, the recently generated concept of "collective intelligence" (Leadbeater, 2000a; Levy, 1997) is, at one and the same time, intriguing in its potential and shallow in its erudition. It is clearly a concept that should relate very directly to the work of teachers in 21st century knowledge societies, and demands urgent exploration in the complex settings of schools. This research derives from a concern for the perceived urgency of that need.

In essence, then, this research brings together four constructs: a) the notion of collective intelligence and its meaning in the professional lives of 21st century teachers; b) the need to continuously enhance the quality of schooling through educational research; c) the potential of teaching to become a leading 21st century profession; and d) a search for productive ways of enhancing teachers' professional learning and practice.

At the core of the research is a well-established and successful school revitalisation process entitled IDEAS (Innovative Designs for Enhancing Achievement in Schools) (Crowther, Andrews, Dawson, & Lewis, 2002). Central to IDEAS is the principle that teachers are the key to enhanced pedagogical practice in support of student achievement. Of related importance in IDEAS is that enhanced school practice is dependent upon forms of collaborative work that involve the creation by the school's professional community of significant shared meaning in forms such as school

visions, underpinning values and pedagogical frameworks. Thus, IDEAS was selected as an appropriate vehicle for exploring the concept of collective intelligence in the work of practising teachers who were committed to enhancing the quality of their workplaces and the integrity of their profession.

1.2   The research problem and research questions

As has been indicated, a review of authoritative literature related to the emerging constructs of organisational learning and professional learning communities reveals that there is limited accumulated evidence yet available to explain how teachers together make shared meaning of their pedagogical work (Warren Little, 2003). While the notion of *collective intelligence* has become an accepted point of reference in the organisational learning literature, the question of how the two-way interaction between the individual teacher and his/her professional community contributes to the development of collective intelligence remains vague in educational research, educational theory and educational practice.

This conclusion may be regarded as somewhat surprising in that it is now 15 years since Starratt (1993) recognised the importance of *connectedness* in the professional life of a school and asserted that "being connected leads us to explore what the connections mean" (p. 56). It is also some years since Liang (2001) introduced the concept of *orgmindfulness* and suggested, on the basis of his detailed research in corporate organisations, that "Human organizations can elevate their orgmindfulness by focusing on connecting the thoughts of the individual minds" (p. 283). It was assertions such as these, with their dual insinuation of provocative insight and unfinished business, that captivated the attention of this researcher and pre-empted the challenge that underpins this study – namely, how do teachers working together make significant new meaning?

Liang's (2002) work was particularly inspiring as well as provocative. He operated from a premise that, while the orgmindfulness of a group is the manifestation of their collective intelligence, more needs to be known about how individuals interconnect to stimulate, create and enrich the group's learning. In order to understand such complexity, he further suggested that there is need for recognition and understanding of "bio-logic rather than the machine logic" (p. 205). This study derived in large

part from Liang's challenge applied in educational, as opposed to corporate, settings. The overall research problem that guided the study was:

> What emerges as a construct of collective intelligence in schools when teacher engagement in a pedagogical knowledge formation process is viewed from different ideological perspectives?

The response to this overarching research problem was explored through four research questions:

Research question 1

a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?
b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

Research question 2

> What insights emerge when these processes are explored from different ideological perspectives?

Research question 3

> What construct of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?

Research question 4

> How does this construct contribute to the current/emerging body of literature about collective intelligence in schools?

1.3 The research design and methodology

The concept of *bricoleur* is not a well-established research term, but seemed to me as I commenced my study to capture the way that I viewed my researcher role. A "bricoleur" is defined in the Concise Oxford English Dictionary as "a person who engages in bricolage – construction or creation from a diverse range of available things" (Soanes & Stevenson, 2004, p. 173). The challenge that I viewed as pre-

eminent in my research was that of representing the full density and richness of the data by embracing the opportunity to work with school-based *tools* of data collection, reflection, organisation and representation. Thus, I came to regard my orientation to the study as a *researcher-as-bricoleur* role, reflecting the dimensions of interpretive-bricoleur, critical-bricoleur and methodological-bricoleur (Denzin & Lincoln, 2005). The three dimensions that have been proposed by Denzin and Lincoln seemed to have the capacity to enable me to reflexively acknowledge and interpret complexity in the work of teachers as they engaged collaboratively in their processes of knowledge formation. Of fundamental importance was a unique participant-researcher relationship in which the interpretations of both participants and the researcher were vital in reaching understanding of teachers' cognitive, social and organisational processes.

Data from two case study schools constituted the case study bricolages that are outlined in Chapter 4. The methodological tools and techniques of observation, interpretation and analysis of the interaction of teachers as they engaged in processes of knowledge formation were derived from principles of qualitative research. Building a case study bricolage was considered by me to be the most appropriate way of naturalistically acknowledging the contextual setting of each case study and the uniqueness of the process at work in each site. Or, as Liang has implied, the challenge for me was to determine how best to represent the collective work of the teachers in order to unfold "the complex deep structure that binds the systems and provides the basis for the surface structure to be conceived and constructed" (Liang, 2004a, p. 143). Two levels of analysis - holistic case study and multiple perspective interpretation - were undertaken, as predicated by the design of responses to Research Questions 1 and 2. Indeed, only after each of these questions had been addressed did the emergence of a construct of collective intelligence begin to occur.

In an attempt to shape my writing in congruence with the orientation of this inquiry, the words of Ely, Vinz, Downing and Anzul (1997) proved a very helpful maxim: "if qualitative researchers' writing demonstrates constructed knowing, the reader will be invited into reflectivity - into the worlds of the study and the researcher's thinking and feeling" (p. 48). A constructivist-inquiry research paradigm was therefore regarded by me as most appropriate to determine the methods and techniques to

collect and represent the data from the case study sites as well as the multiple perspective analysis.

1.4   Possible limitations and delimitations of the study

Perhaps the most obvious limitation of the research is its undue, if obligatory, reliance on the experience and expertise of a single researcher. I accepted the necessity of this circumstance and gave lengthy deliberation to ways to redress it. In effect, two particular considerations (delimitations) influenced the development of this study as an extension of my personal academic orientation and preferred research style - my penchant for *big picture* understandings as viewed from different angles (I sometimes use the concept of a hologram to describe this aspect of my being); and my scholarly penchant for phenomenological research, particularly in the narrative genre.

In hindsight, this ontological stance may have prepared me for the challenge, during the design stage of the study, of accepting that there must surely be a wide range of interpretive positions that should be taken into account in the process of data analysis - for to use just one lens in analysing complex and multi-faceted data would surely mean missing some of its richness, and perhaps some of its wholeness. Cognisant of my big picture orientation, I acknowledged the limitations of applying just one lens, or one set of criteria from one ideological viewpoint. Hence, the inclusion of Research Question 3, the multiperspective data analysis and the bricolage format of the data presentation.

The use of just two case studies might be viewed as a definitive limitation of this research, particularly if there is an expectation that a study such as this should lead to outcomes in the form of generalisations. My rationale for a limit of two case studies lay in what I perceived to be the complexity of the four research questions and the associated need for a high level of flexibility on my part, as researcher, in response to both opportunities and challenges as they would inevitably emerge at each site. Moreover, the research problem required, not generalisation across populations, but indepth understanding of a construct (collective intelligence). I therefore determined that it was critically important to focus on deep cognitive meanings and intricate interactive processes and relationships during the stages of data collection and

analysis. Two case studies seemed most appropriate to achieving this end, and thus might be regarded as a delimitation of the study.

1.5 Organisation of the dissertation

This dissertation has been structured into seven chapters.

Chapter 1 provides an overview of the research and associated thesis. It includes the rationale for the study, the overarching research problem and associated research questions, a synopsis of the research design and methodology, perceived limitations and delimitations, and a summary of the chapter-by-chapter organisation of the dissertation.

Chapter 2 contains the literature review from which the study is derived. The review is categorised into three main areas of literature: knowledge creation; processes of school revitalisation; and ideological perspectives and multidimensional viewpoints.

Chapter 3 outlines the qualitative methodological orientation of the study, with a focus on the design of the case studies, the bricolage analysis and reporting systems and the notion of a multidimensional viewpoint. The timeframe for the research and methodological tools for data collection and analysis at each case study site are detailed.

Chapter 4 contains a description of each case study school's *lived experience* of the school revitalisation process (IDEAS). The construct of bricolage was chosen to represent the case study data. This necessitated the preparation of descriptions of sample instances of professional engagement at each case study site, incorporating participants' scripts, related interpretations from the participant-observer-researcher, relevant artefacts and working products of shared meaning.

Chapter 5 contains the analysis and interpretation of the data in response to research question 1 - the characteristics of significant new meaning and the learning processes that appear to lead to the formation of significant new meaning.

Chapter 6 focuses on Research Questions 2 and 3. It continues the data analysis and interpretation through the lenses of three ideological perspectives - hermeneutic phenomenology, critical reflection and orgmindfulness (Research Question 2) and concludes with assertions regarding the ideological nature of the knowledge-creation process. It also contains a response to Research Question 3. That is, a definition for collective intelligence, and an explanatory framework for a construct of collective intelligence in schools, is postulated to conclude the chapter.

Chapter 7 concludes the study with a response to Research Question 4. The notion of a construct of collective intelligence in schools is affirmed, with emerging implications for the image of the professional teacher discussed. The findings of this study are used to propose a set of recommendations for future research.

1.6   Concluding statement to the chapter

This chapter has framed the dissertation in readiness for an exploration of relevant literature in Chapter 2 and consideration of the research questions in subsequent chapters.

CHAPTER 2: LITERATURE REVIEW

2.1   Introduction

This chapter was constructed to represent the range of literature relevant to this study and to highlight the interconnectedness of the various levels and dimensions that formed the structure of the thesis. Figure 2 is presented to illustrate the interconnectedness of the three main areas of the literature review pertaining to this study.

Figure 2   **The inter-relatedness of the literature review**
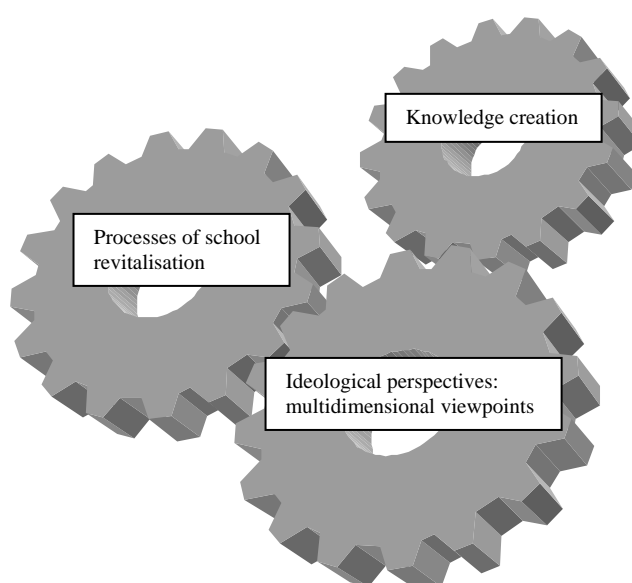
- *Knowledge creation* – the literature as it relates to 21st century schools through

    - teachers' work;
    - collective intelligence;
    - organisational learning; and
    - communities of practice.

- P*rocesses of school revitalisation* - the literature that has attempted to explain what happens, what is created and what is involved in school reform/renewal/revitalisation processes.

- *Ideological perspectives and multidimensional viewpoints* - the literature of the three ideological perspectives selected for this study:
  - hermeneutic phenomenology;
  - critical reflection; and
  - orgmindfulness.

The interrelatedness of the three parts of this literature review was an attempt to conceptualise the qualities of a successful learning community where collaboration, collegiality, collectivity, connectivity and interplay of human intelligences appeared to contribute to success. This conceptualisation was informally substantiated by prior observations of teachers engaged in a school revitalisation process of pedagogical knowledge formation, namely IDEAS (Innovative Designs for Enhancing Achievement in Schools) (Crowther, Andrews, Dawson, & Lewis, 2002).

2.2 The literature of knowledge creation

The following review revealed the work of researchers who have contributed to the definitions of organisational learning and communities of practice. Also discussed was an understanding of the work of teachers and what they have contributed to the body of shared meaning in the teaching profession.

2.2.1 Teachers' work

Hargreaves and Fink (2003) speak of the challenge to rethink the work of teaching. Others have debated about teaching in the knowledge society (Hargreaves, Earl, Moore, & Manning, 2001) and about knowledge creation (Drucker, 2002), while Hattie (2003) describes what an expert teacher does. It has become apparent that teachers are faced with the urgent need to make sense of their profession as the "new stokers of society" (Levy, 1997, p. 36).

Research has shown that, when a process of school revitalisation is followed, and when teachers work collectively to build capacity in reimaging their role (Andrews & Lewis, 2002; Crowther & Andrews, 2003), a whole new understanding of the meaning of teaching unfolds. Much work has been done to clarify the meaning of organisational learning in schools (Argyris & Schon, 1996; Morgan, 1996; Newmann & Wehlage, 1995; Senge, Kleiner, Roberts, Ross, & Smith, 1996), to understand the

significance of communities of practice (Anderson, 2002; Warren Little, 2002; Wenger, 1999), to appreciate the emergence of shared meaning (Hall, 1997; Isaacs, 1999; Johnson & Kress, 2003) and to clarify the meaning of knowledge creation in schools (Lewis, 2003). More recent clarification of this meaning-making has been acknowledged through the virtues of *good schooling* (Husu & Tirri, 2007), with claims that teachers contribute to the whole process of their school becoming a learning community when they become more aware of ethical knowledge that is recognised, articulated and expressed through their pedagogical values.

Researchers have worked with different parameters for defining teachers' *work*. Exploring frameworks for making educational decisions is the work of Kansanen *et al* (2000). Beijaard, Verloop and Vermunt (2000), working with perceptions of understandings of their professional work and identity, point out that "in future research, other methods will need to be explored to establish clear relationships between these factors [teaching context, teaching experience, the biography of the teacher] and the teachers' different perceptions of their professional identity" (p. 762). Connolly and Clandinin (1999), working with teachers' professional knowledge landscapes, present a clear insight into the work of individual teachers. Clandinin (1985) states that "failure to understand the teacher as an active holder and user of personal practical knowledge helps explain the limited success of curriculum implementation. [Thus] . . . the importance of understanding teachers' personal practical knowledge is heightened . . ." (p. 364). Further to the notion of personal professional development is the work of Day and Leitch (2001), with their focus on the importance of teachers understanding the key role of emotions in personal pedagogical knowledge formation. Overall, there was indication that recognising the teacher's personal knowledge plays a vital role in understanding how teachers working together make shared meaning of their work.

2.2.2   *Collective intelligence*

A range of definitions of and understandings about collective intelligence, and more specifically how it applies to the construct of teachers collectively creating new knowledge with shared pedagogical meaning, was important to this study. From one perspective, Hargreaves (2003) refers to the school of the knowledge society as "a learning society" (p. 3) dependent on the complex networking of individual

intelligences in rich learning environments. Furthermore, Bryk and Schneider (2003) purport that the notion of trust, "an interrelated set of mutual dependencies embedded within the social exchanges in any school community" (p. 41), is the pillar needed to strengthen the connections in learning communities. These definitions set the scene for considering notions of intelligences, connections and networking as teachers together construct new knowledge.

In an attempt to articulate how the dynamism of a system works, notions of social autopoiesis emerged. Luhmann (1995) described social autopoiesis as "systems whose basic elements consists of communications, vanishing events in time that, in producing the networks that produce them, constitute emergent orders of temporalised complexity" (p. xvii). In other words, the very elements that are produced within the system then drive it in order to produce a new wave of those elements and so on. Furthermore, an alternative to traditional methodology in educational research is reached with the phenomenon of emerging and spontaneous orders (Fleener, 2000; Sawada & Pothier, 1988) as a legitimate approach to contextualised learning. These concepts began to clarify the significance of new meaning and emphasise that it must be contextually based with its identification, interweaving and interpretation as created and utilised by the incumbents of that setting.

From the point of view of organisational learning with the concept of collective intelligence as the means by which organisations grow, an organic model is centred on "that intelligence which resides in the organisation itself; which is beyond and outside the individual intelligence of the people in that organisation" (McMaster, 1996, p. 11). Liang (2003) recognised the orgmind as being the collection of all the interacting human thinking systems and posited that "fundamentally, a high level of orgmindfulness enhances the collective intelligence of the organisation" (p. 117).

Concepts of collective intelligence from other fields were recognised in the literature. From the construct of socialist education thinking, Lacey (as cited in Lauder & Brown, 1988) presented collective intelligence as a concept of measuring "our ability to face up to the problems that confront us collectively and to develop collective solutions" (p. 94). Brown and Lauder, as cited in Nash (2005), offered the concept

of collective intelligence in the discourse of progressive education as the "capacity created by a community able to apply its organized cognitive resources to the solution of shared problems" (p. 5). Levy (1997), working from the vantage point of digital communities and distributed virtual environments, stated that "it is a form of universally distributed intelligence, constantly enhanced, coordinated in real time, and resulting in the effective mobilization of skills" (p. 13). Por (1995), furthermore, used the nervous system of a biological organism to argue the need for organisations to respond as "a collective intelligence system [is] a dynamic, living 'ecosystem' for individual and collective learning, in which emergent matters of meaning, coordination flows, insights, and inspiration interact, cross-fertilize, feed upon, and grow on each other" (p. 272).

In support of the notion of working collectively, the literature strengthened a concept of collective intelligence emerging in the teaching profession. In order to "promote intelligent communities in which our social and cognitive potential can be mutually developed and enhanced" (Levy, 1997, p. 10), teachers must be ready to create, develop and sustain shared pedagogical meaning in an environment of collaboration (Limerick, Cunnington, & Crowther, 2002). As well, the notion of nurturing the human intelligence (Liang, 2001) was supported by Leadbeater (2000a) who stated that "We do not need more information: we need more understanding. Creating knowledge is a human process, not a technological one" (p. 29).

What was unclear throughout this literature review was <u>how</u> teachers work together to make shared meaning, that is, how a certain kind of dynamic creates a certain kind of outcome. Further exploration of ways of supporting teachers' engagement in knowledge creating processes was necessary for "scaffolding the learning of the group while acknowledging diversity and vulnerability" (Lewis, 2003, p. 266). This study expected to probe and expose the notion of teachers as creators and implementers of contextual professional knowledge in a collaborative environment of expert learners (Daley, 1999; Hattie, 2003).   In so doing, the constructs of knowledge creation, recognised as organisational learning and communities of practice, were included in this literature review.

2.2.3   *Organisational learning*

As organisations are collectives of individuals, one might simply accept that the combined intelligences of individuals must form a collective intelligence, for without individuals there would be no collective. From such simplicity of a learning organisation to the complexity of organisational learning, Argyris and Schon (1996) claimed that "if theorists of organisational learning seek to be of use to practitioners they must somehow link organisational learning to the practitioners' thought and action" (p. 6). They emphasised the *acting* for and the *learning* intersection as important for "determining under what conditions the thought and action of individuals become distinctively organisational" (p. 8) with a need to strengthen the organisational action and organisational inquiry.

Moving on from the work of Argyris and Schon, Robinson (2001) explored two distinct strands of research on organisational learning. A brief illustration of such divergence was visited in this literature review. Support for school reform initiatives that aim to change school practices in support of student achievement (Mulford & Silins, 2003) has been a major thrust in improving organisational learning. However, the earlier work of Senge and others (2000) highlighted the importance of the teacher's role in creating an environment of systems thinkers where "all human beings have the capacity to generate novel, original, clever, or ingenious products, solutions, and techniques - if that capacity is developed" (p. 201).

More recently researchers have, as it were, stepped back from the binary of whole school initiatives versus individual teachers and begun to realise the interrelatedness of the two organisational learning approaches in support of student achievement. Boreham and Morgan (2004) rejected a focus on the individually-contained self in favour of a relational concept of the self. They acknowledged the initial fear of individual autonomy being compromised by the notion of learning collectively, but reported that "opening space for the creation of shared meaning, reconstituting power relationships and providing cultural tools to mediate learning" (p. 321) had allowed individuals and the collective to create a culture of sustained learning as an organisation. Along these lines, Patriotta (2004) developed a phenomenological framework for description and observation of knowledge to understand better the methodologies for knowing how the individual and the collective play a crucial role

in organisational learning development. Framed by a complex adaptive systems perspective and the notion that learning is key to successful innovation, Carlisle and McMillan (2006) contest the balance of incremental innovation and radical innovation. There would appear to be no better analogy for the complexities of school as a learning organisation, thus further prompting the exploration of how teachers collaboratively make meaning of their pedagogical knowledge formation.

2.2.4   Communities of practice

The notion of teachers working together and more specifically learning together as a community of learners has been researched extensively (Anderson, 2002; Hung & Nichani, 2002; Limerick, Cunnington, & Crowther, 2002; Wenger, 1999). However, it was noted that the complexity of this phenomenon is often the result of a wide range of influencing factors and contextual situations in any one study (Andrews & Lewis, 2002; Lee, 2000; Vestal, 2003; Warren Little, 2002).

The work of Wenger and Snyder (2000) from the field of business was based on the premise that organisations as communities of practice thrive on knowledge and demand a whole new approach to professional development. The authors pointed out that a community of practice calls for the development of several key factors. It is important that these factors include recognition of members' capabilities, a self-selective membership with passion, commitment and identification with the group's expertise, and an interest in maintaining the group. As such, teachers are *reimaging* themselves in their workplace through professional community building (Andrews & Lewis, 2002). According to Wenger (1999), teachers are the key to effective school performance, especially when they work together as a professional learning community. Crowther (2003) also emphasised that teachers are the key when they "work synergistically to create a shared schoolwide approach to pedagogy" (p. 5). Other proponents of professional learning communities (Louis & Marks, 1998; Marks & Louis, 1999; Stoll & Fink, 1996) support the development of enriched learning communities for the process of creating new knowledge (Hipp, Stoll, Bolam, Wallace, McMahon, Thomas, & Huffman, 2003; Wikeley, Stoll, & Lodge, 2002) and have offered their work on the assessment, development and effects of professional learning communities in schools (Hipp & Huffman, 2003).

The necessity for an exploration of how teachers working together enrich the learning community was beginning to unfold.   A team approach for an understanding of teachers working together to become *knowledge-productive learners* (Tillema & van der Westhuizen, 2006) reportedly revealed insights about how teachers accept the collaborative team outcomes, whilst Andrews and Lewis (2007) claim that the power of the professional learning community is a transformational practice from within.

2.3   The literature of school revitalisation processes

This section of the literature review focused on the processes that appear to underpin the success of pedagogical knowledge formation. In particular, the focus was on shared meaning and apparent elements of effective shared meaning making, and the school revitalisation process entitled Innovative Designs for Enhancing Achievement in Schools (IDEAS), which was the platform for data collection in each of the two case studies of this thesis inquiry.

2.3.1   Shared meaning

Schon (1983) stated that "it is this entire process of reflection-in-action which is central to the 'art' by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict" (p. 50). The author claimed that this involves teachers who are prepared to adopt a worldview and experiential thinking in order to challenge their assumptions and beliefs. Isaacs (1999) highlighted the voices and languages of meaning, of feelings and aesthetics, and of power, with particular reference to the power of our actions. In this sense, the literature revealed a need for greater understanding of how teachers working together make shared pedagogical meaning within their contexts.

Katzenmeyer and Moller (2001) invited "teachers to examine their assumptions and practice within their own school context. Then they naturally develop knowledge and skills to influence change in that context" (p. 47). Johnson and Kress (2003) proposed that in a world of increasingly plural and diverse societies demanding complex and ever changing parameters of human interaction "there is a growing recognition of the need for new and different ways for people to arrive at shared meanings" (p. 9). According to Craig (2001), "teachers' knowledge communities are

not closed communities – . . . they grow and expand once commonplaces of experience are established, and trust is built" (p. 327). Bryk and Schneider (2003) described trust as dependent on "an interrelated set of mutual dependencies embedded within the social exchanges in any school community" (p. 41), and that schools build relational trust in day-to-day social exchanges where respect, personal regard, competence in core role responsibilities and personal integrity are essential. Again there arose the question related to how teachers together make shared meaning of their work and, more particularly, how this is accomplished in their particular contexts, with several references identifying the importance of certain factors for achievement in professional learning communities.

Much has been said of the trust factor (Bryk & Schneider, 2002, 2003; Hoy & Tarter, 2004; Leadbeater, 2000b; Louis, 2007; Walther & Bunz, 2005) in a range of effective learning communities. In particular, Bryk and Schneider (2002) highlighted the important of relational trust "appropriately viewed as an organisational property in that its constitutive elements are socially defined in the reciprocal exchanges among participants in a school community" (p. 22). Thus attention is drawn to the dependence of relational trust on the notion of social networking at three levels: intrapersonal, interpersonal, organisational. A more recent study (Louis, 2007) examined how trust affects teachers' willingness to work with innovations introduced by administrators, which prompted the notion of confidence being integral to the development of trust. Cigman's (2000) claim that teachers need grounded ethical confidence as an intellectual virtue analogous to courage might more readily be distinguished by the focus, passion and integrity of effective leadership in challenging times (Bolman & Deal, 2002). Thus, working from the premise of shared meaning-making being the constancy of continuous change, it would appear that confidence is crucial for the ability to learn, unlearn and re-learn in a changing and developing world (Stoll, Fink, & Earl, 2003).

Other factors that appeared to be emerging in the literature were those of resilience and hope. Gu and Day (2007) examined the role of resilience in teacher effectiveness, with particular note of the relationship between the capacity of teachers to manage the interaction of their personal and professional lives and their pedagogical work. In a similar way in the field of nursing, McAllister (2003)

identified *resilience-building* as one of a number of skills required by professionals for the capacity to cope with effective change. Focused on the capacities for coping with change also brought to light the issue of futures education, with a range of contexts and perspectives (Milojevic, 2005; Ramos, 2005; Wrigley, 2003) that highlighted the element of hope for schools and of education for the future.

2.3.2   IDEAS - a knowledge creation process

A host of projects in the past two decades throughout several countries has focused on the need for reforming / renewing / revitalising schools in attempts to align their strategic and pedagogic roles to meet the needs of 21st century schools (Beare & Slaughter, 1993; Bolman & Deal, 1997; Drucker, 1994). IDEAS, initially a joint project of Education Queensland and the Leadership Research Institute of the University of Southern Queensland, is a revitalisation process that has been used in a significant number of schools throughout Australia over a period of 10 years, resulting in the success of school revitalisation with convincing evidence of sustainability in the process.

Fundamental to the success of the IDEAS process is the recognition and responsibility of the professional community of the school where teachers work together to build an understanding of what new knowledge means in their particular school contexts (Crowther, Andrews, Dawson, & Lewis, 2002). IDEAS is based on a worldview that builds on a school's successes rather than its failures, asserts a form of leadership that complements knowledge generation in the teaching profession and builds "a unique professional relationship between those educators who work in schools and those who work in universities" (p. 3). In this way, the IDEAS process attempts to acknowledge a range of different ideological perspectives, inclusive of the three that were selected for this study. It might also be argued that the choice of the three perspectives - hermeneutic phenomenology, critical reflection and orgmindfulness - was largely influenced by the liberal ideological basis of IDEAS. The IDEAS process clearly incorporates a vision of community with a value system that acknowledges individual human values and simultaneously demands a membership commitment to meaningful knowledge creation.

The *how* of the IDEAS process is conceptualised in five distinct phases, known as *ideas,* that form the progression of the process. Each phase is interrelated and recursive to re-evaluation as the process continues (refer to Figure 3).

Figure 3   **The *ideas* process**

The five phases of the *ideas* process

initiating
discovering
envisioning
actioning
sustaining

Awareness

initiating:	How will we manage the process? Who will facilitate the process? Who will record our history of the journey?
discovering:	What are we doing that is most successful? What is not working as well as we would like it to?
envisioning:	What do we hope our school will look like in the future? What is our conceptualisation of schoolwide pedagogy?
actioning:	How will we create a tripartite action plan? How will we work towards the alignment of key school elements and processes?
sustaining:	What progress have we made towards schoolwide pedagogy? What school practices are succeeding and how can we expand them?

Source: (Crowther, Andrews, Dawson, & Lewis, 2002, p. 37)

It is the IDEAS School Management Team (ISMT) of each organisation that leads the *ideas* process, and it is through the five phases that contextually relevant knowledge emerges. The ISMT membership is voluntary and tends to be a mix of experienced and less experienced teachers, teacher aide representation, parent representation and sometimes student representation. The diverse membership can lead to richer discussion because of the range of perspectives represented. This process requires that the ISMT continually develops and articulates understanding with clarity of focus on the core business of teaching and learning. Emphasis on "a shared understanding and support [for] each other at all stages" (Crowther, Andrews, Dawson, & Lewis, 2002, p. 7) is of paramount importance throughout the process. It is also highlighted that there will be considerable variation in approach. Thus, how teachers make shared pedagogical meaning begs a richer understanding with the input of human intelligence and the human capacity for highly tuned collaboration.

A vital part of the IDEAS process is the concept of 3-dimensional pedagogy (3-D.P): integration in the teaching-learning context of personal pedagogy (PP), schoolwide pedagogy (SWP) and authoritative pedagogy (AP). This concept calls for teachers to

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"develop their personal pedagogical self at the same time as they engage with their schools' SWP and explore the potential of relevant authoritative theories of teaching and learning to both their personal pedagogy and their SWP" (Andrews & Crowther as cited in Crowther, 2003, p. 101). This collaborative process most surely highlights the dynamism of a professional learning community and is evidence of the liberal nature of the IDEAS process.

2.4   The literature of the perspectives - the lenses of this multidimensional study

Knowing how to live together demands that there be "an understanding of other people and an appreciation of interdependence" (Power, 2000, p. 20). Thus, the need to explore what happens when professional educators engage in the process of forming shared pedagogical meaning presented as a hologram. The intrigue lay in wondering what image/s would be exposed when different perspectives, or bright lights, were projected onto the photographic plate. The Concise Oxford English Dictionary (Soanes & Stevenson, 2004) defines a perspective as "a view or prospect" or "a particular way of regarding something" (p. 1070). In this way alternative perspectives provided ways of looking at or regarding specific situations or facts in order to form some viewpoint with reference to the setting. Agee (2002) worked with the concept of a *setting* "defined as a bounded environment in which particular situations, interactions, and behaviours accrue to it as normal by virtue of history, cultural values, and beliefs" (p. 570).

Different ideological perspectives - hermeneutic phenomenology, critical reflection and orgmindfulness - framed the settings of this study with emergence about how teachers make significant new meaning. The Concise Oxford English Dictionary (Soanes & Stevenson, 2004) defines ideology as "the set of beliefs characteristic of a social group or individual" (p. 707). However, as Ogilvie and Crowther (1992) explained "the sheer complexity of the concept of ideology" (p. 213) is an obstacle to understanding the relationship between human values and human activity. These authors drew on the work of Apple (1979, as cited in Ogilvie & Crowther, 1992) to distinguish two different concepts of ideology - strain theory and interest theory. In recognition of the element of human choice of different value systems in the strain theory and the perpetuation of an adopted system of beliefs in the interest theory, it was considered that these competing theories might well serve to highlight the

complexities of meaning making. Hence the choice of three different ideological perspectives, each with their set of beliefs and practices, in an attempt to understand how teachers, engaged in a knowledge formation process, make significant new meaning.

2.4.1   Hermeneutic phenomenology

Phenomenology, as a descriptive science, invites the illumination of the unknown. As Merleau-Ponty (cited in Macann, 1993), the phenomenologist who focused on the importance of perception, stated, "the reflective activity to which phenomenology appeals is one which reflects upon the unreflected" (p. 162). Hermeneutics, from a phenomenological perspective, is an invitation to make sense of the world, which van Manen (1997) referred to as the empirical realm of everyday lived experience. In this way van Manen highlights the importance of linking interpretive phenomenological research and theorising in the act of writing. Reflective writing provides an opportunity for what Smith and Osborne (as cited in Smith, 2003) term "a two-stage interpretation process, or a double hermeneutic . . . The participants are trying to make sense of their world: the researcher is trying to make sense of the participants trying to make sense of their world" (p. 51). In other words, using a way of investigating phenomena about how a different kind of human experience may be explored contributes to the process of human understanding (van Manen, 2002).

2.4.2   Critical reflection

Reflection from a critical theory perspective encourages a particular analytical evaluation of identified strategic and communicative modes of action. Habermas (2001) posited that "participants in communicative action are assumed to be prepared to reach mutual understanding - that is, their attitude is communicative rather than strategic" (p. xv). While Habermas's objectivist and subjectivist approach to theory formation focuses on the "generation of interpersonal situations of speaking and acting together" (p. 17), from this perspective positions of power, justice and social equity may be viewed with the prospect of improving a worldview.

Mezirow and Associates (1991) drew the distinction between Habermas's instrumental learning and communicative learning by saying that communicative learning involves "searching, often intuitively, for themes and metaphors by which to

fit the familiar into a meaning perspective, so that an interpretation in context becomes possible" (p. 9). Then, through backwards and forwards checking, making meaning in this way involves the ability to shape pedagogic communications and their relevant contexts explicitly, implicitly and tacitly which Bernstein and Solomon (1999) explained as integral to pedagogic relations. Smyth (2004) more specifically focused on the issue of social justice, with a call for schools to reinvent themselves around the issue of social justice through their pedagogies.

2.4.3   *Orgmindfulness*

The theory of systems organisation presents another ideological perspective to be employed in the data analysis. In particular, Liang (2004c) referred to human organisations as intelligent complex adaptive systems and to the orgmindfulness of an intelligent human organisation as "a mental factor of an intelligent human organisation that focuses on the mental state of the interacting agents continuously. It is responsible for elevating collective intelligence and nurturing a mindful culture" (p. 183). From this perspective, the focus is on "connecting the thoughts of the individual minds" (Liang, 2001, p. 283).

Nonaka and Toyama (2003) progressed the concept that organisations are not information-processing machines, but rather organic configurations which can transcend time, space and organisation boundaries to create knowledge. They portend "the basic argument is that knowledge creation is a synthesizing process through which an organisation interacts with individuals and the environment to transcend emerging contradictions that the organisation faces" and that knowledge is "a reality viewed from a certain angle" where "one cannot be free from one's own context" (p. 3).

2.5   **Chapter summary**

The significance of this study is centred on the conceptualisation of what emerged as a construct of collective intelligence in 21st century schools. The above literature review set the backdrop for this study by highlighting the complex range of literature to be considered. And yet there was still the gaping question of how teachers together make significant new meaning.

Different ideological perspectives - hermeneutic phenomenology, critical theory and orgmindfulness - were selected for the analysis and interpretation of the data, and the work of Agee (2002) supported a multilayered picture of participants' lived experiences in the quest for finding and constructing new perspectives. Agee explained this by using a metaphor of *unravelling* to show "the potential to enrich findings and theorising about the complex connections that inform the lives of those we study" (p. 583). Thus, this study proposed three different lenses as a means for crystallising the notion of how teachers engage in the complexities of knowledge creation.

Because of the emergent nature of this study, it was expected that relevant literature would also be woven into the analysis and conclusion of this thesis. It was also envisaged that there would be some emphasis on the significance of this study in progressing the current body of literature about collective intelligence in schools. Evidence of this foresight occurs in the response to Research Question 4 as outlined in Chapter 7.

CHAPTER 3: METHODOLOGY – DESIGNING A MULTIDIMENSIONAL QUALITATIVE STUDY

3.1 Introduction

Mindful of the multilayering and multiperspective viewpoints that were exposed in the focus and explored in the literature of the previous chapters, this chapter outlines the challenge of creating a multidimensional research design. This research design was built on the notion of capturing how teachers make significant new meaning in the setting of a complex learning organisation, the school. In particular, it was acknowledged that the two schools used as data collection sites for this study adopted a pedagogical knowledge formation process for school revitalisation called IDEAS (Innovative Designs for Enhancing Achievement in Schools).

Although the researcher was vital to the overall creation and enactment of the methodological design, it was important to realise that the participants - that is, the teachers of the IDEAS Support Management Team (ISMT) at each site - were the builders and weavers of the resulting case study bricolages in this thesis. Metaphor and imagery were important elements in the methodological design for this dissertation, and assisted in capturing the complexities of the study through the dynamic nature of the language and interpretations of the participants.

3.2 Qualitative research orientation

This study was concerned with the concept of how teachers, engaged in a pedagogical knowledge formation process, make significant new meaning. In this way, the proposal was to conceptualise a construct of collective intelligence in schools. To conceptualise is the act of presenting a *concept* defined as the formation of an idea or a thought, or "a perception signal capturing an information state" (Liang, 2004c, p. 11). Liang (2004c) further suggests that, if this perception signal becomes a recognisable and understood part of a cognitive structure capable of handling and consuming concepts, there is indication of "the presence of an advanced intelligence source" (p. 78). The focus of this study was to explore how a complex system of knowledge formation occurs, and how a collective of *intelligence sources* - specifically the participants of this study - might be viewed with possibilities for building theory about collective intelligence in schools.

A basic qualitative approach (Wiersma & Jurs, 2005) was adopted with the intention of adding to the existing body of knowledge about teachers' work (Crowther, Kaagan, Ferguson, & Hann, 2002; Donaldson Jr., 2001) and schools as communities of practice (Andrews & Lewis, 2002; Buysse, Sparkman, & Wesley, 2003; Louis & Marks, 1998; Marks & Louis, 1999; Wenger, 1999). An early reminder for this study was that "basic research is the extension of knowledge" (Wiersma & Jurs, 2005, p. 11) and that "qualitative research has its origins in descriptive analysis, and is essentially an inductive process, reasoning from the specific situation to a general conclusion" (p. 13). The authors also stress the conditions of conducting qualitative research in the natural setting with meanings specific to the setting and its conditions so that "the approach is that of a holistic interpretation of the natural setting" (p. 13). Overall, this study was intent on extending the knowledge of how teachers make shared meaning of their work in their immediate context. Thus, the work of teachers, as facilitators of the IDEAS process, in two specific schools formed the case study data of this research inquiry.

In the postmodernist vein (Brown & Lauder, 1992; Drucker, 1994; Fleener, 2000), blurring into the post *post* era (Denzin & Lincoln, 2003b), data for this study have been collected, collated and analysed with an emphasis on the qualitative observance, acceptance and interpretation of the data. This was substantiated as "we are in a new age where messy, uncertain, multi-voiced texts, cultural criticism, and new experimental works will become more common, as will more reflexive forms of fieldwork, analysis, and intertextual representation" (Denzin & Lincoln, 2003b, p. 38). Hence, it was not too difficult to relate to some theory of chaos in terms of complexity being a paradoxical mix of complication and organisation (Lewin, 1999) with "the importance of emergence from dynamical systems, [and] the counterintuitive notion of the crystallisation of order from complex networks" (p. 165). A senior lecturer in the University of New South Wales school of psychology, offered the explanation that "what chaos theory is saying is that there are structures, but there are continual and subtle changes occurring all the time within a dynamic system" (Wong, 2005, p. 10). The above references assisted my recognition and articulation of the complexity of this study and thus demanded a high level of flexibility on my part as the researcher in response to the opportunities as they emerged at each site.

3.2.1   The complexity of qualitative research

Qualitative research recognised as a complex interconnection of terms, concepts and assumptions was broadly summarized by Denzin and Lincoln (2005) in eight historical moments: the *traditional*, the *modernist*, the *blurred genres*, the *crisis of representation*, the *postmodern*, the *postexperimental inquiry*, the *methodologically contested present* and the *fractured future*. Their acknowledgement of the overlapping and simultaneous presence of each of these moments in current qualitative research complicates the issue for the qualitative researcher in categorising and articulating the most appropriate methodological approach for a given study. However, it was their explanation of the eighth historical moment that paved a way forward for this study: "the eighth moment asks that the social sciences and the humanities become sites for critical conversations" (p. 3). There was clear indication that the language and interpretation of the participants were to play a crucial role.   Peter Senge's foreword to Isaacs (1999, p. xvii) proposed that, once dialogue is found and established as a way of being, people do not go backwards in terms of a way of making true meaning. It is the way they do it, where they do it and what artefacts they use that differ from one setting to another.

3.2.2   Researcher-as-bricoleur

Through their account of historical moments Denzin and Lincoln (1994, 2005) have suggested that the researcher become a *bricoleur*, one who pieces together a collection of empirical materials relevant to a given situation where "the product of the interpretive bricoleur's labour is a complex, quilt-like bricolage, a reflexive collage or montage - a set of fluid, interconnected images and representations" (Denzin & Lincoln, 2003c, p. 9). Of significant interest was Kincheloe and McLarens' (2005) notion of bricolage being a critical ontology where bricoleurs attempt to understand the complexity without falling into the trap of triangulation (Cox & Hassard, 2005) or reductionism. Further, "because all physical, social, cultural, psychological, and educational dynamics are connected in a larger fabric, researchers will produce different descriptions of an object of inquiry depending on what part of the fabric they have focused on" (Kincheloe & McLaren, 2005, p. 319). It was clear that this image certainly met the needs of design for the complexity of this study.

I considered that my orientation for this study was best enacted through the researcher-as-bricoleur role, with the dimensions being the *interpretive-bricoleur*, the *critical-bricoleur* and the *methodological-bricoleur* (Denzin & Lincoln, 2005), in order to acknowledge and interpret reflexively the complexity of the work of teachers as they collaboratively engaged in a process of pedagogical knowledge formation. Thus, the development of a bricoleur framework as presented in Chart 1, adapted from the work of Denzin and Lincoln (2005), prompted the research design for collection and representation of the data.

Chart 1   The researcher-as-bricoleur framework

Researcher-as-Bricoleur		
Interpretive-bricoleur: one who pieces together a set of representations that is fitted to the specifics of a complex situation. *In this inquiry:* *The participant-observer's interpretations as presented in the episodes of each case study.*	**Critical-bricoleur**: one who focuses on the position and social location of self and others in the shaping of knowledge. *In this inquiry:* *Exercised by the researcher as the participant-observer, interviewer and interpreter of the data in each case study.*	**Methodological-bricoleur:** one who collects and analyses empirical materials with familiarity for the range of methods and techniques. *In this inquiry:* *The researcher's episodic representation of the data for each case study.*

(Descriptions adapted from Denzin & Lincoln, 2005)

3.3   The participant-researcher relationship

The *participant-researcher relationship* was an important adoption for noting the interpretations of both the participants and the researcher which were considered vital to understanding how the teachers were making shared pedagogical meaning. Recent research relevant to this study (Erwee & Conway, 2006) suggests that when school-based research teams and external researchers conceptualise and act in their roles as coresearchers there is an extension of knowledge beyond that of just each researcher's viewpoint.

Also of significance for this study was the acknowledgement that qualitative research has its origins in the quest for understanding the *other* (Vidich & Lyman, 2000), and that the other is located in the other's world (Denzin & Lincoln, 2005). For the purposes of this study the other, being the teachers of the ISMT (Crowther, Andrews, Dawson, & Lewis, 2002) and, in particular, the participants in this study, were recognised as people who were intimately located in their world of the school community. The case study-based methodology of this inquiry used the methodological tools and techniques of observation, interpretation and analysis of the interaction of teachers when they were engaged in a process of knowledge formation.

Denzin and Lincoln (2003c) claim that "qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry" (p. 13). In this way I worked with the concept of teachers behaving as "mature, autonomous, proactive individuals who collaborate to achieve personal and organisational goals" (Limerick, Cunnington, & Crowther, 2002, p. 106) to make shared meaning of their work. It was timely to reiterate that conceptualisation is the state of being able to form a meaningful thought out of observations and/or experience, and that it takes on meaning when a piece of perceived information is understood. From the perspective of neuropsychology where "the cognitive phenomena associated with information processing and consciousness are studied at the brain code level … a concept is a basic cognitive entity of the mind" and "is formed when a piece or a body of information is understood" (Liang, 2004c, p. 77).

The above orientation was stated to reinforce the direction of this research study in search of how teachers engaged in a process of knowledge formation make shared pedagogical meaning. The collection and analysis of data for this study were not linear processes. In line with the construct of a bricolage various levels of analysis were used throughout the process, with the image of open spaces (Ho, 2003) and multilayered (Agee, 2002; Lewis & Grimes, 1999) research "bringing together multicoloured threads of meaning in endless patterns of momentary emphasis and compactness, and then entangling them into new webs of meaning - always elusive, shimmering, and fascinating" (Ely, Vinz, Downing, & Anzul, 1997, p. 95). On this

basis I claim that I was consistently open to the relevance of a range of empirical materials and thus ready to use a variety of data collection tools and techniques.

3.4 The research inquiry

With the words of the poet Wallace Stevens (1953) in mind

> You must become an ignorant man again
>
> And see the sun again with an ignorant eye
>
> And see it clearly in the idea of it. (p. 99)

I was reminded of the importance of seeing and perceiving something for what it is at a point in time, and that the meaning it holds is to be taken in its entirety. From a social constructivist viewpoint (Vanderstraeten, 2002), a meaningful happening or event is what emerges when one gives credence to the natural setting (Wiersma & Jurs, 2005).

To continue this line of thought with support from the work of Liang (2004c), who speaks of the presence of an advanced intelligence source when the recognition of conceptualisation is evident, I carefully followed and observed the work of teachers engaged in a process of pedagogical knowledge formation. I contended that, in order to understand better how teachers make significant new meaning, it was necessary to recognise what was happening during their engagement in a pedagogical knowledge formation process. Thus the overarching research problem for this study was:

> **What emerges as a construct of collective intelligence when teachers' engagement in the making of significant new meaning is viewed from different ideological perspectives?**

In order to unravel this overarching research problem, I proposed four research questions in the development of this inquiry.

Research question 1

    a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?

b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

Research question 2

What insights emerge when these processes are explored from different ideological perspectives?

Research question 3

What construct of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?

Research question 4

How does this construct contribute to the current/emerging body of literature about collective intelligence in schools?

Research Question One in its two parts was supported by the collected data of two case study schools as presented in Chapter 4. Research Question Two prompted the idea of looking at a phenomenon in a number of different ways in order to appreciate better the whole. As suggested by Ely, Vinz, Downing and Anzul (1997), "in some ways the conscious presentation of multiple theoretical perspectives (though each is not entirely separable one from the other) does have the power to focus attention on a specific facet as each contributes to the complexities of the fuller experience" (p. 40). A vivid translation was evident through a textile metaphor of the fibre-yarn-fabric process where the characteristics of each part contribute to the whole and each finished fabric is characteristic of its fibres and yarns and the methods by which they are spun, constructed and finished. In the words of an artist and researcher (Vaughan, 2005), "lay bare the process of its making" and "encourage the reader's attunement to the visual" (p. 11). This resonates with the cliché, *the whole is more than the sum of its parts.* I have argued that the collective recognises each part as of distinguishable importance to the whole without the domination of any one part being interpreted as the meaning of the whole. Finally, questions three and four were used to work with the notion of a construct of collective intelligence in schools as it emerged from the findings in the two case studies.

3.5 Research strategy

3.5.1 Naturalistic inquiry and the case study

Lincoln and Guba (1985) explain that "doing what comes naturally" (p. 221) in *naturalistic inquiry* paradoxically demands deliberate and careful planning and designing, and yet "the design of a naturalistic inquiry *cannot* [emphasis in original] be given in advance; it must emerge, develop, unfold" (p. 225). The dilemma of how to design this study started here with my adoption of a naturalistic inquiry research paradigm, which Lincoln and Guba (2000) more recently termed *constructivist inquiry*. However, their argument for building a case study as the most appropriate way of representing naturalistic inquiry data was most appealing, especially with the support of their points in italics (p. 359), each followed by my explanation for this research inquiry.

- *the case study is the primary vehicle for emic inquiry*

The need to gather data that expose and represent the teachers' viewpoints and their experiences within their setting.

- *the case study builds on the reader's tacit knowledge*

The need to represent the data in such a way that the reader might easily envisage their own experience in such a situation.

- *the case study is an effective vehicle for demonstrating the interplay between inquirer and respondents*

The need for a way of showing my position in relation to those of the participants during the process of data collection and analysis.

- *the case study provides the reader an opportunity to probe for internal consistency*

The need to expose as much of the participants' experiences as possible to demonstrate the plausibility of the study.

- *the case study provides the 'thick description' so necessary for judgments of transferability*

The need to collect and represent a plausible audit of sufficient dialogues, descriptions and artefacts in support of the actual events and happenings.

- ◆ *the case study provides a grounded assessment of context*

The need to represent the data in ways that speak for itself with relevance and invoke persuasion of applicability and transferability.

Given that my inquiry focused on how teachers engaged in the process of making shared pedagogical meaning, Yin's (2003) claim appeared to summarise a basis for the choice of a case study approach.

> Case study research continues to be an essential form of social science inquiry. The method is appropriate when investigators either desire or are forced by circumstances (a) to define research topics broadly and not narrowly, (b) to cover contextual or complex multivariate conditions and not just isolated variables, and (c) to rely on multiple and not singular sources of evidence. (p. xi)

Furthermore, "in general case studies are the preferred strategy when 'how' and 'why' questions are being posed, when the investigation has little control over events and the focus is on a contemporary phenomenon within some real life context" (Yin, 1989, as cited in Akella, 2003, p. 127). The case study approach provides the researcher with the opportunity of exploring in depth the complexities of a contemporary phenomenon within its real life context and simultaneously generalising from the specific (Gomm, Hammersley, & Foster, 2000; Yin, 2003). This polarity has sometimes been viewed as a contradiction of purpose, but I considered that the holistic nature of this inquiry would be enhanced by the paradox. Thus the choice of the case study as the most appropriate research strategy for this inquiry was appropriate. Data were collected in a natural environment with no artificial constraints and as the researcher, I had the potential to probe for more spontaneous information than might normally be forthcoming.

Thus, in recognition of the complexity of this research inquiry and my adoption of the naturalistic inquiry paradigm, this research study was conducted using the case study approach. Two schools that were engaged in the school revitalisation process, IDEAS, during the time of this inquiry were the sites of data collection.

3.5.2   *Ideological perspectives*

During the period of data collection the selected schools were viewed from the theories of organisational learning (Argyris & Schon, 1996), communities of practice (Andrews & Lewis, 2002; Marks & Louis, 1999; Wenger, 1999), knowledge creation (Lewis, 2003) and new ways of learning (Leithwood, 2000; Levy, 1997; Liang, 2004c; Por, 1995) as they each worked with the school revitalisation process of IDEAS. The challenge was to determine how best to represent the collective work of the teachers in order to unfold "the complex deep structure that binds the systems and provides the basis for the surface structure to be conceived and constructed" (Liang, 2004a, p. 143). To this end a selection of ideological perspectives was used to provide a spectrum of viewpoints (Agee, 2002; Cox & Hassard, 2005).

Three ideological perspectives, loosely based on the Habermasian theory of knowledge-constitutive interests (as cited in Carr & Kemmis, 1986) – technical, practical and emancipatory - were used to view specific events or happenings in order to form points of reference to the case study site. Each ideological perspective was used as a separate frame of reference for looking at the data with relevant consideration for the contextual setting. The intention was that each perspective shed a particular light on the data, thus illuminating a specific viewpoint as contributing to the emerging concept/s of what was being termed collective intelligence in schools. Just as on a stage setting spotlights can be used for highlighting and diminishing effects, I had, as the researcher, the reciprocal choice of focusing with finer detail or viewing with a broader angle the various interpretations at any one time. Thus, the selection of three different perspectives - namely hermeneutic phenomenology, critical reflection and orgmindfulness - was used to clarify the researcher's interpretation of particular participants or events of the case studies, without losing sight of the interpretations of the participants.

My worldview posits that a selection of ideological perspectives offers a spectrum of viewpoints (Agee, 2002; Cox & Hassard, 2005), and in so doing often asks the *inside* critical questions such as 'how come…?' or 'what happens if/when…?'. However, it also became quite clear with this viewpoint that just one perspective would not provide the holistic answer and that the periphery of one perspective often has to be tested in some other way. It was noted that not all perspectives might necessarily be

complementary of one another and the possibility of contradictory illuminations might need to be acknowledged should this situation occur. Based on the premise of a holistic worldview, I envisaged that such a situation is a natural phenomenon of an already complex study, and that the uniqueness of each school setting would highlight certain perspectives more readily than others.

Each of the selected ideological perspectives was defined by the following descriptions.

3.5.3   *Hermeneutic phenomenology*

An interpretative reflection from a phenomenological perspective invites participants, viewed as persons of focal interest rather than objects of study, to make sense of their world. With the reminder by Denzin and Lincoln (2005) that "phenomenology is a complex system of ideas associated with the works of Husserl, Heidegger, Sartre, Merleau-Ponty, and Alfred Schutz" (p. 27), it was noted for the purposes of this study that the hermeneutic phenomenological perspective (van Manen, 1997) embraces the emic inquiry to glean the meaning of reality *through the eyes* of the participants - both the school-based participants and the researcher as participant-observer (Glesne & Peshkin, 1992; Jorgensen, 1989). In this way, the techniques of description and interpretation of an event or happening were used to capture the experience in language as interpreted by both the participant-observer and the participant/s for whom the experience had been their reality of lived experience.

As the participant-observer, the key interpreter and presenter of the data collection, I adopted a hermeneutic phenomenological style of writing (van Manen, 2002) for the purposes of representing the data in Chapter 4. My interpretation of the recorded happenings was my attempt to understand the observed behaviour which was not to be confused with the participants' meaning. The school-based participants were invited to interpret their experiences through reflective writing, guided by a set of questions such as "What happened?", "What were you thinking?", "What were you feeling?" and "How did you respond?"

It was the combination of these two phenomenological interpretations that contributed to a deeper understanding of how teachers engaged in a pedagogical knowledge formation process. The reflective writing of the participants and the ensuing discussions provided opportunities for a two-stage interpretative process, or a double hermeneutic where "the participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world" (Smith & Osborn, as cited in Smith, 2003, p. 51). In this way it was possible to highlight the consciousness of the participants as they related to their experiences in the construct of pedagogical knowledge formation.

3.5.4   Critical reflection

Akella (2003) speaks of the importance of focusing the critical perspective on the meanings, symbols and values of the *local* actors who are situated in a wider political, economic and historic framework, that framework in this study being the school community. She further explores the notion of focusing on perception as that which calls for critical reflection.

> The essence of critical research is not on what we see by what we perceive. The researcher is required to develop new forms of demystification techniques to expose the power relations disguised within the democratic layout of the organisation. (p. 123)

This statement seems to be in tune with Denzin and Lincoln (2005), who suggest that "we must learn how to act in the world in ways that allow us to expose the workings of an invisible empire" (p. 187), and that critical theorists must be in search of pragmatic knowledge and practical ways of situating context with a call to action, just as Kincheloe and McLaren (as cited in Denzin & Lincoln, 2005) have focused on a framework of *critical hermeneutics*. Here again the notion of the researcher-as-bricoleur arose as one who must seek to produce "a bricolage that is cultural and structural, judged by its degree of historical situatedness and its ability to produce praxis, or action" (Denzin & Lincoln, 2005, p. 187).

For the purposes of this inquiry and in recognition of the large number of critical theorists over time, the work of Kincheloe and McLaren (2005) was influential in highlighting the importance of the bricoleur moving from the notion of an eclectic

gathering of naïve representation to the acknowledgement of a domain of complexity that so often masks the power and culture of an historically situated context. "Pushing to a new conceptual terrain, such an eclectic process raises numerous issues that researchers must deal with in order to maintain theoretical coherence and epistemological innovation" (p. 316). Thus, the need to work with a range of research tools and methodologies as *methodological negotiators* raises the bar for the researcher-as-bricoleur working as a critical theorist, and the recognition of "difference in the bricolage pushes us into the hermeneutic circle as we are induced to deal with parts in their diversity in relation to the whole" (p. 319).

In recognition of this complex methodological approach being used in each of the complex professional learning contexts that are the case study sites of this inquiry, the notion of isolating a critical reflective discussion was considered to be difficult. Reciprocally, such isolation was initially thought to be counter productive and that the critical perspective would need to be gleaned from the richness of the data collected during the meetings with participants. After all, "dialogue at essence is about the search for new meanings. It meets the call of our times and is a powerful process for change" (Ellinor & Gerard, 1998, p. 8), and we are all in the temporal race to make meaning of our existence (Ladson-Billings, 2003). Thus, a critical reflective perspective was prompted during the participants' conversations by typically guided questions such as: What role have you had in this process? How has it contributed to the process? What influences of power have you experienced in your role? How did this affect you and the group? Is the school community a different place for what has happened during this process?

3.5.5 *Orgmindfulness*

It is a mental factor of an intelligent human organisation that focuses on the mental state of the interacting agents continuously. It is responsible for elevating collective intelligence and nurturing a mindful culture. (Liang, 2004c, p. 183)

Volumes of work about organisational learning (Argyris & Schon, 1996; Senge *et al.*, 2000; Senge, Kleiner, Roberts, Ross, & Smith, 1996) and communities of practice (Wenger, 1999; Wenger & Snyder, 2000) have been produced, with clues to

how this area of research has needed to progress. "We are left with the problem of determining under what conditions the thought and action of individuals become distinctively organisational" (Argyris & Schon, 1996, p. 8). "When we do not take other people as objects for our use, but see them as fellow human beings with whom we can learn and change, we open new possibilities for being ourselves more fully" (Senge, Kleiner, Roberts, Ross, & Smith, 1996, p. 26).

More recently, Boreham and Morgan (2004) reported their findings as "the three relational practices we identified as underpinning organisational learning in the case analysed were: opening space for the creation of shared meaning, reconstituting power relationships and providing cultural tools to mediate learning" (p. 321). This finding appeared to resonate somewhat with the research inquiry of this study. However with the historical baggage related to the concepts and theories of organisational learning, learning organisations and communities of practice, I deliberately adopted the work of Liang (2001; 2002; 2003; 2004a; 2004b; 2004c) as a perspective for this inquiry in search of a new way of identifying the collective work of humans in their organisations.

Using the metaphor of a biological organism, Liang (2004c), claims that "for a human organisation to survive and compete in a knowledge-intensive environment, it must possess its own orgmind, consciousness and collective intelligence" (pp. viii-ix), and the intelligent organisation theory of his work "stipulates that any artificial group created by humankind, . . .must also focus on intelligence and collective intelligence, if the system is to evolve successfully" (p. ix). Given the assumption of a school as a human organisation and the school community as an intelligent complex adaptive system (Liang, 2004c, p. 180), the research participants in each case study were invited to focus their conversations (Isaacs, 1999) on possible factors that contributed to their making of shared pedagogical meaning. From this perspective it was envisaged that the participants might identify issues that arose in their school setting as possible indicators of the orgmind (Liang, 2001). Such technical language was not the medium of these conversations amongst participants, but I frequently recognised opportunities, whilst observing or in conversation with the participants, for exploring the ideological perspective of orgmindfulness.

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It was not intended that each of these perspectives would be used as a methodology in its pure form. Such an approach would be the prerogative of another three separate theses in which the ontology, the epistemology and the methodology of each perspective might be the single focus. This study pursued the possibility of gleaning a range of different insights, with the added complexity of their complementarity or contradiction that individual perspectives alone could arguably not reveal.

3.6   Data collection

Observation of, interaction with and the interviewing of teachers in two schools were the principle means of data collection for this inquiry. Each school and its consenting participants, being the members of the ISMT, formed a case. The two schools, other than being state schools of Education Queensland in a large regional centre and having adopted the IDEAS process toward the end of 2003, had no relationship to each other and were not made aware of each other being a part of this study. Initially, three schools were chosen from a larger cohort of state and private schools that had adopted the IDEAS process at the same time, based on the grounds of providing (a) a representation of primary and secondary, state and private; and (b) what appeared to be a trustworthy (Lather, 2001) source of data in terms of early familiarisation with the process. Eventually it was realised that a third factor was important in the selection, that of frequent access to the ISMT meetings, which resulted in one of the three schools being less suitable for this study.

Working as a participant-observer (Glesne & Peshkin, 1992; Jorgensen, 1989), I commenced the data collection with a familiarisation stage (see Table 1), thus fostering a period during which the participant-observer and the participants in their working environments became familiar with and trusting of each other's presence (Glesne & Peshkin, 1992). In this way, the possibility of participants feeling intimidated was minimised and as such they were able to conduct themselves in an authentic manner. In order to develop a sound *researcher-other relationship* (Glesne & Peshkin, 1992) and to understand how teachers formulate shared meaning within their organisation, it was necessary to work closely and consistently over an extended period of time with teachers situated in their workplace (Connolly & Clandinin, 1999; Miller, 1990).

Luhmann (1995) challenges one to find conceptual tools or ideas from history and appropriate whatever is needed to solve a particular problem, while Denzin and Lincoln (2003a) offer the use of a bricolage, "a pieced-together set of representations that are fitted to the specifics of a complex situation" (p. 5). The adoption of the researcher-as-bricoleur approach opened the possibility of collecting a range of relevant empirical data whilst simultaneously experimenting with representations that revealed imaginative and creative ways of organising, categorising and constructing new ideas as emerging concepts. In this way this inquiry placed significant reliance on the collection and analysis of recorded dialogue, open-ended discussions and interviews, and focused conversations (Ellinor & Gerard, 1998; Isaacs, 1993).

The complexity of following the IDEAS process (see Chapter 2) whilst simultaneously overlaying the process with the framework of the researcher-as-bricoleur (refer to Chart 1) prompted the structure of the research design in Table 1.

This design included the first three research questions (refer to the column headings) and the researcher's role (refer to the body of the main table) throughout the IDEAS process (refer to the left hand column). Four stages of the design were classified: familiarisation, recognition, co-construction, and researcher's conceptualisation and construction (refer to the body of Table 1). Each stage was closely connected to the preceding stage and the one following, thus necessitating an overlapping timeline as the study progressed.

Table 1   **Research design framework**

Interconnected Research Stages throughout the IDEAS Phases *(ideas)*				
Research Questions *ideas* **phases** (refer to Figure 3)	**Q.1a** What are the characteristics of significant new meaning when teachers are engaged in a process of pedagogical knowledge formation?	**Q.1b** What are the professional learning processes that appear to support the creation of significant new meaning?	**Q.2** What insights emerge when these processes are explored from different ideological perspectives?	**Q.3** What construction of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?
initiating	Completed prior to the commencement of this inquiry			
discovering	<u>**Familiarisation stage**</u>: initial data collection Researcher as a participant-observer. *Regular school visits, field notes, reflections; then the addition of audio recordings of group discussions and meetings.* *Participants invited to keep a journal.* *Ethical approval sought and gained.*	<u>**Recognition stage**</u>: ongoing data collection and initial data analysis Recognition of processes that appear to lead to the creation of significant new meaning. *Description, interpretation and discussion (by the participants and the researcher) of recognised processes. Sharing of initial interpretations.*		
envisioning			<u>**Co-construction stage**</u>: initial analysis and ongoing data collection Introduction of the selected perspectives for a multilayered viewing of the processes: *Continuation of researcher's notes and recordings; participants' writings and shared reflections; guided group discussions – the* focused-reflection *session (see Appendix 5).*	<u>**Researcher's conceptualisation and construction stage**</u>: analysis Ongoing analysis of the processes through the lens of each selected ideological perspective for this study. *Interpretation and conceptualisation of the emerging phenomena from researcher's interpretive notes, participants' responses to shared narratives and a focused-reflection session (see Appendix 5).*
pre-actioning				
actioning				
sustaining	Not reached within the timeframe of this inquiry.			

Timeline of data collection and interpretation:
  March-October 2004 ————————————— (Refer to Table 2 & Table 3) ————→

          August-November 2004 —————————— (Refer to Table 2 & Table 3) ————→

            September-December 2004 ————— (Refer to Table 2 & Table 3) ——————————→

Simultaneously, these stages were tracked across three of the five phases of the IDEAS process: the *discovering*, *envisioning and actioning phases* (refer to Figure 3)*. For this inquiry, it was also necessary to create a *pre-actioning* phase in recognition of the blurring of the boundary as schools moved from the *envisioning* to the *actioning* phase. It was imperative that teachers inherently commenced their conversations about pedagogy as they began to test the relevance of the school's vision (Crowther, Andrews, Dawson, & Lewis, 2002). This interconnectedness was represented by the broken lines in the table which might also have been represented as an evolving spiral.

As time passed during the period of 10 months (refer to the timeline below Table 1), the research design, in its initial frame, was referred to with increasing reflexivity as each of the two schools progressed at its pace, in its way, unique to its setting. It was envisaged that the instances of how teachers make shared pedagogical meaning might arise during times of discussion and/or workshops when teachers were together engaged in the processes of pedagogical knowledge formation. Thus, it was increasingly clear that capturing these occurrences as they arose was pertinent to this study. As each of the schools pursued the subsequent phases of the school revitalisation process in its unique ways, the flexibility of the researcher was tested in terms of being there and being alert to what emerged.

Extensive notes were filed in the form of a journal for each school, Gum View State School and Horizon Campus. Each journal comprised the researcher's field notes, the transcriptions of recorded conversations at ISMT meetings, collections of artefacts produced by the ISMT as a group and as individuals, and the researcher's interpretations. Tables 2 and 3 provided a summary of the overall progress as it occurred for each school during the time of data collection and the initial data analysis as illustrated in Table 1.

Tables 2 and 3 provided an overview of the data collection stages as outlined in Table 1, the methodological tools that were used during those stages and a summary of the researcher's notes as they occurred at those times. This documentation was tabled in three time slots, each overlapping the other over a period of 10 months, as

illustrated in Table 1, followed by a fourth time slot in which the researcher

continued the data analysis and interpretation.

Table 2 is an overview of the time and interactions spent with the participants at

Gum View State School.

Table 2   Overview of Gum View State School data collection and initial data analysis

Timeline	Data collection stages	Methodological tools	Researcher's notes in progress
March - Oct. 2004	*Familiarisation* - frequent visits to weekly ISMT meetings and occasional staff workshops; ethics approval granted.	Participant observation: researcher's field notes and personal reflections. Some initial interpretations.	The ISMT presents a very welcoming culture both for insiders and for outsiders.
Aug.- Nov. 2004	*Recognition* – continuation of frequent site visits and ongoing collection of data. Strengthening of familiarisation with personnel of the school community and particularly with the ISMT.	Researcher's field notes; audio recordings at meetings and workshops. Artefacts of the IDEAS process as developed by the ISMT.	Gradual recognition of specific school processes and instances (e.g., new principal joins ISMT; creation of the vision statement) that might be of significance for further analysis.
Sept.-Dec. 2004	*Co-construction* – ongoing data collection; sharing of data with ISMT.	Recordings of: - weekly ISMT meetings; - 2 hour reflective discussion with 3 facilitators (late Aug.); - 1½ hour focused-reflection session with ISMT (Dec.) (see Appendix 5); - participants' writings; and - artefacts of the process.	Some recognition of characteristics of professional relationship building and leadership amongst the ISMT members. Focused-reflection session highlighted significant instances throughout the year.
Dec. 2004 – mid/late-2005	*Researcher's conceptualisation and construction* – transcription, collation and representation of data; sharing of representation with participants.	Transcription of recordings interspersed with field notes and researcher's ongoing interpretations. Participants' reflections. Experimentation with genre for data representation.	Difficulty deciding on how best to represent the data collection. Significance of the focused reflective session emerges. Interrogation of data using the selected ideological perspectives. Ongoing useful discussions with ISMT in response to early drafts of data representation.

Table 3 is an overview of the time and interactions spent with the participants at Horizon Campus.

Table 3   **Overview of Horizon Campus data collection and initial data analysis**

Timeline	Data collection stages	Methodological tools	Researcher's notes in progress
Nov. 2003 and then March – Oct. 2004	*Familiarisation* - earliest contact with school prior to selection of case study schools was to assist at the Diagnostic Inventory workshop with other IDEAS team members. Followed by frequent visits to ISMT meetings and staff workshops; ethics approval granted.	Participant observation: researcher's field notes and personal reflections. Some initial interpretations.	Staff appeared somewhat ambivalent about the initial activity. The key facilitator's passion for the process was expressed as "this is the crossroads of the school in terms of moving ahead". This was after a strategic decision the previous night about the school's future, and seemed to indicate a sense of vision.
Aug.-Nov. 2004	*Recognition* – continuation of frequent site visits and ongoing data collection. Strengthening of familiarisation with personnel of the school community and particularly with the ISMT.	Researcher's field notes; audio recordings at meetings and workshops. Artefacts of the IDEAS process as developed by the ISMT.	Gradual recognition of specific school processes and instances (e.g., the difficulty of engaging the staff, the departmental basis for work and professional development, the determination of the ISMT).
Sept.-Dec. 2004	*Co-construction* – ongoing data collection; sharing of data with ISMT.	Recordings of: - weekly ISMT meetings; - 1½ hour focused-reflection session with ISMT (Dec.) (see Appendix 5); - participants' writings; - artefacts of the process	Some recognition of characteristics of professional relationship building and leadership amongst the ISMT members. Focused-reflection session highlighted significant parts of the process throughout the year.
Dec. 2004 – mid/late 2005	*Researcher's conceptualisation and construction* – transcription, collation and representation of data, sharing of representation with participants.	Transcription of recordings interspersed with researcher's field notes and ongoing interpretations. Participants' reflections. Experimentation with genre for data representation.	Difficulty deciding on how best to represent the data collection, although the focused-reflection session provided a useful backward mapping plan. Interrogation of data using the selected ideological perspectives. Useful discussions and feedback with facilitators in response to early drafts of data representation.

Throughout the period of data collection it became increasingly important that my interpretations were a formation in progress, which was inevitable in terms of being open to the next phase. It was acknowledgement that I was in the first stages of data analysis long before the data collection was complete. Basit (2003) confirms that "qualitative data analysis is not a discrete procedure carried out at the final stages of research. It is, indeed, an all-encompassing activity that continues throughout the life of the project" (p. 145). The adoption of the researcher-as-bricoleur approach confirmed the importance of being continually open to new data with the realisation that "the analysis of qualitative data is rigorous. . .can start during the period of data collection. . .several analyses may be undertaken. . .researchers may also reformulate their research. . .[and] final analysis is an intense and prolonged period of deliberation" (p. 152).

3.7   Working with the data

This study demanded a recursive spiralling of the data collection and initial data analysis stages. During these earlier stages I was adopting a participant observation role, but as the researcher-as-bricoleur it was vital that I sought appropriate ways of recording and simultaneously making sense of the data. Data collected and analysed during an earlier stage became as significant as those nearing the later stages, when perhaps it might be argued that there might have been more evidence of pedagogical knowledge formation. An imperative of this inquiry was that a range of data collection tools be used - reflective writing, dialogue, artefacts - to ensure that the analysis conducted later through the lenses of the different perspectives would be valid.

3.7.1   Reflective writing

The initial research design was planned with the intention of creating a collaborative and co-constructivist approach to data analysis amongst and between the participants and the researcher (Erwee & Conway, 2006). Thus, the participants were invited to write reflectively (van Manen, 2002) from the earliest stages of the inquiry, with the prospect of the participants being able to write in order to grasp the essential meaning of lived experience (van Manen, 1997). Unfortunately, with the pressures of the workplace and perhaps the participants' inexperience with this style of writing, a limited number of contributions were collected. However, one might argue that,

for those who did contribute, this exercise was an authentic representation of their meaning. As van Manen (2002) states, "the main heuristic challenge of phenomenological inquiry is this writing . . . [The writer] gains an occasional glimpse of the meaning of human existence" (p. 7), and for the few participants who did respond to the invitation there was a sense of meaningful co-constructivist participation as reflected upon by one participant:

> It [the researcher's narrative] was a bit like reading one's own diary - the fascination is based so heavily on the pleasure of reliving one's own experiences.
>
> I'm not sure what this means for "shared meanings" except that perhaps we need to frequently revisit and re-share the understandings that we reach as a group at different junctions - that, in fact, a meaning may emerge at one point (like late last year) and be forgotten by the group until it is really crucial at a different time.
>
> I also realised how our "roles" within the group are evident even from the recall of the event you have documented. (Horizon Campus participant, May 2005)

3.7.2   *Dialogue*

Of paramount importance to this inquiry was the use of dialogical material (Isaacs, 1993, 1999). Dialogue is a multifaceted process (Ellinor & Gerard, 1998; Starratt, 2004), which enables an exploration of a wide range of human experience.

> Bohm insisted that sustained inquiry into the nature of consciousness and the "ground of being" is essential if we are to have some prospect of bringing an end to fragmentation in the world . . . [T]his fragmentation is rooted in the incoherence of our thought processes. (Nichol, 1999, p. xvi)

I ventured to say that the outcome of this inquiry could not have been realised if the enormous collection of dialogue had not been captured, analysed and represented as it is in the next chapter. As suggested by Isaacs (1993), dialogue is "a discipline of collective thinking and inquiry, a process for transforming the quality of conversation and, in particular, the thinking that lies beneath it" (p. 95).

Two techniques were used to capture the dialogue:

(a) *the simultaneous use of field notes and audio recordings of ISMT meetings and discussions*: the audio recordings were later transcribed and filed with the researcher's field notes and interpretations, all of which were an integral part of the researcher's journal compiled for each case study. (refer to Tables 2 and 3)

(b) *the designing of the* focused-reflection *session*: the designing of the focused-reflection session was a deliberate attempt to encourage the reflective recollections and interpretations of the participants. (refer to Tables 2 and 3 and Appendix 5)

The discussion was very productive; more useful than the product.
The reflective activity was good. It made the process seem not like
the forgotten dream. (Horizon Campus participants, December, 2004)

Bohm (as cited in Nichol, 1999) speaks of the power and process of thoughts when "we want to see something about thought: we not only want to talk about thought and think about thought, but we want to see something about how thought actually works" (p. 50). To this end, open-ended discussions were used to prompt the participants' critical reflection of their experiences. These discussions occurred mainly in the context of the ISMT meetings or staff workshops when, as the participant-observer researcher, I indirectly probed for evidence of how teachers make sense of their shared pedagogical meaning.

The final data collection session at each case study site, designed as a *focused-reflection session* (see Tables 2 and 3 and Appendix 5), was part of the initial design for each case study. Initially I considered that it might be no more than a means of bringing closure to the data collection period. However, it subsequently had significant impact on the development of this research inquiry in terms of framing the initial analysis during the data collection period and the subsequent structure of the data representation for each case study. (Note: Further details of this development become evident later in this chapter and are followed through to the next chapter.)

Initially, emerging interpretations were mainly from my participant-observer perspective of an experience I was sharing with the participants, and yet I considered it essential that this inquiry include the reflective interpretations of the participants. This was prompted by the notion that "teachers learn best in their own professional communities where they can process information in ways that have value and meaning to their workplaces" (Anderson, 2002, p. 21), and that the characteristics of teachers committed to ongoing professional growth demonstrate high levels of innovation, energy and enthusiasm. In this manner, each of the participants was invited to participate in individual preparation prior to an extended group discussion along the lines of the researcher's generic invitation (see Appendix 5) for the focused-reflection session.

In the designing of the focused-reflection session I was conscious of not imposing a structure that was in contrast to the freely flowing nature of the data collection process that had evolved in each site. Thus, the idea of a focus group was designed as an opportunity to guide the group recollection, reflection and discussion along the lines of the three ideological perspectives chosen for this study (Wilkinson as cited in Smith, 2003, pp. 184-204). My role as the participant-observer-cum-facilitator of this session needed to recognise and simultaneously to be receptive to the flow of professional conversation (Nichol, 2004), and the inevitable blurring of the conversational boundaries across descriptive phenomena, critical reflection and understandings of organisational learning. This role was an important aspect of the dynamic design and facilitation of the focused-reflection session.

3.7.3   *Artefacts*

One other source of data from each case study site was in the form of artefacts (most often referred to in this dissertation as exhibits) illustrating a range of pedagogical knowledge formation junctures and procedures as produced during the IDEAS process. These artefacts were represented in the form of either two-dimensional or metaphorical illustrations and texts. Several of the two-dimensional artefacts were insertions in the next chapter, whilst the metaphorical artefacts were located in the dialogue of the participants as they worked with the challenge of making sense of their perceptions.

Metaphors ... are artefacts of language which bring diverse and dissimilar thoughts together and reframe our perceptions of the world. The metaphors we construct of our world are also powerful determinants of future experiences. In some cases, our metaphors create reality. They influence our perceptions and guide our actions. In a sense, the metaphor becomes a self-fulfilling prophecy of life. (Tuohy, 1999, p. 60)

Examples of metaphorical artefacts that occurred in the reflective writings of participants were:

We don't necessarily have a common definition of each word and phrase but they are becoming local jargon, even if sometimes used cynically.

We have always baulked at jettisoning individuals from the process because they are oppositional or resistant.

We continue to be the Christmas tree with individual lights flashing and lots of flickering, but not on necessarily the same cord or power source. (Horizon Campus participants, May 2005)

The dynamics of the ISMT and staff in general, has changed, with different people finding their feet and place in the group.

My big picture view. *[In reference to the individual's way of working within the IDEAS process.]*

It's in your face. *[In reference to a staffroom display of artefacts from an IDEAS workshop.]* (Gum View participants, June 2005)

3.8   Representation

The representation and analysis of the data conveyed the authenticity of the empirical data as they occurred in their natural setting in ways that crystallised and shed new light on the theory of teachers collectively making significant new meaning. Richardson and St. Pierre (as cited in Denzin & Lincoln, 2005) refer to a new *species* of qualitative writing with the use of "CAP (creative analytical processes) ethnographies" which "invite people in and open spaces for thinking about the social that elude us now" (Denzin & Lincoln, 2005, p. 962). In other words, the researcher needs to adopt the *reflexive stance* (Cox & Hassard, 2005) of *emic* analysis by finding ways to represent the participants' frame of reference. The emic posture

allows the inquirer to "portray the world of the site in terms of the constructions that respondents use, . . . and expressing their constructions in their own natural language" (Lincoln & Guba, 1985, p. 365). Kincheloe and McLaren (2005) suggest that the bricoleur "views research methods actively rather than passively, meaning that we actively construct our research methods from the tools at hand rather than passively receiving the 'correct', universally applicable methodologies", and *tinkers* with "field-based and interpretive contexts" (p. 317).

Considerable time was spent transcribing the recorded dialogue of each case study. During this exercise I became increasingly attuned to the interconnectedness of the data and realised the importance of allowing the emergence of the phenomenon to speak for itself. The temptation to preselect particular themes or keywords or phrases might have facilitated a logical move in creating the text, but I deliberately resisted the use of any manual or electronic program to sort the data. However, the task of representing the data became increasingly difficult as I contemplated the richness of the collection and the notion of *intertextuality,* when "every piece of text harbours traces of other related texts" (Ely, Vinz, Downing, & Anzul, 1997, p. 99) seemed to describe this struggle.

The work of Cox and Hassard (2005) further inspired my quest to create a text from the natural emergence with their focus on the rethinking of triangulation in organisational research, and their suggestion that "a shift from the 'triangulation of distance' to a more reflexive consideration of 'researcher stance'" (p. 110) be considered to minimise the use of labeling and preformulated research strategies in order to appreciate and understand better the participants' frame of reference. Intertextuality (Ely, Vinz, Downing, & Anzul, 1997) again resonated with this study.

> Arrangements of text impinge so that each text acts upon another until a texture results. The effect is kinetic, giving a dynamic quality and a sense of immediacy as the separate pieces deliver new meaning, at times complementary and at others contradictory. (Ely, Vinz, Downing, & Anzul, 1997, p. 100)

This was certainly the messiness of which Denzin and Lincoln (2005) speak, and yet it was this seemingly chaotic state that evoked the excitement of creativity and the

potential for a unique representation of the data in all their richness. Admittedly, there was a degree of frustration in not knowing how best to represent the data without losing any part of them. With each part being such an essential part of the whole and so closely interrelated to the many other parts in the formation of the whole, the need for a unifying structural element akin to the adhesive of a collage or the thread of a cloth was evident.

3.8.1   *The role of the* focused-reflection *session*

The clue as to how the data were to be represented finally occurred once I had transcribed and interpreted the recording of each case study's focused-reflection session. This session of some 90 minutes of recorded conversation for each case had been conducted informally with some guiding questions to evoke sufficient breadth of conversation to encompass the perspectives of phenomenology, critical thinking and orgmindfulness.

Having transcribed and interpreted the recordings, I initially engaged in the writing of a narrative for each case study, reflecting the richness of the process as it had been shared during the focused-reflection session. It was difficult to release my hold on the narratives, but it soon became obvious that the text of each transcription revealed a self-fulfilling structure for the organisation of the research data. "The solution [the bricolage] which is the result of the bricoleur's method is a construction . . . that changes and takes new forms as different tools, methods, and techniques of representation and interpretation are added to the puzzle" (Weinstein & Weinstein, 1991, p. 161, as cited in Denzin & Lincoln, 2003b, p. 5). There emerged a sense of urgency to construct each school's bricolage using the strength of the participants' experiences, their dialogue, their artefacts and my interpretations as parts to be stitched together by the narrative of the focused-reflection session.

As the narrative text of the Gum View State School data emerged it became evident that a number of significant events had occurred along a timeline as though a thread had been stitching each part to the next. "Building on each workshop, we reviewed and considered the plan and moved with the facilitators' perceived needs of the group" (Gum View State School participant, August 2005). It then occurred to me that the whole case study was a bricolage of events, but that each event was also a

construction of a range of tools, methods and techniques. For this reason, I chose to label the significant events as an episode where each episode is also a bricolage. Eight episodes were selected for the Gum View State School case study, spanning a chronological space of approximately 10 months.

In a similar manner, five episodes were used to represent the data of the Horizon Campus case study, spanning a similar time period. However, although the episodes were dated in each case study bricolage, the chronological sequence was not such a significant factor for Horizon Campus. As the participants engaged in the conversation of the focused-reflection session, it became obvious that they were conscious of the way they had interconnected and *chunked* the significant events and happenings, as they frequently referred to "the Horizon way". "There are always different personalities . . . we all pick up at different times. There is no end to this process" (Horizon campus participant, December 2005). Overall, the structural organisation of the bricolage for each case study site emerged as a number of episodes linked by the text of the focused-reflection session – one being a sequential series of episodes spanning the 10 months of data collection, the other being a collection of episodes depicting similarly occurring events or happenings again spanning the same timeline, but with simultaneous happening of these events along the timeline. Figure 4 illustrated the generic structure of each case study.

In each case study the researcher's narrative of the focused-reflection session presented an opportunity for a type of backward mapping with the following questions framing the emergence of the resultant representation:
-        What events or happenings have been highlighted?
-        Who was involved in each of these events or happenings?
-        When did these occur and what was the significance?
-        What has been revealed in relation to the research questions of this study?

Figure 4   The proposed case study bricolage model
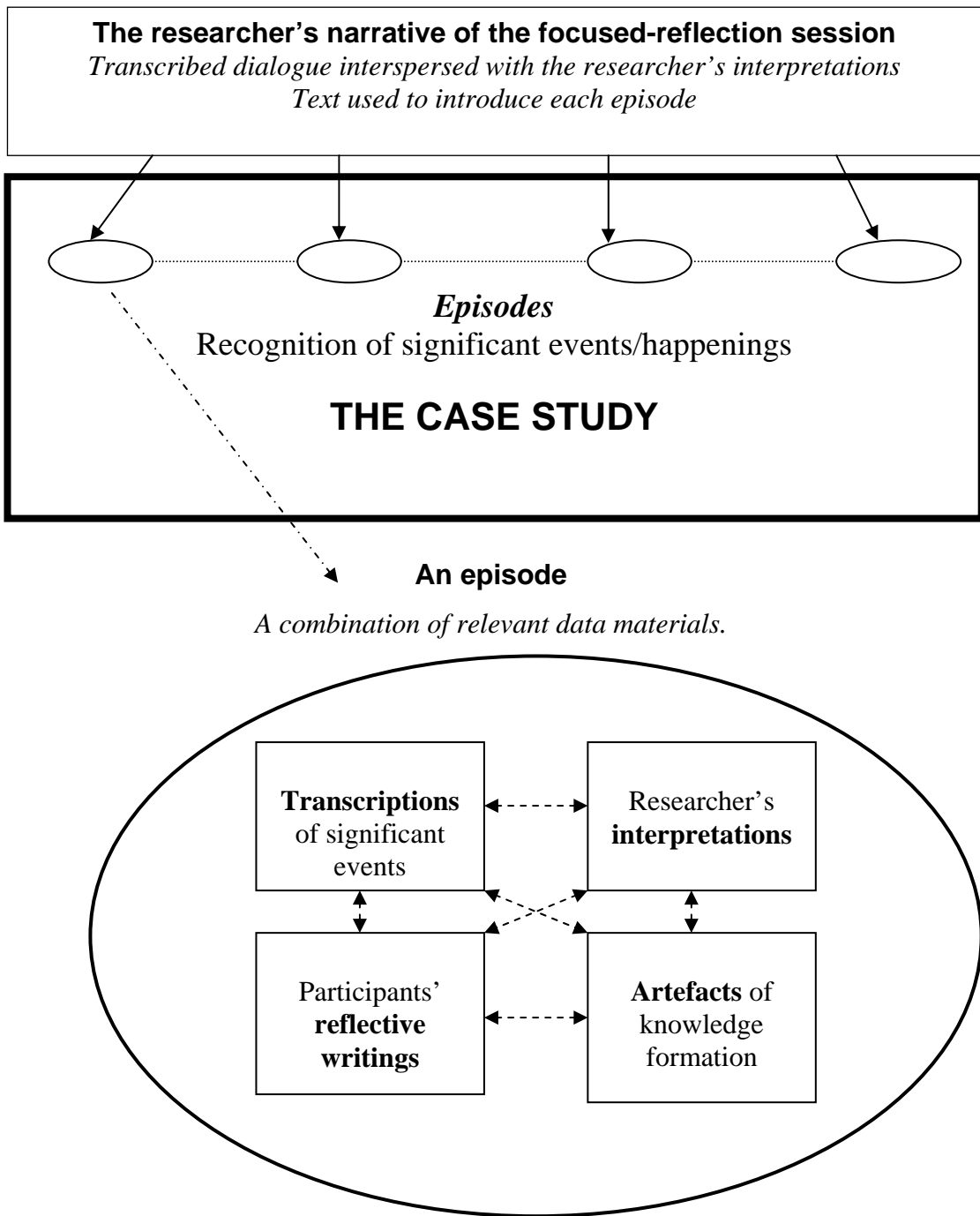
Episodes were used to label significant events or happenings and each was viewed as

a *bricolage* or *pastiche* (Beckett, 1974; Denzin & Lincoln, 2003c; Ely, Vinz,

Downing, & Anzul, 1997) of the event or happening for that case study. Each

episode was a compilation of data materials, with relevant combinations of dialogue

presented in a drama script in the present tense, interpretations by the participant-

observer in the past tense as a reflective recording of events, reflective writings of the

participants and artefacts of pedagogical knowledge formation (refer to the breakout of an episode in Figure 4). Further application of the bricolage metaphor presented each whole case study as a bricolage or pastiche in recognition of the thickness (Lincoln & Guba, 1985) of the episodic data. The narrative text of the focused-reflection session was used to frame the overall case study in providing the link that existed between each episode. The introduction to each episode was the adhesive for the construction of the whole case study bricolage. In this way the richness of each episode was appreciated, but the interrelatedness of each episode to another became apparent.

3.8.2   Analysis

The data analysis of this study commenced long before the final collection and presentation of data were completed and was intimately entwined in each case study bricolage as represented by the researcher's interpretations and the participants' reflective writings. Each of the case study bricolages formed the basis of the responses to Research Questions 1(a) and 1(b).

Research question 1

   a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?
   b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

In an attempt to shape the writing of this thesis in congruence with the orientation of the inquiry, I heeded the words of Ely *et al* (1997): "if qualitative researchers' writing demonstrates constructed knowing, the reader will be invited into reflectivity - into the worlds of the study and the researcher's thinking and feeling" (p. 48). Thus, my analysis and interpretation of the data, inclusive of the participants' dialogue, the participant observer's interpretations and the artefacts, drew heavily on the thickness of the data in response to the research questions. This analysis was akin to an inductive approach, a saturation of the data to coalesce the characteristics of significant new meaning and the professional learning processes that appeared to lead to the creation of this significant new meaning. In one sense the response to these research questions as presented in Chapter 5 was a stand alone interpretation of

how teachers engaged in the pedagogical knowledge formation of the school revitalisation process.

However, the second research question of this study then called for a more detailed interpretation when viewed from different perspectives.

Research question 2

What insights emerge when these processes are explored from different ideological perspectives?

The intention of using different perspectives was to view the finer grain of a complex situation by using a multilayered effect to expose lived experiences of participants across multiple settings (Agee, 2002), where a setting is "defined as a bounded environment in which particular situations, interactions, and behaviours accrue to it as normal by virtue of history, cultural values and beliefs" (p. 570). In this way, the episode of each case study bricolage in this study was considered a setting. Agee further explains her justification for multiple lenses on settings of qualitative research: "these lenses are not meant to be inclusive but to suggest perspectives and questions that may assist educational researchers in uncovering fresh insights into the familiar settings in which they do much of their work" (p. 583).

It was considered that each of the case study bricolages of this study could have been subjected to several ideological perspectives for the purposes of exploring how teachers engage in a process of pedagogical knowledge formation. However, three ideological perspectives were selected based on a decision to highlight the different ways of working and developing as evidenced in the data. The selection of the ideological perspectives was certainly not intended to present an exhausted analysis, but rather to illustrate a range of perspectives in order to gain the breadth and depth of richness in such a complex situation as the learning organisation of a school.

Similarly, the selection of three perspectives was in no way intended to form the metaphorical triad or the traditional concept of triangulation in research. It was intended as "a shift from the 'triangulation of distance' to a more reflexive consideration of 'researcher stance'" (Cox & Hassard, 2005, p. 110). Instead of the

capturing of phenomena from one viewpoint to be pitched against another with all the implications of comparative studies and cross checking, this study endeavoured to work with what Burrell and Morgan (1979) term *ideographic* methodology. As such, the subject unfolded during the period of investigation and the researcher worked from the standpoint of emic analysis with the reflexivity of moving at varying distances from the subject and attempting to understand the participants' setting and terms of reference. In this study the researcher as participant-observer, having focused on the engagement of teachers in the process of pedagogical knowledge formation, then moved to the standpoint of being the bricoleur-researcher and allowed the case study of each school to unfold with its own distinctiveness.

Lewis and Grimes (1999) offer the possibility of "explor[ing] patterns that span conflicting understandings" (p. 675). Their explanation of a *metaparadigm* evokes the possibility of a higher level of abstraction to comprehend differences and similarities without accommodating a sense of unification or synthesis. Thus, the two case study bricolages of this thesis were used to illustrate metaparadigm theory-building presented as "helping theorists recognise, cultivate, and then accommodate diverse paradigm insights" (p. 676). In order to map the metaparadigm theory building process, Lewis and Grimes cite the work of Denzin in using multiparadigms to define the theoretical perspectives, to view the data through different lenses and to seek out differing interpretations of the data. However, Lewis and Grimes take this a step further with the use of *metatriangulation* where, instead of deductive testing, they suggest exploring the differences and the interplay of multiparadigms. In this way, mapping the theory-building and acknowledging that "metatriangulation-in-action is highly iterative, as theorists necessarily fluctuate between activities" (p. 676), the theorist is well equipped to present a theory of multiple dimensions arguably more powerful than that of the unified deduction. This approach posed as necessarily messy, but certainly in line with the exposition of lived experiences of participants as illustrated and evidenced in the case study bricolages of Chapter 4.

3.8.3   *The complexity of representation*

The selection of three different ideological perspectives was guided by a personal epistemology of *wholeness* juggled with the struggle of wanting to illuminate all aspects within the time and size constraints of this study. Thus, the three selected

perspectives - hermeneutic phenomenology, critical reflection and orgmindfulness - were presented in an attempt to represent as wide a spectrum of different perspectives as possible within those constraints.

The challenge of how best to represent the findings of this multiperspective analysis was enabled by the adoption of the Habermasian theory of knowledge-constitutive interests (Carr & Kemmis, 1986; Habermas, 1991). Neither the three knowledge-constitutive interests – technical, practical and emancipatory - nor the three different perspectives were intended as a strict frame of reference to overlay each case study with a report as to how each has measured up, but rather as a set of lenses through which the researcher was able to view and interpret the multidimension and interconnectedness of the participants' lived experiences and the researcher's hermeneutics. In this way it must be accepted too that more than one lens might be used simultaneously in an attempt to understand the complexity of a given instance.

In preparation for a response to Research Question 2, the following sequence of steps was used:
- adoption of the Habermasian theory of knowledge-constitutive interests
- development of the criteria for each ideological perspective
- evidence from each case study for each of the ideological perspectives
- determination as to whether the evidence was warranted in the perspective
- my personal perspective.

The adoption of a holistic paradigm of understanding certainly presented the challenge of how best to represent this phase of the analysis. Dialogue, and in particular Isaacs' (1999) reference to three languages - the voice and language of meaning; the language and voice of feelings and aesthetics; and the language and voice of power - together with visual literacy as a means of communication through images and diagrams (Abraham & Messaris, 2000; Brill, Kim, & Branch, 2001), were an important part of this study. Initial notions of how to represent the different perspectives were hovering in a field of metaphors such as the spotlights on a stage, a hologram or a kaleidoscope. All three metaphors placed the researcher in the position of being able to view the effect from afar without direct influence on the subject, albeit acknowledging the affect of the external manipulations of the light

source or the perspective angle. In each case the researcher's view would be the questioning, interpretation and representation of the perceived illumination as the result of their own manipulations.

However, the discomfort of holding the researcher's view aloft was realised when I moved from the researcher position of *looking in* to that of allowing the *inside out*. This researcher stance of moving from the *etic* to the *emic* paved the way for an adaptation of the mindmap as a perceptual tool for the final analysis. Visually, the mind map allows the holistic view as the eye radiates from the centre to the periphery (Buzan & Buzan, 2003). Thus, mindmapping "refers to associative thought processes that proceed from or connect to a central point" (p. 57). A later publication by Buzan (2004) suggests that mindmaps are based on two key principles: imagination and association.

> Mindmaps are such an effective thinking tool because they work with your brain and encourage it to develop associations between ideas.
> They are a visual manifestation of how your brain thinks.
> They constantly draw your attention to what is at the heart of the matter and, by association and imagination, lead you to significant conclusions. (p. 13)

In another sense the mind map is an organic metaphor depicting the emergent insights from three different perspectives, thus enabling how best to analyse the richness and density of the data. Although the mindmapping rules were not explicitly used in this study, nevertheless mindmapping was an exciting and useful means of organising my thoughts and presenting them in a way that closely resembled the creativity, the connectivity, the complexity and yet the holistic and organic nature of this study.

3.9   The researcher in the text

Earlier references to complexity (Lewin, 1999) and the school as an adaptive complex system (Liang, 2004c) underpinned my worldview of working with a holistic approach to school management and leadership. In this way I placed myself in a position that was as close as possible to the natural setting of the selected research sites, with the intention of engaging in purposeful investigation without compromising the analytical process. In this way I worked in a constructivist inquiry

paradigm (Lincoln & Guba, 2000) and adopted the role of being the participant-observer (Glesne & Peshkin, 1992; Jorgensen, 1989) at each site.

As the participant-observer who had been permitted frequent access to each site, I was able to collect and record a range of empirical materials pertinent to the specific site. According to this statement, one could be envisioning the obsessive hoarder being swamped by a tide of data with dubious connection to the research inquiry. However, I engaged in another significant role, that of the bricoleur. In this way the researcher-as-bricoleur is responsible for the task of piecing together relevant data in order to represent the complexity of the research site in response to the research inquiry.

Throughout this study I was conscious of the distinctive, yet interrelated, nature of these four roles – the constructivist inquirer, the participant-observer, the bricoleur and the hermeneutic analyst - during the collection, representation and analysis of the data. Although each role might be distinguishable at varying stages of the study, I was conscious of often being in more than one role simultaneously. Whilst collecting the data at an ISMT meeting in a participant-observer role, I found myself cogitating the outcome of such data, realising their relationship to other filed data and instinctively visualising a potential collage or mosaic type construction. I believe it was this technique that led me to the bricolage representation, constantly experimenting with ways of piecing the relevant parts together.

3.10   The ethics and politics of the study

Ethical clearance for this research inquiry was sought through the University of Southern Queensland (USQ) (see Appendix 1) and the Queensland Department of Education and the Arts (DEA) (see Appendix 2). Then, at each case study site I requested an appointment with the principal with whom I explained my research intention (see Appendix 3) and asked permission to conduct data collection in the school, specifically during ISMT meetings and whole staff workshops. All members of the ISMT at each of the two schools were invited (see Appendix 4) to be participants in this research inquiry; mostly teaching staff, but at one site parents were also members of the team.   All members accepted the invitation and confirmed their consent by signing an information letter that had been approved by DEA and

USQ and was safely stored for the specified time. The letter informed the participants that, as well as the collection of their dialogue, their written and verbal reflections and the artefacts of the process, they would be invited to contribute to a co-constructed analysis throughout the period of data collection and later, in response to the researcher's interpretations. All identifiable names of the schools and the participants were changed to preserve the anonymity of the case studies.

3.11   Chapter summary

This chapter has outlined the constructivist-inquiry research paradigm used to frame the study, the methods and techniques used to collect and represent the data of two case study sites and the multiple perspective analysis. Of significance throughout this study was the acknowledgement of a complex study at multiple levels of engagement for the researcher as constructivist-inquirer, participant-observer, researcher-as-bricoleur and hermeneutic analyst.

It was my belief that the most authentic way to understand how teachers work was to be within the process of engagement, an insider role, whilst simultaneously remaining cognisant of the researcher needing to be outside the process. I admit that this was not an easy task and critics might have readily focused on the potential bias of the researcher. However, I consistently remained aware of this contentious balance and believed that, in categorising the distinctive, yet interrelated, roles of the researcher in this study, the data remained a genuine representation of each site with adequate evidence of the participant teachers' voices. Further, the analysis was a faithful attempt to preserve the integrity of the participants' contributions in conjunction with my interpretations whilst responding to the research questions. I took responsibility for these interpretations in the quest to understand how teachers make significant new meaning when engaged in a process of pedagogical knowledge formation.

CHAPTER 4: DATA PRESENTATION - TWO CASE STUDY BRICOLAGES

4.1   Introduction

The data presentation in this chapter was drawn from copious field notes, transcribed dialogue recordings and ongoing interpretations by the participant observer, together with a collection of participants' writings and artefacts of the process. Two separate case studies represented this abundance of data in response to the first research question.

Research question 1

    a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?

    b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

Each case study was presented as a bricolage of episodes where each episode was a bricolage of a significant event or happening of the IDEAS (Innovative Designs for Enhancing Achievement in Schools) process as developed by the ISMT (IDEAS Support Management Team) of that site. As previously explored in Chapter 3 a bricolage is the piecing together of a collection of empirical materials relevant to a given situation (Denzin & Lincoln, 2003c). Thus, the intention for this chapter was a creative representation illustrating the significant or distinguishing features of shared meaning when these teachers were engaged in pedagogical knowledge formation through the IDEAS process. Further, each case study bricolage was intended as an illustration of the series of actions developed and used by the ISMT as a way of moving forward in the formation of shared pedagogical meaning.

Thus, the first two criterion used to represent the data through the case study approach were:

    1. *a response to the research questions*

       The case study bricolage approach responds to the first research question in terms of the characteristics of significant new meaning and the professional

learning processes used by the teachers in their creation of significant new pedagogical meaning.

2. *a manifestation of the lives of the participants*

The intent was to represent the data in a way that invites the reader to enter into the participants' spaces. Through the drama script of each episode and my interpretations, supported by relevant participant writings and artefacts of the process, the intention was to create a sense of being there.

In the previous chapter detailed description and explanation of the focused-reflection session were given in support of its significance for each case study. After transcription of the recorded dialogue, I wrote a narrative interpretation of each case study which led to a type of backward mapping exercise with questions such as "Where did all this come from?" and "How did this happen?" It was the response to this exercise that led to the choice of a third criterion in determining how the data representation was constructed in this chapter.

3. *a recognition of critical junctures*

During the focused-reflection session each group explicitly referred to events or happenings that had been of particular importance to their progress. More precisely they articulated the importance of these junctures in terms of how they had contributed to the shared meaning of their work. My interpretation has led to the labeling and representative construction of these events and happenings as episodes.

I contended that this approach was an appreciable response to the challenge of Kincheloe and McLaren (2005) for "pushing to a new conceptual terrain, . . .in order to maintain theoretical coherence and epistemological innovation" (p. 316), as they motioned the need to find a new way of working with the bricolage: a way of finding the relationship between the researcher's way of 'seeing' and his/her historical social and cultural context. Thus, in recognition of the transition of data from the participants' intention through to my representation, I accepted full responsibility for my interpretation and contended that each case study was a manifestation of the process at work when teachers engaged in the making of significant new pedagogical

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meaning. The reader is led and enticed to enter the spaces of the other located in the other's world (Denzin & Lincoln, 2005). The other was each of the valued participants in the case studies, and of greater significance in this study was the importance of their position often placed as co-interpreter with the participant observer-researcher.

There were factors common to each of the case study sites.

- adoption of the IDEAS process in late 2003
- data collection spanned the same 10 months of 2004
- the researcher attended most weekly ISMT meetings
- the researcher frequently accepted the invitation to attend whole staff meetings and workshops
- the researcher kept separate data collections, including field notes as "an ongoing stream-of-consciousness. . .involving both observation and analysis" (Eisenhardt, 1989, p. 539) and audio recordings of meetings, participants' writings and informal conversations outside the meetings, and relevant artefacts
- the same generic invitation for the focused-reflection session was issued
- the focused-reflection sessions were conducted within the same week towards the end of the data collection period.

Despite these similarities and in particular my consistent conduct as the researcher during the data collection period, I became increasingly aware of the differences between the two case studies. It was during the transcription and narrative interpretation of the focused-reflection session that the uniqueness of each case study was identified in specificity, and the construct of the data representation unfolded as it now appears in this chapter. The focused-reflection sessions provided the *threads* and *adhesive* of the *mosaic-like* structure as each case study bricolage was constructed. "The aliveness of the process-based work" (Eisner, 2002, as cited in Vaughan, 2005, p. 9) motivated my desire to represent each case study with vitality and obvious credibility. In this way I contended that the voices of the participants and their writings together with the supporting artefacts kept the researcher honest.

As explained in the previous chapter, each episode is a bricolage or pastiche (Beckett, 1974; Denzin & Lincoln, 2003c; Ely, Vinz, Downing, & Anzul, 1997) of an event or happening characteristic of that case study. Denzin and Lincoln (2003c) purport that this method creates and brings psychological and emotional unity to an interpretive experience when "many different things are going on at the same time - different voices, different perspectives, points of views, angles of vision" (p. 7). It is further explained that this method used a range of dialogical texts. Collections for the two case studies included varying selections of the dialogue of the participants presented in a drama script (see left-hand column), supported by the interpretations of the researcher (see right-hand column), reflective writings of participants and artefacts of the knowledge formation process (see exhibits inserted in relevant episodes). Figure 5 illustrates the generic formation and structure of each case study bricolage, inclusive of its episodic bricolages.   Although the entire transcribed and interpreted focused-reflection session of each case study was not included in this thesis presentation, it was the working basis of each case study bricolage. Selected extracts formed the commentary to introduce each episode.

Figure 5   **The case study bricolage model**
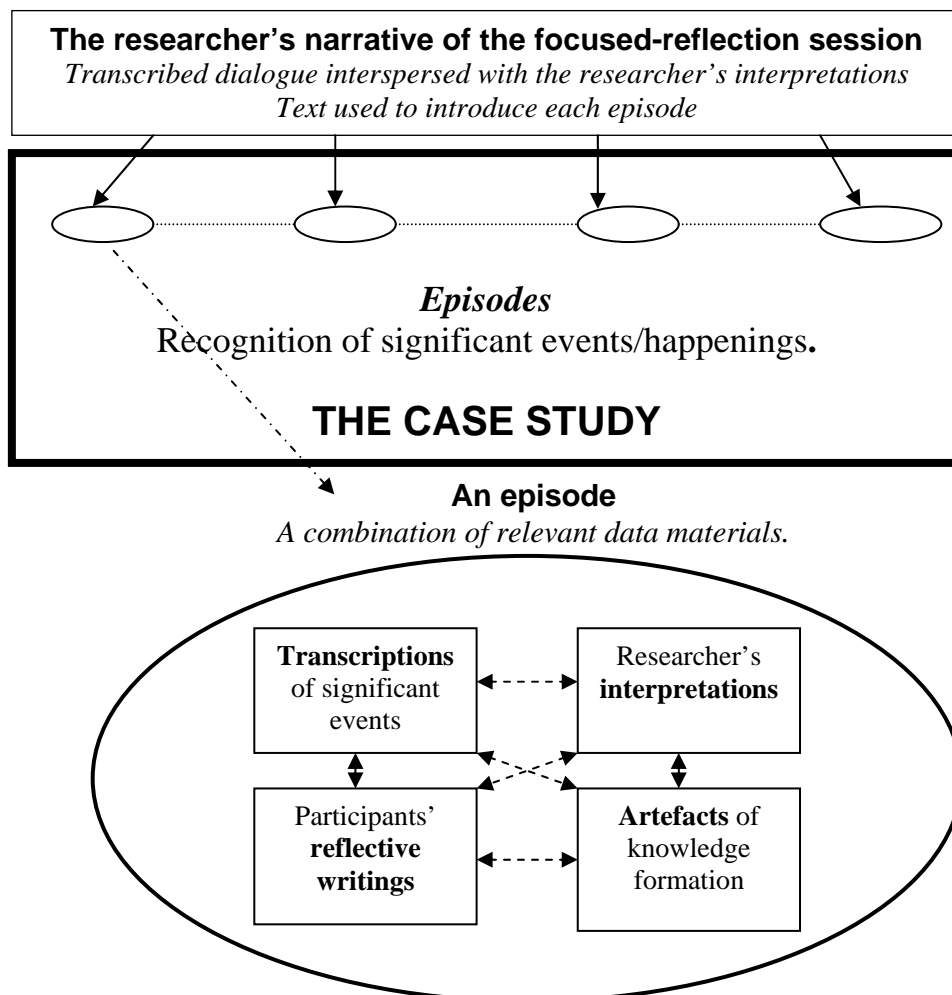
4.2   Gum View State School case study bricolage

"Wow! I've never been in a place like this before" were the words of a
newly appointed, but well experienced teacher in February 2005. She
explained this assertion by saying how amazed she was to witness and now
experience a level of professional conversation amongst the staff that
respected and encouraged each individual to speak candidly without feeling
intimidated.

Hearing this acclamation was an exhilarating experience for me, and as I sat amidst
the Gum View State School staff I was aware of a pregnant silence. This silence
unfolded as one of gratification as individuals then expressed their personal
understandings of how far the group had moved from one of bitter factions to that of
respect for others and the group as a whole. In particular, several members of the
ISMT articulated their understanding of how well the staff had worked with the
IDEAS process through 2004 to a point where there now was a sense of respect, trust
and collaboration in the shared meaning of the school's vision. Gum View State
School had adopted the IDEAS process in late 2003, and according to one of the co-
facilitators:

Gum View State School had been through a lot of change, driven by
systematic changes such as outcomes curriculum and literacy initiatives, as
well as change inherent in a change of Principal in 2000. We were searching
for something to tie the changes together, as it was doing for other schools,
and we hoped it could do the same for ours. (Gum View State School
participant, August 2004)

It appeared that the new teacher's acclamation was affirmation of what the ISMT had
collectively realised during the focused-reflection session held at the close of the
2004 academic year and the end of this data collection period. The focused-
reflection session was planned with the dual purpose of concluding this research
study on site and of celebrating the progress that had been made throughout the year.
There was evidence that this community had come a long way, but how had it
happened?

In late 2003, Gum View State School had adopted the IDEAS process in recognition of their perceived problems. They had completed the *initiating* phase of the IDEAS process by conducting the Diagnostic Inventory in early 2004, appointed an ISMT for the facilitation of the process and committed to working with the process for the entire year. Very early in the process, as acknowledged by the relevant university support personnel, the ISMT appeared to be gaining an appreciation of the process and demonstrating the potential for knowledge creation. This factor was of significance in the choice of the site for the purposes of this research inquiry.

As the visiting participant observer of this process for almost 12 months, I elected to capture the development of the process at Gum View State School through the eyes, ears and hearts of the ISMT members. Thus, having tracked and recorded the myriad meetings of the year and collected a pile of significant artefacts, I suggested that a celebration held in the last week of the academic year might bode well for recalling and recognising the significance of the process. Celebration at significant junctures had been an important element of the process for the Gum View State School community, so it was not difficult to persuade them to participate in what I have termed a *focused-reflection session* as explained in the previous chapter. It was presented as a voluntary gathering with a dual purpose: one to mark the end of the research study at the site for this participant observer and dissertation author, and two to offer the opportunity of reflecting on the year's progress with the possibility of planning for the year ahead. Prior to the gathering of the ISMT that comprised three key facilitators, two other teachers and four parents, participants were asked to prepare for the session using the following questions as a guideline for their reflection (see Appendix 5).

- Recall any significant occasion or series of events in the process that was memorable for you.
- Why is it/were they memorable? (What happened? Who was involved? What occurred? How were you feeling? What were you thinking? How did you respond?)
- Of what significance has this been in the life of the school community?

All nine participants attended; three had responded to the questions in a written mode and the one and a half hour session was audio recorded. The informal gathering was

the usual mode of meeting for this group, so there was an instant atmosphere of togetherness and openness as we assembled around a table laden with festive culinary refreshments. The conversation opened and continued with very little prompting and it was obvious that individuals were comfortable sharing in the full gamut of relevant emotions as they recalled, relived and reflected on significant episodes. The dialogue exhibited the level of professional conversation that had become the normative mode of interaction for this group as they shared, quizzed and affirmed amongst themselves their understandings of the year's events.

In my quandary about how best to represent the richness of the Gum View State School data, this focused-reflection session provided a comprehensive map from which I promptly found myself applying a backward mapping exercise. The group had managed to identify what they had achieved, who had been involved, what they had done throughout the year and how it had happened. It was from this session that I identified significant events and happenings that appear as eight episodes to illustrate the engagement of the Gum View State School teachers in a process of making significant new pedagogical meaning.

Each episode was a bricolage of relevant materials that appeared to have created the significant event or happening. The bricolage was my creation as it evolved through my interpretation by adopting the notion of "the critical researcher-as-bricoleur [who] abandons the quest for some naive concept of realism focusing instead on the clarification of his or her position in the web of reality and the social locations of other researchers and the ways they shape the production and interpretation of knowledge" (Kincheloe & McLaren, 2005p. 316).

In turn the episodes were then arranged in such a way as to create the *case study bricolage*. The Gum View case study bricolage unfolded through a sequence of managed events depicting the teachers' engagement throughout the process (see Figure 6), with each episode linked by relevant text from the focused-reflection session and the researcher's interpretations.

Figure 6   The timeline of data collection at Gum View State School in 2004

March   December

Mar: Episode1

Mar-May: Episode 2

27 May: Episode 3

31 May: Episode 4

Jul-Sep: Episode 5

4 Oct: Episode 6

2 Nov: Episode 7

Nov-Dec: Episode 8

9 Dec: Focused-reflection Session

Key to the episodes:

Episode 1	The participant observer's first encounter with the ISMT
Episode 2	Weekly ISMT meetings
Episode 3	The new principal joins the ISMT weekly meeting
Episode 4	Whole staff dinner meeting to workshop the development of the vision
Episode 5	Creation and celebration of the vision statement
Episode 6	Lost in the process – "Where to now?"
Episode 7	"Back on a roll" – the whole staff exploration of the SWP
Episode 8	*Checkouts*

The principle technique used to create each episode was the drama script that paralleled the researcher's interpretations and was further supported by relevant participants' reflective writings and artefacts. In order to appreciate the drama mode it was important that the characters were introduced. The characters were the members of the ISMT and others in support of the process. All names are pseudonyms of the real persons and every effort has been made to uphold the anonymity of the case study site.

Karl	Original principal at time of adoption of the IDEAS process
George	New principal, half way through this data collection period
Narelle	Co-facilitator, administrator
Phillip	Co-facilitator, teacher
Noreen	Co-facilitator, teacher

Tim	Replacement co-facilitator for Noreen, teacher
Lorelle	Teacher
Evan	Teacher
Hayley	Parent
Bridget	Parent
Abby	Student
Jack	University personnel
Rose	University personnel

4.2.1 Episode 1: 1 March 2004 - The participant observer's first encounter with the IDEAS School Management Team

Prior to the official commencement of data collection for this study early in 2004, the Diagnostic Inventory (DI) had been conducted, and there were reports from a whole staff meeting that the report card had revealed some challenges in relation to the school's vision and staff morale. During the focused-reflection session one facilitator recalled:

> the ISMT group came up against some harsh, strong criticism. We were told on the very first night of the DI that this is a cover up . . . like some sort of secretive group that was running this process . . . although it was very hard to take, it was probably very good for the process in that we had to recognise to be inclusive of a lot of people. We had to get it going and to keep it going, . . . to get more people involved, and get more people going forward with [us]. (Gum View State School participant, December 2004)

Since that first whole staff meeting early in the year, the ISMT had facilitated a range of different activities to engage the staff and students through *a history trail*, some *dreaming visions* and a *probable, possible, preferable* exercise.

My first encounter with the ISMT was at a special meeting held off campus that was planned to review all that had been done and to project the way forward for the IDEAS process. This was a fortunate meeting for me as it presented the opportunity of being introduced to the Gum View State School ISMT for an extended period of time, observing at close quarters their evaluation of their journey to date and the early indicators of their group's dynamics.

Participant observer's field notes	Participant observer's interpretations
Scene: The hired room of a public venue lined with hangings of the previous workshops held at the school. An agenda displayed with the purpose of the evening meeting – to elicit trends/words from the work completed thus far that may indicate some direction for us to begin to formulate a vision. *Tables arranged to allow a round table meeting of all in attendance, Karl (the Principal), 2 USQ personnel (Rose and Joan, the participant observer), 10 ISMT members, including the 3 co-facilitators (Narelle, Noreen and Phillip) and 4 parent members. Meals preordered. Meeting began with brief welcomes and an icebreaker exercise by Noreen.*	My personal response on entering the room as the first to arrive after the 3 ISMT co-facilitators was one of awe – "Wow, this looks very impressive". I think this was emphasised by the fact that I'd just left another school's ISMT meeting feeling very concerned about their progress.
	The open display and sharing of artefacts appeared to be their way of tracking progress and I noticed during the ensuing conversation that there was frequent reference to specific activities or instances that had produced these artefacts.
Noreen: Please choose a textile scrap from the basket, and then share your personal expressions of what it means to be an ISMT member and where the IDEAS process is going.

Responses in turn:
I've not participated much before this, so it's cloudy, murky like the colour of purple in this ribbon;
This process is spiralling like this pipe cleaner;
It's like a woven fabric with the weaving of the warps and wefts;
There's a smooth backbone but fluffy edges like this feather;
My favourite colour, blue, expresses how much I see the value of this process even though I've not attended many meetings;
Like the process, the creative shape of the bow formed with the pipe cleaner can be tangled into a knot;
Creativity like the green and sparkle of this pipe cleaner being able to be bent and changed in shape is like the process. | The textiles activity appeared to evoke a warm and open forum to share personal expressions and it was interesting to note the almost instant connection by each person as they handled the scrap – tugging, smoothing, stroking, twisting, and crunching. A plethora of descriptive words, phrases mixed with apparent emotions ensued as people shared their perspectives.

Overall, I interpreted this as a fantastic activity that allowed the forming of a relationship with the object, and an emotive expression, perhaps not unlike what happens during the process of IDEAS as individuals become attuned to the principles of the process. Individuals seemed more willing to offer their personal expectations, disappointments and excuses over the focus on the textile scrap. It was also interesting to note the support of the group if someone did expose themselves in what to them seemed to be slightly uncomfortable ways, such as an excuse or apology for not having previously attended or participated in the team's work. |
| *[All are encouraged to familiarise themselves with the materials of previous workshops held at school – the* | |

History Trail, the Dreaming activity by both students and teachers, the Possible, Probable, Preferable activity.]

Phillip: We would like you to look at the materials of previous workshops and to identify any emerging trends. Then with a partner share this enlightenment and bring it back to the whole group.

[During the whole group feedback each word or phrase is listed on a chart and ticked if it recurs.
Priority listings:
caring and respect
diversity and variety
togetherness and community]

Rose: This feels like a launching for the team and I definitely feel it is time to move on.

Narelle: So we've captured where we are now; where is the link to pedagogy?

Karl: We need to make the pedagogy explicit and offer a strategy to do such.

[Narelle's lips were pursed and she wore a concerned expression; Phillip was motionless in contrast to his previous enthusiasm; Noreen wriggled in her seat and was the first to speak.]

Noreen: I think that our talk can be very well linked to our pedagogy.

Another classroom teacher: *[quickly added]* My pedagogy often entails reference to the sort of words that have just been listed.

Narelle: So what would you suggest, Rose?

Rose: Possibilities are that you could tease out the list of words and work out what they have to do with pedagogy. This can include all staff members.

I sensed that this activity brought a richness to the group that perhaps had not been realised beforehand. As pairs shared their thoughts, individuals appeared eager to willingly affirm or seek further clarification. There was repeated reference to the history trail and question of its relevance, and parent members sought to clarify how the parent body might be better informed of the process. Overall, I heard lots of affirmation amongst the participants, and observed indicators of collegial strengthening of trust, readiness to discuss and an encapsulating of "where we're at". Of particular note was the frequency of questions used by all as though to take stock of progress by ensuring that there was some degree of shared understanding. At this point there seemed to be a sense of accomplishment resonating amongst the group.

Karl seemed very keen to promote this move and was ready to suggest a way to do it. I wondered was he feeling the need to take the lead as Principal? However, I perceived that the meeting, in particular the co-facilitators, did not feel comfortable with the principal's suggestion.
The previous atmosphere of harmony and direction had been punctuated with a tension as the principal and the co-facilitators expressed differences of opinion in response to "where to next?"

The questioning of Rose, the outsider, I interpreted as a rescue line. However, it appeared that Rose's contribution definitely enhanced the discussion that followed as I sensed a move forward

However, what is the vision for the future?

[Lots of recall of a previous dreaming activity in late 2003, with the momentum of "where to?" suggesting reach for the stars, opening doors *as possible visions.]*

Phillip: Should we use the dreaming activity?

[Brief conversation about this activity.]

Karl: I think we need to draw staff and parents into the process done tonight; talk about pedagogy; and link it to a vision.

Rose: Focus on forming a vision and be sure to constantly link it to the vision criteria.

[Group conversation focuses on a plan to debrief the whole staff on events and results of this evening, and ISMT meetings to be held weekly on Tuesday mornings.]

Narelle: So how does the group feel now?

Varied responses:
Good.
We need to grasp something.
We still need to have pedagogical discussion.
We need to test a vision against the criteria.
We need to clarify pedagogical terminology.
-   We need to engage our parents.

being welcomed with all in attendance keen to contribute.

There were mixed responses, but Rose was certainly stretching the futures dimension.

It was as though a new door in the maze had just been opened, and the group resumed their previous level of engagement with a flood of enthusiasm about a future direction for the inclusion of staff, students and parents in the process.

I interpreted Phillip's question as needing to find a way to clarify and articulate what might be assumed. Earlier indications pointed to the importance of the history trail as a way of clarifying its current significance in relation to the past. Also at this stage I perceived a very high level of concern for including parents in the knowledge of the process.

These responses could have been indicating a lack of shared meaning about pedagogy amongst themselves. However, the call for clarity of terminology also seemed to indicate an initial need for understanding the meaning of pedagogy.

Overall, I left this meeting feeling very optimistic about the power of this group to work through some difficult issues, and I keenly anticipated the excitement of being a participant observer of their journey.

Having established the need to meet on a regular basis, the weekly ISMT meetings before school became an important part of the ongoing strength of the process and it was rare that a week was missed. The meetings were conducted in the common staffroom prior to the official starting time of the school day. As staff arrived to read the morning notices, the meeting continued with greetings to those who appeared in the room and a welcome for anyone to join, which frequently included some parents. These meetings usually reviewed what had been done and then planned for the next step. It was common to hear one of the facilitators say, "Where to now?" and "Is that okay with everyone?" Recollections during the focused-reflection session included:

> The whole process has been a together process. . . .The dynamics of the group are an interesting thing for me. . . .capacity building with a large group of people coming up with all their different views. . .wider conversation instead of people just going through the niceties of discussion. . . .Before it was a very untrusting staff and our meetings [had] lots of factions and undercurrents …but through the process people now feel they can say anything without being shouted down. (Gum View State School participants, December 2004)

This episode includes three meetings, 9 May, 22 April and 13 May, representative of the weekly meetings within the stated period of three months highlighting some of the more significant instances in relation to how participants were making shared meaning.

Participant observer's field notes	Participant observer's interpretations
9 March 2004	After the dinner meeting previously represented, I was then introduced to the whole staff at their next staff meeting and now committed myself to attending the weekly ISMT meetings.
Scene: 11 people assemble soon after 8.00am –the Principal, 2 parents, 3 facilitators, 4 other team members and the participant observer seated in staffroom lounge chairs formed in a circle.	
	At this first meeting it felt good to know some names of now familiar faces and there was no fuss made of me being there which seemed to be an important beginning for my adopted participant observer role.
[Narelle, Phillip and Noreen lead the group with feedback from their whole day of planning.	
Narelle outlines the overall purpose intended for each event – to strengthen the word list as constructed at the evening meeting on 1 March. For each	I noticed that Narelle has a way of presenting the big picture plans logically and yet not rigidly, allowing for

of these meetings a sticker activity will be used to prioritise words, clarify what they mean and use a metaphorical activity to evoke further development of how they might be seen to be working/evident in the classroom, the playground, the tuckshop.]

[Further outlining of extended activities, eg. the 'looks like, feels like, sounds like' activity as the facilitators suggest how a paired group activity might then be compiled into a larger view on one chart.]

Narelle: Just cut the pair/small group sheets into three and past them onto a larger sheet to compile the whole staff picture. One really big visual pulling it all together.

Karl: Has the process raised any words that might now be linked back to the report card that emerged from the DI analysis?

Narelle: Maybe it's good for this group to keep cross-linking and ensuring that the process is taking us where we want to be.

A classroom teacher: will we link some words together so that we don't lose them?

Karl: It's what's most comfortable by consensus and not trying to keep everything in a mixed bag.

[Further discussion about what to do with the word list and where it might end up.]

participant questioning and clarification. In fact it is her checkpoint questioning such as "Here we are again, so what do we do now?" that appears to keep the process alive and moving forward.

This inclusive planning approach seemed to motivate others to contribute to the conversation with suggestions about how the process might proceed. It seemed that individuals were preempting the activity in their conversation.
Narelle's clarity of purpose and strategy made the activity very easily understood and I noticed lots of affirmation around the circle.
At this point in the meeting the silence with affirming body gestures seemed to indicate an understanding and appreciation of the intended process, and then individuals started to offer some challenging questions and comments.

As individuals looked in the direction of the report card displayed on the staffroom wall, there seemed to be consensus about definite links emerging, and I sensed that there was some satisfaction amongst the group in realising this.

This question evoked mixed responses with some seeming to realise the dilemma of elimination, whilst others assured one another that the very inclusion of a particular word would probably call for the linking of others with similar meaning.

Eventually there seemed to be some agreement to leave it as it is and that further discussion from the whole staff would soon clarify the intentions. For me it was interesting to note the apparent lack of shared meaning of the

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	terminology amongst the group, but more allowance for letting the process sort it out in time.
	My impression is that this word list artefact has become quite an important piece in the process (there seems to be a strong sense of ownership about it in the group, but even in this small group there is perhaps some fear about what might happen to it) and it will be interesting to see how it possibly contributes to the emergence of a vision.
[Meeting concludes with the three facilitators sharing their ideas about how to preserve all of the artefacts and prepare for a public display later in the semester. Noreen explains how she intends to prepare the 'history trail' artefact leading into the exposition of the 'probable, possible and preferable' artefacts.]	I have noticed that Noreen has a flair for the visual effects of colour, line and space sequencing, and it was also very interesting to note how the facilitators sensitively asked opinions of the group for the use of the data. I interpret this as definitely a strong sense of loyalty to the whole team opinion.
Noreen: Will we use the data in its [sic] raw form or perhaps with anonymity?	I sense that the meeting ended on a very positive note of assurance that the process is definitely moving forwards and that all members feel that their presence is important to it. It is my observation that the three facilitators are embracing of all members' input, but it is also clear that the team values their organisational skills of leading the process forward. There is obvious support from the Principal both in his role as an equal participant in the group meeting and in his support of time release for the facilitators and allowance for time during staff meetings to include the IDEAS activities. Interestingly I noted that the display on almost all walls of the staffroom is constantly filled with IDEAS artefacts as they emerged from the various activities. I also noted a comment in the daily notice book "lots more IDEAS coming", which seems to project a very positive attitude attempting to inform and embrace all in the thinking about the process on a daily basis.

22 April 2004 *Meeting commences with talk of what had been done to date:* - The last organised IDEAS staff meeting was the Y chart activity using the top four words of the list; community, relationship, respect, values and beliefs. - A 'best lesson' activity with some of the senior students; - A voluntary fun session for staff with plenty of encouragement to express in colour, drawings, etc. their interpretations of the words.	I sensed a degree of excitement about the fact that there had been inclusion of all personnel of the school community - the administration, the library, the tuckshop/parent helpers, the classroom groups, the teacher aides and cleaners, the students - to present what the priority words look like, feel like and sound like at Gum View State School. Apparently the facilitators were rather overcome by the interest and the fact that almost all staff attended the voluntary meeting. I believe this showed a very rich environment of enthusiasm and commitment to community, and further that the staff have, maybe inadvertently, come a long way with their skills of collaboration. It surely must be a noticeable turning point for this staff. [See Exhibit 1]

Exhibit 1   One facilitator's recall of a voluntary meeting held late April 2004

Narelle's recall of a voluntary meeting and her new insights

There had been a limited number of responses to a particular activity inviting individuals to suggest possible visuals and metaphors for a vision, but many people had expressed how they would like to do it with others. Consequently we invited staff to an afternoon for discussion about the words that had been emerging since the beginning of the year. There was no organized structure for the meeting, but a variety of materials were provided for people to experiment with visuals and metaphors.

We were overcome by the fact that almost all staff attended and participated. This was a noticeable turning point for the staff who before the DI had not seen the need for the IDEAS process. Somewhere during the meeting I caught Noreen's eye and the two of us exchanged very knowing 'Ah Ha' expressions. I think we've come a long way.

During the meeting there was fascinating movement of how people were buying into the concept of visual thinking and language. People initially fell into groups as they commenced discussion, but then one individual spoke up with her visual impression. This evoked opinion from others and started a flow of further imaginings. It was evidence of individual expression of the real and the dreaming. From this meeting emerged a plethora of images and metaphorical meanings.

This activity and many others have really made me see something new about how I now understand others' ways of thinking. This has made me realise how I think, and that not everyone thinks alike. Previously I would be impatient about others not seeming to understand or follow what I, or others, were doing. Now I realise that it is my job to think about how my thinking has to adjust to thinking about how others might be thinking. I also now realise that not everyone is necessarily 'in the know' of realising what is happening. When I and probably other ISMT members see things happening, it's probably because we are beginning to think about what is happening, as a result of our role in leading this process.

Participant observer's field notes	Participant observer's interpretations
13 May 2004 *A brief meeting to quickly recap the results of the previous whole staff meeting workshop, negotiate next meeting dates particularly in preparation for the staff IDEAS dinner, and some further organisation of activities with parents and students.*	It seemed that the team was satisfied with the results of the staff workshop, but there was continued discussion of what happened in the one group that obviously reached some points of contention. Apparently it was the contentious voice of one member.

Varied questions from the meeting about one group in the previous staff workshop: - Will that be revisited and will it be resolved? - Yes, I think it will. - Is it a difference of values or practices? - It is healthy to have this sort of debate and professional conversation. - Yes, perhaps we've had lots of polite conversation and this level needs to be exposed.	However, the range of opinions at this ISMT meeting was interesting. I believe they were focusing more on the differences in practice, rather than the personal differences of opinion, which probably prompted the final comment.

4.2.3   Episode 3: 27 May 2004 - The new principal joins the ISMT weekly meeting

This particular weekly meeting has been selected for specific attention because of its significance in highlighting the dynamics of the team. Although this was the usual weekly gathering of the ISMT before school it is significant because of the change in personnel in the principal's position. During the focused-reflection session, one facilitator recalled:

> There was a period there that was really interesting for us, because here was a person who had one idea about what IDEAS in their context was like coming into a different process, a different group of people, a different way it worked. … giving different perspectives and ideas about where he was coming from … most people wouldn't even be conscious of or aware of that, but for us [the facilitators] here in the beginning that was quite interesting and challenging. … but a really positive thing because it was one of those times when it made us actually say "Well, no this is what's happened and this is where … how this has come about and this is what we're about". So that was really interesting in terms of learning for us. (Gum View State School participant, December 2004)

Participant observer's field notes	Participants observer's interpretations
Scene: The usual gathering of the ISMT in the staffroom for the weekly meeting before school starts. *Co-facilitators: Narelle, Phillip, Noreen* *Parent representative* *The new Principal, George, at his first ISMT meeting.* *External participant observer* *The usual exchange of greetings and a warm sense of togetherness prevails.*	The new Principal, George, had started just that week and joined the meeting. He entered the room with gusto and greetings for all.
Narelle: What do we do for Monday? Pause Phillip: Would we start with what we want to get out of it? *[Some recall of what had been done at the last staff meeting.]*	Narelle began the meeting with a query about what preparation was needed for the staff dinner meeting to be held on the next Monday evening. This had been on the calendar for some time and was intended to provide an opportunity for the whole staff to work towards the development of the school vision. I felt that Phillip's response with a question was as though he was grasping for something to say. There was some recall of what had been done at the last staff meeting that had been very productive in terms of moving towards a vision. Around the staffroom walls was evidence on feedback sheets showing several statements that had emerged. However, I detected a high level of confusion and even frustration on the part of the facilitators.
George: Can I lead with a suggestion? *[stepped up to sketch on the whiteboard]* Get groups to refine what they mean by their statement after dinner do a synthesizing exercise of smaller groups cross referencing into larger groups *[No immediate responses. Silence. Some inaudible conversation.]*	It might appear that George's first contribution to this group was as a gap filler. Not waiting for a response to his question, he jumped to his feet and proceeded to sketch an outline of a program on the whiteboard. I sensed some dissension about George's suggestion (or was it the manner in which he had done it?) in that nobody responded immediately, and when the conversation did eventuate it seemed to pick around the edges of other ideas. There was no articulated rejection of his idea, but it felt as though everyone was just being polite. I interpreted that the group had just been faced with a different style of leadership and were not ready to commit themselves either in acceptance or rejection. The previous principal had

	left most of the ISMT leadership to the three co-facilitators, and I sensed that they were perhaps feeling a bit put out about the change. The group experience of openness and trust that I'd previously felt with this group was definitely different on this occasion. I wondered whether this might have signalled a change in how the dynamics of the group might evolve.
Narelle: I'll have all the previous workshop feedback typed up and sent out.	
George: Who will you be distributing this to?	Narelle's quick response with the promise of a task to be done did not appear to follow George's suggestions. Then his query was certainly laden with misunderstanding as Narelle quickly
Narelle: Oh, when I said 'type it all up and get it out' I meant for all those coming to Monday's meeting.	clarified her intention. At first I wondered why she had felt the need to clarify, but soon realised that George had been expressing some nervousness about
George: Yeah, that's okay. It's just that I wouldn't like to have the parents thinking that they'd had no say in this.	having it sent out. He seemed to interpret that this was to the whole community, and since this was to be a summary of all that had been done at a staff meeting, he didn't want the parents to feel as though they'd been left out of the process. Somehow I sensed that this was his interpretation alone, as this group
Parent: I'm hearing some parents say "we'll wait and see what is decided upon" and others don't seem to know what it's all about. They just say "what does it mean?"	had been used to discussing such processes and I think there was a shared understanding of what Narelle had said and of her role in administering for the group.
[Silence, then confused discussion about what to do next.]	The parent representative's interpretation of what parents were feeling seemed to interfere with the thought process of how to plan for Monday's meeting and there seemed a great deal of confusion about what to do next.
	By this time in the meeting I was feeling uncomfortable in comparison with previous experiences with this group. The usual flow of shared thought and
Narelle: we'll need to have some small group work to tease out what some of these statements mean. [pointing to the wall displays]	development for the task at hand did not seem to be forthcoming, and I felt I was detecting some sort of anxiety from George. He seemed to be unable to let the group take leadership of Monday's

Phillip: I suggest that we then bring the smaller groups together in about two or three larger groups to share the ideas and to recognise the common threads.	proceedings.
	After what was an unusually long time for this group, some form of order about the program was agreed upon. Narelle and Phillip led again with concrete ideas for group work, and Noreen suggested a check out time. In this way, I'd noticed that Noreen often enhanced the group with some very creative and practical ideas for involving people in sensitive ways. Narelle and Phillip also seemed to be sensitive to how others perceived the message and my interpretation was that their collective style has greatly enhanced the cohesiveness of the group.
Noreen: At the end I think we just end it with a check out and it will be our job to take the group work away for further synthesis.	
George: Okay, so we'll need a few hours on Monday morning to get this organised and perhaps one of the university support people could come to help.	For this reason I believe that at this meeting they were aware of, and reserved about, the way in which George appeared to be wanting to take the lead. His style was quite different from that of the previous principal. I interpreted that he was even rather nervous and wanted to have a hold on everything instead of granting his colleagues the benefit of his doubt. He directed how to prepare for the session organisation with the need for further hours to get it organised and inadvertently exposed his lack of confidence in the group by calling for external help.
Phillip: *[under his breath and while George keeps emphasizing the need to prepare]* Yeah, we've always done that before … we know what we're doing.	
Narelle: okay, so this is the outline of events for the program … *[Details summarised verbally]*	I could sense that Narelle and Phillip in particular were not feeling comfortable with this amount of intrusion in the role that they'd been doing to date. I was wondering how others were perceiving this different style of leadership.
George: we don't want to wing it, you know … I'm still wondering how to share this with the wider community.	Whilst George continued to express concern about not wanting to have an ill prepared program, I sensed the ill ease from members of the group with mutterings about how they were usually able to prepare this sort of thing adequately.
	I felt a distinct lack of trust on George's part and his perceived need to take control. He seemed anxious about getting a program right, about giving the

	reins to the group. Perhaps he was perceiving what might have appeared to be a lack of organisation amongst the group: their informal style of collaborative operation was different from his more formal directive style. This I interpreted as him not knowing just how successful this group has been in developing a collaborative culture of shared knowledge of the process. Although Narelle outlined the events of the program, it was obvious that the apparent lack of a transparent program by the end of this meeting made him nervous. George further expressed concern about how to share this with the wider community.
[Group conversation breaks into a flurry of possible vision statements.]	
	What emerged next was like a bright light for this group as their conversation cascaded into a stream of interesting metaphors that they could see in the statements on display. It was unclear just how this started, but it seemed to be a relief for the team to be able to interact in this way.
George: So, are you able to come on Monday? *[to the external researcher]*	Having observed this group for some time now, I could sense that this was the level of conversation that they had come to appreciate as a group. However, this meeting had not allowed that to happen as spontaneously and my suspicion is that George did not pick up on the richness of this final snippet of conversation. He was still concerned about the program and even deferred to external assistance availability again with a question about being able to attend the preparation meeting. I felt uncomfortable because I realised that the group did not need my input and by fleeting eye contact with Narelle, I could sense that she also resonated my feelings. She too showed some discomfort in trying not to exclude me whilst simultaneously letting me know that they would be okay. My perception was reciprocal as I calculated Narelle's comment and expression with what had been the previous experience of this team's organisational ability.
Narelle: Well, not if you're busy. We'll be right.	
[Bewildered expressions exchanged among the principal, the facilitator and the external researcher.]	

The following transcript (Exhibit 2), interspersed with my interpretation in italics, is a reflection on the earlier days with the new principal. It arose during a reflective discussion with the three co-facilitators on 23 August 2004.

Exhibit 2   The co-facilitators recall the ISMT meeting of 27 May 2004

Phillip: It was difficult when the new principal came, it was a change … his role and what he felt about it all.

Noreen: Yeah, he had a different perception to where we were at.

Of course this made me query how that perception had been formed and I wondered whether it was on speculation or hearsay from what was his experience in a previous school.

Phillip: Yeah, he questioned us about the commitment of the staff to it [the IDEAS process] and just the whole buy in sort of thing … "has everyone bought in?" and how much involvement had anyone had?

Narelle: We had created quite a comfortable, relaxed type of relationship, and I think there was an occasion about "well, there are people who aren't here and they need to be here, we should approach them". And we said "no, there's no need, because they actually have trust in us as a group to lead and manage this to not actually need to be… they're happy to go along with it."
Soon after his arrival, apparently there had been some conflict between the new principal and the three co-facilitators over who should be on the ISMT and how involved the whole staff should be. It was the opinion of the co-facilitators that the new principal was introducing factors that had been previously worked through in this school context.

Noreen: It's interesting that conflict actually deepens your understanding in some ways.
This point aroused my intrigue about the emotional struggle that the facilitators had encountered and I suggested that perhaps this experience had made them angry, among other emotions.
Noreen: Aw yeah!

Phillip: Well, we were told we were abrasive and we were. I would admit that and I was quite offensive.

Noreen: I was offensive because I thought "you haven't got the picture here of where

we're up to and just step back and watch the process for a while. You've got to take on board all the skills of the process here of observing and listening." I guess we'd learned to do that with each other and the bigger group, and here was a new person in a pivotal role coming in with a different perspective. We seemed to have worked through that too, but conflict actually helps you to see what's good about something and it again reinforced for me 'trust the process'. The process will sort this out, but I was worried too.

Narelle: I was very worried.

Noreen: In fact I think that was a point when the three of us just stepped back for a while and thought 'bugger it'.

So, I did wonder if they at any stage had considered abandoning the whole process.
Noreen: Stepped right out? Aw, no, it was just a momentary ride for a while.

Phillip: No, I don't think that could have happened.

Narelle: And I think it was a bit like two steps forward, one step back.

Noreen: It was too draining of your energy to have to deal with it for a while and so we all just stepped back for a while to see what happened. It was getting into a bit of a personality depth in some ways.

Narelle: And just from my perspective in that … you know how before I was talking about some things that I would never have been brave enough to say, to put myself out for. This process has given me the confidence to do that. It was difficult in my position [as co-administrator] because you just have to work together and we had some very upfront and frank conversations. Very long and uncomfortable, but we really had to…

Noreen: It allows you to have those conversations where it allows you to walk away and say "but that's okay". Because there's a difference too in having conflict and

facing tough conversations about what's going on where you walk away and think "that's so yucky and I want to go home" to going away and saying… "well, I think that's what I've learned through IDEAS." You can get into those conflicts, but you can end up saying, "but that's okay." Just live with that uncomfortableness for a while and it will be resolved.

Narelle: No, see that wouldn't have worked for me. That couldn't happen. I couldn't walk away because of the working relationship, I couldn't just walk away without seeing something being resolved a bit.

This was a fascinating realisation within this small group that they had each handled situations quite differently.
Noreen: So you actually had to resolve a bit?

As I listened to this reflection I realised that I too had observed what appeared to be some discomfort between the new principal and the co-facilitators. I now wondered how these three facilitators had perceived the new principal's intervention with the planning of the next staff meeting when he called for my assistance. I remembered looking at Narelle with a querying expression of "you don't need me here do you?" and it was interesting for me to be able to sense "I think they know that I'm in tune with them". Simultaneously, as the new principal warned against "winging it", I also recall Phillip's silent response as he murmured "we wouldn't do that anyway. We don't do that sort of thing."
Phillip: Yeah, I know, I remember. [lots of laughter]

Narelle: We had a few understandings … I think we stopped looking at each other because …

Noreen: We were told not to sit near each other.
At this point I suggested that there had been a power change between the principal and the co-facilitators. I wondered how it had been reconciled, for it now appeared that the relationship had been worked out and that in fact the ISMT had strengthened.
Narelle: I actually think… we had a meeting didn't we?

Phillip: Yeah, the three of us with him.

Narelle: I think we instigated it.
It occurred to me that this had been a pivotal time for the group as they had discussed

earlier about the dilemma of becoming complacent when there is no rigour involved.
Noreen: At that time I can remember saying you just can't get away from personal politics that are brought into … you know that whole personal stuff that we bring to it, particularly in schools…

Noreen: But have you learned that through IDEAS?

Narelle: Aw yeah. I've learned that mainly through IDEAS, but see I won't walk away from a conversation like that now unless it is resolved to a point where I can say "that's good, I feel really good about that". And that's not just about myself.

Phillip: Oh yeah.

Narelle: I think it did us good actually.

Noreen: Yeah, it was good.

Phillip: But the thing about that particular one for me was like going right back to that very beginning where I thought "oh God, we're going right back again having to redefine everything and go all the way back". That's what got me the most about that. What was said didn't really worry me; it was that thought of going all the way back and starting again. But as you said it's probably been in our favour in a lot of ways. It's made us think about and made us have that conversation.

Narelle: And got things out. We seem to have got to a good place now where we've been left to keep going.

It was my perception that the whole ISMT group had been more focused since that instance.
Noreen: And it's in a very healthy way, isn't it? Very strong for going on to do more indepth exploring now about pedagogy and as a whole group taking ownership of leading the profession on, I think.

Narelle: So really in the whole scheme of things, that change which could have been quite devastating has actually been a little hiccup and we're on the way. In a lot of ways we're actually going to have a lot of support in another dimension that we didn't have if we hadn't have worked through that.

Phillip: Definitely, it brings a lot to it. I'd agree he brings a lot to the table.

4.2.4 Episode 4: 31 May 2004 – Whole staff dinner meeting to workshop the development of the vision statement

Because of the significance of the vision as an important manifestation of knowledge creation in the IDEAS process, this episode has been selected to illustrate the way in which the whole staff engaged in the activity. The staff assembled for an evening dinner meeting in their staffroom. The purpose of the meeting was to continue the developmental work of the vision statement and Rose, a university support person, had been asked to facilitate the workshop. Prior to the meeting each person had been issued with a long list of words and phrases that had been formed at the last staff meeting and the meeting proceeded.

During the focused-reflection session several of the participants recalled the emotions and the importance of ownership during this particular workshop.

> At first they were like "aw come on let's get a vision", but then when we got to that point, … it was about people in the group sort of saying "no, this is not your decision, it's actually ours and we don't want to make it now, so just back off". (Gum View State School participant, December 2004)

For the purposes of this episode, the format of the actual workshop has been used to relate the happenings and I have interspersed my interpretations between the workshop steps.

Participant observer's field notes:

Scene: whole staff gathered in common staffroom, initially seated in a large circle, then given the following task and dispersed into smaller groups.

Workshop Step 1:
6 groups comprised of parents and staff are to present one possible vision statement that confers with the IDEAS vision statement criteria.

Layout of chart paper for each group:

Common threads / interesting concepts (brain stormed ideas)

Vision statement
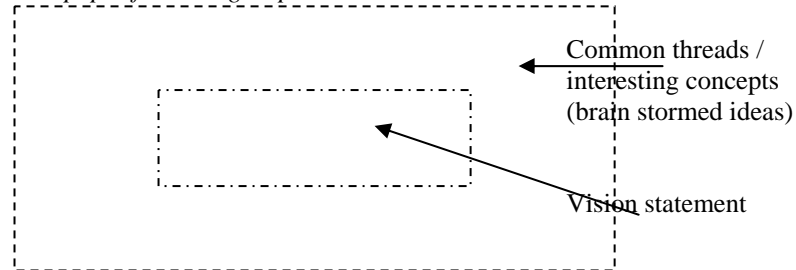
The results from the 6 groups:
- Gum View State School a beautiful place where growing together and making connections helps you to achieve your personal path.
- Gum View State School: creating a beautiful place together
- Gum View State School a beautiful place – together we grow, learn and succeed
- A beautiful place – planting, nurturing, strengthening, learning, achieving
- A beautiful place inspiring journeys / learners
- Gum View State School – learning together in a beautiful place

Rose takes the lead to synthesise this listing into four possibilities and reminds all that it must be an inclusive process.

Workshop Step 2:
4 new groups are randomly formed in the four corners of the room to produce a statement from the above listing.
Results are:
- Gum View State School: creating our beautiful place
- Creating a beautiful place together
- A beautiful place – inspiring journeys together
- A beautiful place: together we inspire journeys

Participant observer's interpretation:

Observation of this activity was fascinating. I was particularly interested in noting the body language, the listening skills and the skilful discussion in each group. It was fascinating to see how these four statements produced two sets of themes: creating and inspiring; and place and journey.

As the four groups were collapsed into two and the dialogue process continued in an attempt to synthesise the statements further, I focused more keenly on how each group formed and developed. One group was clearly pursuing a more serious tone with all participants leaning into the large circle and very clearly engaged in a

professional conversation with skilful discussion rules in play. Almost everyone contributed some dialogue to the conversation: eye contact, active listening, struggles with words and their meaning were skilfully pursued round the circle. No one appeared to dominate the discussion, but some individuals were more articulate than others.

The other group was more inclined to be jovial with lots of personal, good natured banter playing on the meaning of words and the debate for a suggested vision. On the surface one might have concluded that this group was less seriously engaged and some could even be said to have been not truly interested in the serious matter of producing a vision statement. However, I am aware that such a judgement might be dependent on the combination of personalities in the group and not necessarily an indication of how well the group engaged in the task.

At this stage it was intriguing to notice that the principal, George, engaged in a serious conversation with Rose apparently in a bid not to produce a statement just yet. He expressed concern that the parents need to feel a part of the process and, despite having a relatively strong parent presence at this meeting, he still did not want this evening to produce the vision. He wanted to be able to field a couple or a few possibilities to the wider community before a definite vision was decided upon.

Participant observer's field notes:

Workshop Step 3:
Four groups are collapsed into two and asked to continue working with the statements in a bid to reach one.

Results:
The first group unable to split their 50:50 balance of the two words, 'inspiring' and 'journey': a beautiful place inspiring life's journey.

The second group is also 50:50 split on 'creating' and 'inspiring'.

Workshop Step 4:
One large circle is formed around the staffroom.

Noreen: We would now like you to each say something about the evening as a 'check out' session. Take a coloured ribbon from the basket and when you're ready place it on the tree as you tell us.

Responses from a large number of the staff:
- inspiring
- no losers
- green for creativity
- it's the people that I love working with
- fresh and cool
- red for the healthy heart beating in the school
- pink for the veins
- green for peace and freedom to speak what I think
- yellow for the inspiration
- purple for freedom to say what I think
- pink for nurturing
- purple and gold: thank you for including me
- purple my favourite colour my favourite place, the welcoming feeling
- yellow is cheerful and inclusive
- green open and honest about how we feel
- blue happy and bright colour and place
- purple favourite colour - I love what we now do together
- we've established something that is connected. Despite the difficulty of what is to come this connectedness will keep us going.
- the relationships make GSS a nice place to be
- blue a little bit to do with relief: the success of the workshops: I'm always very nervous beforehand
- blue is for the process that has been excellent and I couldn't have chosen a better place to come to in my first year

Participant observer's interpretations:

This was a very practical exercise drawing on the aesthetic and tactile experiences that individuals related to a coloured ribbon and used to inspire some thoughts/words about the evening's workshop as each participant tied it to the tree. Noreen often led activities that invited individuals to express themselves through the creative inspiration of sensory perception. In conclusion, George commented on the high level of mental engagement that he had witnessed amongst the staff and suggested that this must surely stimulate the physical energy to move ahead and see it living in the classrooms. There was definitely a high note as the meeting dispersed.

Months later at the focused-reflection session there were recollections (Exhibit 3) of the above represented dinner meeting that called for interpretation of what had really

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happened. Despite what had appeared to be a very uplifting experience there had been concern about the direction of the outcome of this meeting, and it occurred to me that this external influence could have forced a situation that might have been less than successful.

Exhibit 3   **Recollections of the dinner meeting**

Phillip: We'd been discussing all these different visions and we had it all going and we had to write them up on boards, and then Rose was going to synthesise it all down and get it down to one.

Narelle: We had four and she wanted it down to two, wasn't it?

Phillip: She really tried hard and really pushed and …

Narelle: … to the point where people were upset…

Phillip: Next day was quite interesting, like … it was almost like "this is our process and how can someone come in and you know just try and do it in …

Evan: It was like being railroaded.

Phillip: … two stages." Yeah, a lot of people felt they were being pushed into an area they didn't want to go and I found that really interesting that people were so protective of what they'd actually done that far.

Evan: All of a sudden a lot of ownership came out.

Narelle: I think it was about people in the group saying "no, this is not your decision, it's actually ours and we don't want to make it now, so just back off".

Evan: I don't think you could have got by, it wouldn't have been allowed by the group census [sic].

Phillip: And I think that if we would have had one statement that night that it wouldn't have been in the classrooms.

4.2.5   Episode 5: 29 July to 1 September 2004 – Creation and celebration of the vision statement

The following series of four meetings ('the ISMT prepares'; 'the Vision statement emerges'; 'preparing to celebrate'; and 'celebrating the vision') was an attempt to present the apparent richness of the creative process at Gum View State School during the *envisioning* phase of the IDEAS process for the formation of the Vision statement. In many ways this episode depicts a very long and testing time. As recalled by one of the participants at the focused-reflection session:

The fact that it was such a relatively slow and thorough process was good. In other situations that I think of . . . always that sense of pressure. That's just so unrealistic and doesn't give people time to really do that thinking and that talking. So for me I was really amazed and felt quite privileged to be part of the process that was so thorough and where you didn't have that sense of "quick, we've got to come up with something". There was the time to gather that information in lots of different ways, and let it sit which obviously I could see some people getting frustrated with "how can it take so long to come up with a couple of words?" (Gum View State School participant, December 2004)

Simultaneously it was also a very exciting culmination. What emerged appeared to be a sense and strength of collaboration and collectivity that had been developed by the ISMT in communion with the whole school community. Again, as recalled by a participant:

I found some of the times when there was disagreement was actually the most productive. When we actually discussed some of those vision statements and we had people talking, giving their points of view and stuff like that . . . capacity building with a large group of people coming up with all their different views and you end up with a better knowledge at the end of it because people have different ideas . . . a wider conversation instead of people just going through the niceties of discussion. (Gum View State School participant, December 2004)

And in response another participant added:

I came in at about that point, just before the vision, and I remember being really amazed and impressed at the way people could talk about really quite heartfelt stuff around values and that sort of thing. But talk about that in a really constructive way and I thought "oh wow! These people really have got a lot of trust." There was no sense of . . . um, you know that kind of thing where people feel they need to put each other down to have their view, to dominate. (Gum View State School participant, December 2004)

Participant observer's field notes	Participant observer's interpretations
29 July: The ISMT prepare *[Team members, huddled in a circle, questioning the intention of the school community.]* Is this going to be the one for the school? Yes, it's our responsibility to do it. *[many nods around the circle]* I think we've been given room to tweak it. *[again more nodding]* Noreen: Let's each write our own preferred statement and then share it with the group. Noreen: I suggest that each person read their own statement and explain it if you want to. *[Comments relate to the use of certain words and their meanings and connotations. Certain words appeared several times and some people latched on to them. Others commented that the statement has to be dynamic and "hit you in the face".]*	This particular ISMT meeting was affirming that it had been given direction by the whole staff to decide on the vision and to present it to the staff. I sensed and realised the anticipation of the team in that this move had not been granted lightly. The whole staff had definitely had a lot of involvement to date and apparently was now convinced that a decision had to be made from the much smaller collection of possible statements. To me this was a very sure sign of confidence from the staff that the ISMT was representative of their decisions. There were lots of questioning and reaffirming dialogue and body gestures amongst the team members. In particular I was conscious of George's affirming body gestures and comments like "there's a little bit of faith in give and take". He appeared to want to be forthright in expressing his acceptance of this process. It occurred to me how little dialogue eventuated during this meeting, but how reaffirming the language and the body gestures were. Everyone seemed to be in tune with each other, but wanting to be sure that their understanding was the understanding of the team. I noticed that the suggestion to write was only made when there had been agreement around the table in the form of language like "can we do this?"; "do we feel okay about this?" and affirming body gestures with appropriate eye contact were linked. This produced a very comfortable flow. There appeared to be a high level of trust amongst the group and deliberateness on the part of each reader in turn. It was a very moving experience to witness.

Concluding statements: I think we need more time to tweak the words. It has to be catchy and memorable and we need to use the criteria. I need think time. Let's stick these on paper for all to see and respond to, then meet again. We need to keep sharing with others and feeding back. Next meeting will be on Monday at 3.30pm for whoever can make it.	Although one might conclude that there had been very little progress made in this meeting and that the ISMT seem to spend a lot of time meeting together and reaffirming their progress, the maturity of the group cannot be underestimated and I believe it is this very characteristic that was the developing strength of both the group and the progress of the IDEAS process at Gum View State School.
2 August: The vision statement emerges *[Team assembles for the afternoon meeting; recalls the events of the previous meeting and reaffirms the intent to reach some conclusion about the vision statement.]* Noreen: It will be important to test each statement against the criteria, rank them, look for word alignment, and realise that there should be a consensus. Narelle: It is also important to have a working statement. So, coming up with one statement, is this the way to do it? George: I feel very uncomfortable about ranking, but that's only me. Narelle: We are trying to get to a statement that we can we live with. *[Debate about certain words; individuals explaining their preference. Different connotations being shared and parent representatives sharing their survey of the wider school community.]*	As the team assembled and apparently anticipated a long afternoon meeting, there was a noticeable air of intensity as events of the previous meeting were recalled. It seemed that everyone in attendance wanted to be sure there was agreement that this was the meeting at which some conclusion about the vision statement would be made. Questions such as "are we sure that this is what the staff want?" were voiced to confirm consensus. Noticeable too was the nodding of heads and reaffirming murmurs indicating that individuals were being assured of the collective decision. George appeared to be a little anxious and I wondered if this was an expression of his nervousness in having to live with something that might not emerge in the form of what he would prefer. Although there was contention with certain words, this spurred the conversation to be more rigorous in the choice of words, and the process moved along with people taking turns to read the next statement and the group applying the criteria. It was a compelling mood around the table as people were taking turns, allowing silence, taking ownership of their comments in a very open and sharing way. There was lots of discussion about words and meanings;

[Continued discussion about suitable words, with mention of words needing to be vivid, creative and active. The word 'inspire' emerges with enthusiastic support from the team.]

George: Here it is: Gum View State School: Creating a Beautiful Place to belong. Inspiring our future.

Comments from the group:
This statement inspires the notion of 'doing' words.
Let's test these two: a beautiful place OR creating a beautiful place.

Noreen: Let's write two or three together.

All together: *[with syncopation]*
Gum View State School: creating a beautiful place to belong, grow and achieve.

SILENCE!

Narelle (*excitedly*): Let's crosscheck this with how these words would be used in conversations with all members of the community.

One of the parents *(tentatively)*: Can we have the word inspire instead of achieve?

[Much debate about the position of the words and the layout of the statement.]

and time taken to be sure that people felt comfortable about moving on. It was interesting to notice how consistently the criteria were applied.

I'd noticed on several occasions how compassionate Noreen is. At this point when certain words of individual's statements were voted out, she was quick to ask "Well how do you feel about your statement now?" before moving on.

At this stage I sensed an impatience amongst the team to move the process to the actual statement, but 'Who was going to take the risk?'

As I surveyed the circle I could see the body gestures of individuals pulsing and drumming as though trying to synchronise a rhythm. It occurred to me that I really needed to 'see' what was happening inside the head of individuals. There appeared to be evidence of the use of certain elements being tested – rhyme, rhythm and repetition. Individuals were murmuring, voicing and generally trying out word combinations as they focused on the central table and responded to each contributed variation. Then in chorus a statement emerged as though simultaneously the contributions of all had brought it to a finale.

It was as though a mighty feat had been conquered and all were stunned.

Then there was a flurry of excitement as individuals obviously seemed to realise the life of the statement.

And the question to replace a word was definitely the catalyst that stirred others with a sense of movement as individuals began to share anecdotes about their experiences, such as the little disabled girl who said she was going to run for a house point; the inspiration stirred when the relationships are formed between student and teacher, even student and

George: Let's take the two versions to the staff and let them decide? Parent: I've got to go, but I don't really want to.	student. The dynamic was definitely one of total engagement with each person seeming to want to be a part of the whole decision. Despite the lateness of the day most seemed to be finding it difficult to go. It was as though a newborn had arrived and no one wanted to take their eyes off it.
18 August: Preparing to celebrate *[Another early morning meeting – the first since Noreen left and Tim included as a facilitator.]* Narelle: What do we want to do in terms of an agenda for the dinner meeting? Phillip: I'm sitting here thinking I'll need to see what comes out of the staff meeting and the student activities. *[Nodding of heads around the circle.]* *[Discussion about the planning of a dinner meeting to launch the vision.]* Narelle: I think we've got a program for our dinner meeting now: launch our vision; do a photocard activity to spell out what the vision means to each person; have dinner; and then ask Jack to lead some provocation into what pedagogy is looking like for us. George: I'm wondering where we should display the vision. *[Lots of talk about walls and gardens being done up.]* *[More discussion about what to do for the launch.]*	I noticed how quickly Tim had been included into the facilitators' team and this meeting opened with a definite air of enthusiasm amongst all present. The vision statements had been presented to the whole staff just yesterday and there had been unanimous support of the wording and the final positioning of the words decided upon. Apparently it had now been decided that a dinner meeting would be held for the whole staff to celebrate the launch of the vision after the next staff meeting to work on what the vision was meaning in terms of school pedagogy. There was definitely an upbeat in pace amongst the team. Most noticeable throughout this meeting was the frequent use of the three keywords of the vision statement. They were circulating and permeating the conversation as the team planned for the term ahead. It was also interesting to hear discussion of who should attend the meeting, with particular mention of the director of the research institute at the university. This surely was indicative of a proud and excited team. In fact there seemed to be so much excitement at this meeting that individuals were sharing their thoughts with abandon. To the outsider it could have appeared that there was no sequence to the agenda of this meeting. A level of excitement was definitely apparent as talk of what to do for the launch continued with hints of dances,

Phillip: Noreen we need your creativity.	dress-ups, music, etc. and encouragement to make it fun with plenty of laughter. It was interesting to hear the almost inaudible voice of Phillip as he was obviously recalling and wishing for the creativity of Noreen to be with them.
Suggestions for the staff meeting: So what about the staff meeting? It'd be a bit of a preliminary to the dinner meeting. So we get these personal pedagogies sheets out. And what about those things there? *(pointing to the staffroom displays of previous activities)* And I really like the feels, thinks, looks like thing. Perhaps we need to take a walk around everything. Sort of refresh. Put the Vision statement "in everyone's face". So what do we want people to pull out of this? What about some dot points under the vision words. What about the Y chart exercise for belong, inspire, grow? Everyone says they need to explore the words.	This was a very vocal meeting with everyone having their say and contributing to the planning for the events ahead. I think this group has a great group memory for tying and linking things together. The pace at which they worked to plan both the next staff meeting and then the dinner meeting was astounding. Is this some indication of what happens when there is a level of shared meaning? It certainly seems to produce a heightened level of enthusiasm, excitement and creativity.
1 September: Celebration of the vision statement *Morning: ISMT prepare for the term ahead.* Who's going to the Learning Forum day on 8 September? What sort of display do we need for the Singapore visit? Who can help? We'll need a debrief of the dinner meeting. We'll need to set up for the Learning Forum day on Monday morning and then Tuesday after staff meeting. We could celebrate the launch of the vision during the last week of term with classroom activities of sharing and celebrating learning, involving the vision statement, perhaps a family	Despite this being the day of the dinner meeting at night an early morning meeting was still held by the ISMT to further prepare for a very busy schedule ahead. It is amazing how this group seems to have now become a forum for wider planning in the school. Is this indicative of the maturing of the IDEAS process permeating across the school's culture? Once again I was acutely aware of the total engagement of all present with their long list of suggestions. It was as though the recent achievement of deciding on a Vision statement had infected the staff with high levels of excitement, creativity and willingness to be involved working

picnic, and an IDEAS quilt.	together.
Evening: at the Dinner meeting held at a venue off the school site.	
[Photocard activity sharing.]	There was an air of frivolity as the whole staff together with parents of the ISMT assembled for the evening's celebration. Before the event each person had been asked to select a photocard that assisted their understanding of the Gum View State School vision. It was obvious that there had been much thought put into this preparation, and as individuals shared their thoughts there was an overwhelming presence of empathy and acceptance of each person's interpretation. The level of listening and acknowledgement was palpable.
[Several skits by small groups.]	
[Dinner served.]	
Jack: What I heard was: think Australian nurture nature give hope dream, imagine reach for the stars perform give others courage think with your senses create original thought	At the close of the dinner the director of the university research institute was asked to provoke the vision-to-SWP phase of the IDEAS process. He is well known for his skill in identifying themes according to his interpretation and his list was accepted with what appeared to be some degree of awe. It was as though individuals were saying "Wow, is that us?"
Jack: Teachers, of all people, should know themselves, so how do you respond to 'Here's me. Here's what I do'?	
George: I'm finally realising that I have a place to belong. I don't feel I have to be something/someone that is not me. I'm closer to feeling that my personal and professional life is nearly one. I'm feeling a great deal of trust in the community.	After some explanation of each point, he further provoked the notion that teachers need to know themselves and invited individuals to share with others their responses to what it is that they know of themselves.
Parent: I've never taken Gum View State School for granted. It got lost, but I've lived with hope and dreamt we'd get it back and I think we have.	As individuals slowly offered their response, there was a definite air of respect throughout the room, around the circle and emotions were openly displayed in tears, murmurs, hugs and quiet applause.
Teacher of 14 years at Gum View State School: For the first time I can say I have a true sense of belonging, a true sense of respect, a true sense of courage	It was then interesting to note how Jack drew attention to the language being used which he noticed had no jargon, a sense of trust, metaphor and a strong use

The participant observer's field notes	The participant observer's interpretation
of my own convictions. I love coming to work. I no longer cry on Monday mornings. A relief teacher of 3-4 months at Gum View State School: I'm an itinerant teacher and this is the first time I've had a sense of belonging in any school, a really nice feeling.	of the senses. He suggested that people might like to write an anthology to continue their deepening understanding of personal pedagogy. There was also observation made of what appeared to be a symbiotic relationship between the teachers and the students. This was a highly charged evening that one would imagine is going to be a strength for the next phase of the IDEAS process – developing the schoolwide pedagogy.

4.2.6   Episode 6: 4 October 2004   - Lost in the process – "where to now?"

Having celebrated what had appeared to be a very collaborative process in the creation of the vision statement with individuals proclaiming their confidence in themselves and the community, this meeting came as a shock. Owing to the busyness of the previous end-of-term activities and the fortnight school holiday, there had been a noticeable break in the regularity of the weekly meetings. This was a very lengthy afternoon meeting of the ISMT, the principal and two external support personnel. The meeting seemed to carry different personal agendas between the principal and the facilitators, in particular Narelle.

The participant observer's field notes	The participant observer's interpretation
[The ISMT assemble for a meeting after school on the first day of the final term for the school year. The meeting is framed by a handout for the timetable and action plan for term 4 IDEAS and a question "what do we do now?"] Narelle: Okay! This action plan thing remember… we had a little get together at the beginning of last term and we did a little brainstorm when we had so many things on. What I did was take off the things that we've actually already done and add in .. you know.. what's down for this term in terms of ISMT meetings and left in all the things we haven't done yet. … I just don't know what we want to do… I've got a feeling like, we've … George and I have looked at the meeting	This meeting extended for far longer than anticipated and I was shocked by the change in mood from the recent celebratory dinner to now. Throughout I sensed a lot of confusion here with different agendas being discussed. Narelle and George in particular were obviously thinking of different agendas and I sensed some dissonance. However, it was interesting to note just how long George took to enter into the conversation. It was as though he was letting the team, in particular Narelle, say their bit before he tabled his agenda. This lengthy introduction by Narelle was met with silence and it was obvious that she too was feeling very tentative about what to

schedule for the whole term and he's said well the last 4 or 5 weeks we need to be doing our structure and things for 2005, so we haven't assigned any IDEAS meetings then. … I'm sort of feeling like we've just done the vision stuff and we need to get into pedagogy and how do we actually transition from there to there … still I don't want to …(*fading of voice*) … We could all just have some conversations … you know, just loose stuff …around the ideas.

[Silence, then suggestions from a university support person.]

Narelle: Yeh! We've kinda got bits of stuff, … it's how we put them together. Um the things with the classrooms … ah, people said they talked about it and the kids talked about it. I think it moved a lot of awareness on for parents and for kids… even the linking with what we're doing in the classroom. [*Phillip was audibly in support of this link.]* But it was at the end of units, not at the start. Bit of a rush wasn't it? Like just for an example in class Z they actually said this is what we did, we designed environments to create a beautiful place, we went down to the park, and…. So they linked that..

Lorelle: You could almost do it like the lifelong learner statements . . . you know like, I am creating when I . . . da.da. or I belong when . . . da.da.
[lots of murmuring in agreement from others]

[More suggestions from the external personnel.]

[Some silence, interjections seeking clarification.]

[more silence]

George – in terms of determining your priority … like where to start a place in

do next. I wondered why the three facilitators had not met prior to this meeting as was always obvious in previous times. There were times at this meeting when Narelle appeared to be desperately looking for supportive comment from the other two facilitators.

An external support person of the process confirmed the importance of focusing on something of significance within the school curriculum context that would allow the conversations about the schoolwide pedagogy to progress. The response from the team was intermittent and individuals seemed to be grasping for a thread to carry the conversation forward.

As different suggestions were being fielded there was a very distracting flow of interjections, clarifications, agreements mixed with hesitancy of opinion. The group dynamics were extremely disjointed and there appeared to be almost a level of desperation as individuals tried to grasp at a common thread of understanding.

This was the first comment from George and it did not appear to gel with where the

terms of presenting data to people and saying 'well hey, this is where our kids are at'… yeh, well we've got a wave of data coming soon that will give us a snapshot of the last three years. For the 3, 5, 7 tests could be at least a conversation starter to tell us at least this is where our kids are at… is that what schools use?

[Hesitancy from the team; some inaudible mutterings about unit planning]

Narelle: Could that…well that's something we could start this week while people are planning… some preliminary discussion about where we need to start … and then look at our dates…
and should we be all using the same proforma?

[Some silence and murmurings.]

Narelle: And that goes back to what Lorelle said before "I'm creating a beautiful place where…."
I don't know…

Lorelle: It would really make it very closely linked to the vision, wouldn't it? But then the pedagogical statements need to be there too.

Narelle: So could we start with some very basic statements in the planning?

[*more silence*]

George: With the conversation around curriculum development is the question more about 'are you trying to refine the process or are you trying to improve the student outcomes?' To me it's sort of like a question of a process is a process and you can make a process very streamlined, but how do we actually improve the outcomes for kids in the classroom based on the unit we've

conversation had been other than for him to put something substantial to the meeting. He also was expressing uncertainty and there continued to be lots of disjointed talk from the team in murmurings and undertones of uncertainty about what to work with.

The idea of using the unit planning arose and Narelle appeared to latch onto this suggestion as a way of moving ahead. There was talk of how the unit plans need revising and how the vision statement might now be used to enhance more aligned meaning amongst the units.

This was part of a longer statement from George that was interrupted with a range of comments from the team signifying confusion, with some in agreement and others also attempting to suggest how the unit planning might allow the schoolwide pedagogy to emerge. It appeared to me that there were different paradigms of thinking about the process. Perhaps, from his position and perspective it would be important for outcomes to be explicitly measurable and reportable, or perhaps he

developed? Are we measuring that? … like you can refine the process to the nth degree, but it doesn't necessarily mean that the outcome is a high quality outcome … are you doing it to refine the process or are you doing to make an impact on kids' outcomes?

[Silence]

Narelle: So in terms of what we do, where we go … that's why the conversation is important. The direction needs to be defined and… can we actually do that? *[silence]* Is it a staff conversation or a leadership issue?

Narelle: I think if we went with the nature of our staff, and I don't know what other people think, just jump in … I would like to see input from other people… like if we say 'okay, now we're up to the development of SWP we've decided our focus will be literacy in our unit planning, but how then is that going to transfer into pedagogical statements. It's not clear how we're going to come up with those statements. Do we need to really focus on developing pedagogical statements and this is how we're going to do it, or does it emerge from what we know?

Phillip: Going back to what it looks like in the classroom. We haven't really explored that. We need to share what is working in your classroom… That's what it comes down to, what's the actual teaching that's happening in the classroom and how do we get that to a school wide level that...

Tim: Are you saying like do we do that first?

Phillip: Yeh!

Tim: Working with the integrated, … like will that come out of the curriculum or do we approach that first?

was having trouble imagining how this was going to occur by planning units in line with the vision statement.

Once again, it was apparent that Narelle was attempting to keep the process alive by articulating the direction, making suggestions and seeking advice from others. Equally interesting was the lack of assimilation she had made with George's earlier suggestions about focusing on data.

This whole meeting seemed to be a constant battle for Narelle to keep the focus for the process. It was intriguing how sensitively she linked with what she thought would be the best approach with the staff, and at last there seemed to be some aligned understanding between the three facilitators at least with Phillip and Tim contributing to the conversation.

Phillip's usual rational approach came to the fore with his suggestion for exploring what goes on in the classroom. Interestingly, he had waited until this far into the meeting for such insight to be voiced.

And at last Tim seemed to be grasping a clearer understanding of where the process might be going.

As the three facilitators seemed to lock into

Narelle: See what I wonder is… if we continue… like we've got the vision, so we now say 'okay now we want to develop the pedagogical statements' we're still not challenging the teaching practice. We really haven't done that and haven't got any of that deep stuff where people are challenging their level of practice, their level of expertise in different areas where people are saying 'this is happening really well in my classroom, this is an area that needs to be improved.' If we're just saying this is what we've developed as pedagogical statements, we're leaving things behind.

[Many responses in agreement.]

George: We need a bit of context here, so I think we'll have the statements of expectation about what makes for good literacy practice … about what makes it happen at Gum View State School. Is that what I've heard? *[Some inaudible interruption. …other inaudible interjections trying to make sense of this. 'can you … George, what expec..' with an overriding from George]* … I'm just trying to get expectations here of what people know, what people already know… there was something about a literacy plan…

[silence]

George: Productive pedagogy. Did people get through it?

Narelle: A few people did some training … but no, as a staff we haven't done that.

George: Finding something that everyone's got common ground in….

Narelle: So we were saying that we thought this was a good idea to do fairly soon, if not next week. Is that going away from … sorry George … what you

this level of conversation, the meeting appeared to be taking some shape for the move ahead in terms of making meaning about what was needed for the Gum View State School context. At last Narelle seemed to be conversing on a level with which she had become familiar – that of being sensitive to the needs of individuals and bringing it to some collective understanding.

This final statement was met with much affirmation by means of murmured agreement, positive body language and I sensed a relaxation amongst the team.

However, the next statement appeared to come from left field with disregard for all that had just been said in terms of including the whole staff. I wondered if George was getting a little impatient. Was he grasping for some leadership of what seemed to be a very indecisive gathering?

And again, was this question indicative of trying to latch onto some systemic mandate that might give direction?

I often felt that Narelle was trying to tie the ends of an unravelling construction as she listened to all angles and attempted to weave an alignment that might be met with shared meaning.

Simultaneously, it appeared that she was cognizant of the principal's leadership position and did not wish to usurp it.

were trying to establish? I'm not quite clear …

George: No, I'm trying to work out what area we're going to focus on for the rest of term, which really doesn't give us that much time and what do you want to do in that space of time? Do you want them just to be aware of pedagogy and what it means? What is their personal pedagogy and what it does, get them to explore their own…? Or do you want them to focus on something in particular, because if you do … well, come week 6 and then when it all sort of starts ending and everyone puts on their report card head. Gotta get that done…
[*Narelle started to respond, some tentative interjection from Tim.*]

Narelle: Sorry, go…

Tim: No … I was just going to say, yeh, what do we do?... in that direction…?
[*mmm heard from George*]

Narelle: But we have three staff meetings as I said before and the full day. That's quite a bit of time …
[*hearing George's affirmation in background.*] That's why I said before, we've got to be really clear about what to do … if we want to develop pedagogical statements by the end of term, we're going to have to really make sure that that time counts. And maybe there'd be some tidying up in the last few weeks, that ISMT people can do it.

George: Okay, well look if people are feeling we want to get into something, should we be asking people what that something is? Should we be surveying people and asking ' well, what is it that you feel are the needs and what do you base it on?'
[*some silence partly broken by an inaudible from Tim*]
I'm trying to get a ….

This made me wonder whether George had really heard what was earlier said in terms of a plan ahead, or was he again trying to position it under his leadership role?
I also wondered at George's use of the third person in supposedly addressing what the staff needed to do, as overall there had always been the inclusive language of 'us' and 'we'.

What followed was what appeared to be a 'ping pong' of ideas between George and Narelle vying for who was going to have the last say.

Again, I sensed George's impatience of getting to some deliberate decision making, and yet the contradiction of what he had earlier suggested with regard to the literacy plan. I sensed a very uncomfortable air of discontent on the part of all present.

Well if we're going to say we commit to … but … it would be good to have everyone committed to something that they do see the need for … it comes from the collective response instead of like one person saying 'well, I think we'll do literacy because I feel like…' Narelle: Before we can do that … take that out to the rest of the group … like at the moment nobody really has a clear idea what pedagogy is, I don't think … chances are there are different, you know … [*audible agreement from George*]. So I actually feel like we have to do some work around that first before… because at the moment, even for us, going around here, there's all things that we all see as important, but we're having difficulty focusing in just this small group. Out in the big group that might be even more difficult. If we say by the end of term we want pedagogical statements … we want you to be able to … I don't know … George: Is that what we want, by the end of term … pedagogical schoolwide statements?	At this point, one might have assumed that this meeting was well and truly over, but it continued for some 30 minutes more as individuals appeared to be trying for some closure. Apparently there were no firm plans for what was to follow and the team seemed to be confused about whether to leave it at that or to continue the conversation towards some more definite closure. I left the meeting feeling quite frustrated and even annoyed at how much of the previous richly developed skills of professional conversation had not been evident. What had happened in the weeks between the celebration of the Vision and this meeting? Was it indicative of a deeper crack in shared meaning about the significance of the actual IDEAS process or was there a clashing leadership agenda?

4.2.7 Episode 7: 2 November 2004 – "Back on a roll": The whole staff exploration of schoolwide pedagogy

Despite the confusion, or perhaps in spite of the apparent confusion and contradiction experienced at the previously represented meeting, what followed was the result of another well-planned activity by the ISMT for a whole staff meeting.

During the final reflection session there were many shared thoughts and sentiments about what might be termed the metastrategies of the overall process. As expressed by a parent member of the ISMT

There's also something very… I can't quite put my finger on it, but it's something about the way a lot of the activities have been structured. Personally I get very attached to my ideas so it's sometimes hard to really

hear other people's opinions and other people's thoughts, and there's been something in those activities where I've been really amazed at how "Aw! Somebody else sees it really differently. Wow! Yeah, that's really good" and it's not about feeling like you've got to defend your idea. It's just something about the way that it's structured that makes you think "wow, that's something amazing to think about" as opposed to "aw, that's different, so I might just skip it". (Gum View State School participant, December 2004)

By this stage of the process members of the team appeared to be attempting to pinpoint what it was that had drawn them together in a way that allowed each individual to be heard and respected and be simultaneously part of the whole meaning. I wondered how a community could empower each individual to realise he/she was thinking differently and yet feeling a sense of contribution and belonging to the whole.

As one of the facilitators suggested,

I think we're all learning from each other. By valuing other people's opinions you're not learning from one person up the front; we're all learning from each other, and that's taken us to where we are now. (Gum View State School participant, December 2004)

It was this level of engagement that appeared to spur the process forward.

Participant observer's field notes	Participant observer's interpretation
[A whole staff meeting after school assembles in small groups of 3-5 scattered around the staffroom. *Each group discusses the question "What are your current classroom practices that reflect the vision?" and records their responses.]*	After much of the confusion of the past weeks it was decided that teachers could be asked to respond to the question in terms of their classroom practice reflecting the vision.
Observations: *Individuals both offering suggestions and asking each other for clarification.* "I don't think we're being specific enough here. I think we're just blah,blah …" *comments of one teacher.* *Some people focusing on the kids and what*	As I circulated the room there was definitely a level of deep engagement with each group and an easy flow of conversation that both allowed the individual contribution, but simultaneously called for clarification amongst the group. Individuals were challenging each other with what appeared to be an appreciation for the

they need, whilst others more engaged in what they as teachers do.
Discussion about the use of the words of the vision statement in relation to classroom practice.
Group reports to the whole circle.

Free flowing conversation around the whole circle:
It's interesting that we have brought some common points together from our individual perspectives.
We don't usually know what happens next door, and this has made me realise how important and interesting it is to know what's going on in other classrooms.
Yes, it just encourages you to keep going with the good things you're doing.
We are all doing the same things and just don't realise it.
The future is we can build on this.
Sometimes you think 'they'll not take this into next year', ' they'll not get this at home', 'why bother?' but we need to bother because it really does affect the kids.
This is a way of knowing what's going on in the rest of the school.

Sketchings of possible images:

An umbrella:
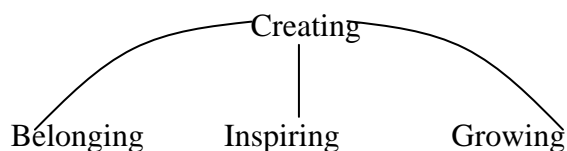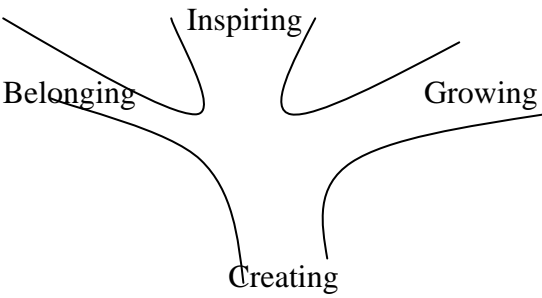
OR

importance of in-depth exploration. I was also intrigued by some discussion about the use of the words of the vision statement and their relationship to each other in terms of describing what happens in the learning environment. This was further emphasised as people reported their group notes from the 'creating' box and acknowledged the overlap that encompassed the other three words ('belonging', 'inspiring' and 'growing')in the actual specifics of practice.

Overall this seemed to be a professional development exercise well appreciated by the staff and in conclusion the principal challenged all teachers to write one lesson a day that would 'inspire' students.

Each group was able to offer a comprehensive list of relative words and phrases that they interpreted as reflecting the vision statement. However, I was impressed by the free flowing conversation around the whole circle that followed. Could it be that they were back in the vein of professional conversation that had become a significant strength for them? I interpreted this as a 'turning point' in that staff were articulating their realisation of what this exercise had done for them.

All of these comments were very explicitly pointing towards the importance of developing a schoolwide pedagogy, as the staff were clearly articulating that both they and the students are affected. It was very interesting to then hear the flow of conversation that moved into the creation of imagery. Individuals were sketching and others spoke as the formation of two images emerged. I could imagine that these images or morphings of them might have significance for the future development of their schoolwide

A tree: Inspiring Belonging Growing Creating As staff leave Narelle, Tim, Phillip, Evan, and George linger around one table. Narelle: Wow! that was great. George: Yes, we seem to have something there. Tim: Maybe we could get people to do 'an ideal lesson'. Narelle: Yeh, and maybe if we put a 'doodle board' in the staffroom with lots of coloured markers, paints, etc. people could start drawing and writing what makes the vision come alive for them.	pedagogy. This was the most inspiring conversation I'd witnessed for a long time with this staff and I remarked that they seemed to be "on a roll". There was great elation in the room signified by lots of knowing expressions of satisfaction, nodding of heads, and affirming acclamations. It was as though they had just returned to a level of professional conversation that they had forgotten. During the months prior to the development of the Vision statement there had been a strengthening of the collective meaning making and this exercise seemed to have awakened that realisation. They have rigorously worked with activities that support the exploration and expression of personal and collective values and beliefs and this is obviously where they need to dwell in terms of building a schoolwide pedagogy. It was also interesting to note the lingering of the core ISMT as they continued to mull over what had just happened. There was obviously a shared realisation that this had been a pivotal workshop. Further ideas were tossed around for consideration as to how to move on with the process and have people contribute to the development of the SWP.

4.2.8   *Episode 8: 10 November - 9 December 2004* – Checkouts

This episode has been included to highlight a specific process that kept emerging at a number of the whole staff meetings. The *checkout* became an important way of finishing most staff meetings. In this way individuals were always invited to leave the meeting with a personal comment that reflected their feelings on progress to date (refer to Exhibit 4 for a list of statements gathered from a range of meetings). As shared by members of the ISMT at the final reflection session,

> It means they've got a different opinion and you can understand where
> they're coming from.

There's a lot of tolerance. I'm listening and I can understand where they're coming from, but I don't necessarily agree. (Gum View State School participants, December 2004)

Exhibit 4   The checkout at Gum View State School

> We need to be constantly reflecting and improving ourselves for our students
> Value each other's personal pedagogy
> What I like about today was working together, obtaining ideas and hearing other people speak.
> Greater understanding of 'pedagogy'
> Brought us all together through talk, discussion, having a laugh, understanding each other's perspectives, experiences and knowledge
> Clarification of terms and the IDEAS process
> How does it all fit into our vision?
> How will it impact on our SWP?
> It seems there's a need for teachers to have conversations around their practice
> The activity was an excellent opportunity to build knowledge and create shared meaning
> Became more confident in my knowledge
> Coming back together was good, to hear what others were discussing
> Good discussion with others
> Relationship and talking to others
> I like the direction that we are headed
> Impressions of the day are enthusiasm, direction, self-reflection, shared beliefs
> Shared vocabulary and understanding to develop programs
> Collective ownership most important, through trust that progress will continue
> Need to explore own pedagogies, students' views on effective teaching and learning
> By doing this activity we've all started to speak the same language
> Importance of reflective teaching
> Need to know what the rest of the school is doing to keep consistency
> Need to explore practices used at the school
> Need to have ongoing productive reflection
> Relationship critical
> Creating the 'now'
> Common ground through SWP allows a respect for others
> All of the areas looked at seem to slot together well and describe what Gum View State School could be in line with the vision – need to explore the vision further
> Are we as an entity happy with the authoritative pedagogies that influence the current SWP?
> Current practice needs to be addressed in the terms of "are we happy / do we fully understand / do we need to look at other approaches?"
> Hopeful that the development of t SWP will continue to be a democratic process where everyone's views are valued and the school's present and future needs are considered
> By reflecting on teaching you are using teaching skills and growing professionally
> By learning to reflect on your skills you realise you are growing professionally

The final weekly ISMT meetings of the year appeared to reinforce this *checkout* process and so it seemed appropriate that the final ISMT meeting in the form of a celebratory reflection, from which these episodes have been selected, should be in a similar vein.

Participant observer's notes	Participant observer's interpretation
10 November Narelle *(recalling from last meeting):* Where to from now?	This was quite an enthusiastically run meeting with everyone contributing to the many plans ahead. Of particular note were the definite plans for how to conduct the homework activity with

[Group discusses a list of planning points:
feedback sheet from staff
homework activity for students and parents
invitation to remind all staff they are welcome to join the ISMT
plans for when the interstate visitors are here.]

students to do it in class, then parents to do it at home, probably with students. This wider community involvement definitely seems to be a strength for Gum View State School.

17 November
[Further discussion of homework activity and final reflection session for ISMT.]

George *(commenting on data results of external survey):* We're not saying that this is the direct result of IDEAS.

Narelle: But we feel it is the IDEAS process that has supported such improvement throughout the school.

[Lots of amiable discussion and sharing of the benefits of the process.]

It seems as though the ISMT had realised a new lease on life and people were keen to be involved. I'd noticed that George was always keen to validate progress with data results, so he was very enthusiastic about the huge improvement in almost every area in a recent externally conducted survey. This definitely inspired the team to reflect on the IDEAS process and how it had appeared to contribute to the results. Of particular note was the improvement in staff morale, and more specifically the complementary interaction between the principal and the ISMT facilitators.

24 November
[A very large attendance with representation from the facilitators, staff and parents.]

A parent: It's good to be back. I wasn't sure about the role of parents now that the discussion is all about pedagogy.

Narelle: That's great. Parents are very much a part of this stage.

[Lots of end of year planning:
plans for cluster meeting
action plan for next year
plans for final reflective dinner meeting.]

George: I won't be able to attend. I'm happy to work with you *[looking at Narelle]* up till then and I have full trust

The enthusiasm was still running high at this meeting and it appeared that the team was planning for a strong move into the new year when new staff would be involved.

I lingered to talk with George and Narelle about my proposal of a reflection workshop to coincide with the final dinner meeting. This idea had been mooted earlier as a way of reviewing just how far the team had come and what they felt had been the benefits. I explained my proposal in that it would possibly benefit both the team for planning into next year, and me as the researcher.

that the group will organise the pupil free day. A parent: We'll do a summary of the homework activity to present at the final concert. *[acknowledgement from George]*	
9 December *[Scene: the staffroom, members of the ISMT including the three facilitators, 2 other teachers, 4 parents and the external researcher seated around a squared group of tables laid with festive food and drinks.]* *[A long reflection session.]*	This was a festive occasion and the team was obviously very happy to celebrate the end of year. Although there was a slow start to discussion, they took the opportunity for reflection very seriously and obviously enjoyed the chance to recall many events that had contributed to the total success. Some participants had also written their notes prior to the session in response to an invitation I'd made to all. Because of the extensive transcription and the richness of the session I decided to present it as my reflection session interspersed with the transcribed dialogue of the participants.

4.2.9   *The process in reflection at Gum View State School*

The past 12 months at Gum View State School had been a time of new ways of thinking about leading, managing and developing a schoolwide approach to the business of schooling. There had been times of enlightenment for all concerned including the past principal, the current principal, staff, students, parents, and the university support personnel of IDEAS. In particular the ISMT members had travelled the time with ebbs and flows of varying degrees of success and it was an amazing journey of observation for me as the participant observer. In this capacity I had the privilege of being accepted as a regular member of the team's meetings mainly for observation purposes and approved data collection, but occasionally as the sounding board for their progress.

The final meeting was a reflection session for the ISMT to recall and reflect on their progress in view of having to plan for the new year ahead and in many ways symbolic as their *checkout* for the current year.

4.3 Horizon Campus case study bricolage

Horizon Campus is a large junior secondary school campus (Grades 8-10) purpose-built for the provision of students in a relatively low socio-economic area with a catchment of several established primary schools.

As the second campus of a well-established secondary school in a large regional centre, Horizon Campus was experiencing difficulty establishing its identity in terms of reputation and credibility. The perceptions of being the poorer cousin of a more established campus and the constant flow of new initiatives introduced for school establishment and improved pedagogy since opening just six years previous to this account were taking a toll on the morale of the staff.

Thus the introduction of the IDEAS process was met with a degree of scepticism from the staff.

> Will we get involved in this?
>
> How many times have we got involved in other things and it doesn't feel like we got to finish them. (Staff comments as recalled by Horizon Campus participants, December 2004)

I gathered that different programs had been introduced over a period of years since the establishment of the school, but the staff perception was that they had not solved problems such as behaviour management. Thus, the scepticism for another program was very understandable.

However, on reflection, one of the ISMT members probably recapitulated what had been a very successful year as he recalled the sentiments of the general staff early in the process.

> It was very timely to be able to say here's a way forward that's going to give us direction and a single campus way of doing it. Basically people [the staff]

said "we want our own" and "if we're going to do this, we want to do it this way". (Horizon Campus participant, December 2004)

This reflective moment and many others occurred during an end-of-year reflection session that had encouraged all members of the ISMT to recall and evaluate the success of the IDEAS process. As explained in the previous chapter it was a session instigated by the participant observer as a suggested opportunity for forward planning by the ISMT into the new year and to mark the closure of my data collection period at this site. It was deliberately staged as an informal gathering, but participants were encouraged to prepare for the *final reflection session* with some thoughts and writings prompted by the following guidelines (see Appendix 5).

- Recall any significant occasion or series of events in the process that was memorable for you.
- Why is it/were they memorable? (What happened? Who was involved? What occurred? How were you feeling? What were you thinking? How did you respond?)
- Of what significance has this been in the life of the school community?

The final reflection session was held one afternoon during a very hectic time in the calendar of the school year, but was generously attended by five members of the ISMT. There was much mirth amongst the gathering as they keenly recalled the events of the year that had carried them through the IDEAS process. I interpreted this mood as a mixture of weariness and celebration as they realised the overall success and satisfaction with what had been achieved.

The outcome of this final reflection session, together with a plethora of observation notes and interpretations gathered throughout the 10 months of the data collection period, presented a researcher's dilemma of how best to represent the story of a dedicated group of people who had convincingly upheld and moved a process of school revitalisation over a period of some twelve months. In the words of one of the co-facilitators they were a "serendipitously self-appointed group" (Horizon Campus participant, December 2004) who had commenced and continued the process with a passion. However, as the final reflection session proceeded, with the group of five ISMT members recalling the many events and experiences of the year as they had

remembered it, I realised that here was the shaping of a rich and meaningful representation. It became apparent that various events had shaped the IDEAS process at Horizon Campus, but the manner in which this ISMT had developed the process was a complexity of commitment, collaboration and connectivity.

Thus, the following episodes were compiled to depict the significant events and happenings demonstrated and acknowledged by this ISMT in their quest for making shared pedagogical meaning.

Episode 1:   Emergence of the Horizon Campus values
Episode 2:   Extended ISMT meetings
Episode 3:   Development of the Vision statement
Episode 4:   Language triggers
Episode 5:   Distillation of the SWP

The episodes, although dated in this representation, did not follow a strict chronological sequence. Each episode was in one way independent of the others, but also a part of the whole in reference to the entire process. Thus, there were overlapping references to certain artefacts and phases of the process (see Figure 7). It was this interwoven feature that emphasised the complexity of the process as it had evolved for Horizon Campus and highlighted the challenge in accurately representing the data for this study.

Figure 7   The timeline of data collection at Horizon Campus in 2004

March   December

Episode 1
3 Mar:

Episode 2
　　 22 Apr   20 Aug   12 Nov

Episode 3
　　　 11, 20 31 May   5, 20 Aug   18 Oct

Episode 4
　　 Continuous from Mar. …   …   …   to Nov.

Episode 5
　　　　　　　　　　　　　　　　　　　　　　　　　16, 18, 23 Nov:

Focused-reflection Session
　　　　　　　　　　　　　　　　　　　　　　　　　　　8 Dec.

Key to episodes:
Episode 1:   Emergence of the Horizon Campus values

Episode 2:   Extended ISMT meetings

Episode 3:   Development of the Vision statement

Episode 4:   Language triggers

Episode 5:   Distillation of the SWP

Key participants during this research study were the four co-facilitators of the ISMT and four other teachers who were most consistently engaged at certain junctures.

Sue   -   co-facilitator; the Head of Campus

Rory   -   co-facilitator; a Head of Department

Ian   -   co-facilitator; teacher

Loretta -   co-facilitator; teacher

Jill   -   teacher

Mary   -   teacher

Joe   -   teacher

Barb   -   teacher

Initially the Horizon Campus ISMT intended that parent and student representatives would be members of the ISMT, but as the routines of meeting and planning developed this inclusion did not emerge. However, it also became apparent that the

role of the students and parents was more significant in being engaged in specific workshops and activities throughout the process. Evidence of this input can be readily identified throughout the episodes.

4.3.1   Episode 1: Emergence of the Horizon Campus values

My earliest encounter with the whole staff of Horizon Campus was at the Diagnostic Inventory (DI) workshop in late 2003. This was a very challenging event for the facilitators and the university support personnel as the staff appeared reluctant to participate in yet another innovation about which they still held a deal of scepticism.

With the compilation of the staff, student and parent data forming the whole school synthesis it became obvious that the student data were presenting a myriad of challenges with which teachers were feeling uncomfortable. Some queried the validity of the students' perception, "What would they know?" and the validity of the language of the questions, "Surely they don't have the maturity to know what these questions mean." At the time one might have hastily concluded that this was a staff not willing to listen to the students' needs.

However, the Head of Campus seized the opportunity to engage the staff by saying, "I see this as the crossroads for the school in terms of moving ahead. We need to engage in conversation about the way forward for Horizon Campus." Her enthusiasm and obvious passion for the future of the school appeared to motivate the level of conversation amongst the staff to that of care and concern for students and their learning. It was then that I realised this staff would probably grit their teeth and pull the reins together.

Early in the process the ISMT had agreed to meet regularly and the weekly Tuesday morning gathering soon became the routine for reflecting on progress, working with accumulating data and planning ahead. After the DI workshop, the team had planned a number of activities to begin the conversations. Of significance were the 'History Trail' activity and the use of the photocards to elicit conversation about future dreams for the school.

In later conversation the significance of these earlier activities was viewed as pivotal to the foundation of the development of the Vision and Schoolwide Pedagogy.

> It's like the notion of trying to use the values as a criteria [sic] for the social sports selection. I mean people are still going to do card making, but they actually have to think "well, if I'm teaching card making, how am I going to get the kids to work in teams to do that and what opportunities am I going to let them seek out rather than just give them all the materials?" Like in a way we're not going to change some of the offerings, but maybe we're going to change the way we focus the conversations. (Horizon Campus participant, December 2004)

Participant observer's field notes	Participant observer's interpretation
3 March 2004 *[ISMT gather with an open door to all who feel inclined to attend the weekly meeting.]* Sue: So, what are we up to? Two activities have been done, the history trail and the photocards. Ian: And we've now asked all to write their dream for the school. Sue: From the photocard activity we've drawn out some threads of commonality across the lists of words and phrases, and these are now displayed in bubbles around the history trail alongside the DI results and report card in the staffroom. *[Some discussion about the success of the activity.]* Sue: Yeah, it was a very moving sight to see some teachers who don't usually show much involvement being engrossed in the conversation of sharing their photocard stimulation.	Having sought permission to be the participant observer at all ISMT and relevant staff meetings, I was given an enthusiastic and comprehensive run down of what had happened to date. A history trail since 1998 had been conducted, the photocards were used to search for what it is the staff value about the school, and then staff had been asked to write their dream for the school. This appeared to be a very logical sequence of activities and I gathered that the ISMT facilitators were hopeful of the dreams being able to show the probable, possible and preferable types of visions. It was reported that the staff had participated in the photocard activity very enthusiastically and Sue commented on the somewhat surprising level of engagement by the majority of the staff who, she felt, don't often divulge their emotions about teaching and learning. Later in the year Sue was able to recall this activity with vivid memory of the emotional engagement and the significance of this activity in producing the values that became a cornerstone for the vision and SWP. [see Exhibit 5]

Exhibit 5   Sue's reflection on the photocard activity

Sue remembers how the values emerged

Our photocard activity was our first effort at expressing both our personal pedagogy and the vision and values we wanted for our campus. We didn't know it at the time, but this workshop was to form a foundation for us as an IDEAS school – our values came quickly from this and it was the first of many staff meetings in 2004, when a fairly 'wet' idea seemed to 'work' – teachers essentially like to talk about themselves and their work and the reasons they continue teaching.

This workshop occurred early in the year, mid February after a fairly ordinary Diagnostic Inventory report card at the end of 2003. The workshop design was simple, black and white photos were scattered around the floor of a room in the library. Staff were directed to look for images that were 'significant to you as a teacher'. They then went back into random groups to note down and discuss the photos chosen and why. At the end, groups reported back on the discussion.

What was significant for me about this occasion was the shift in focus and perceptions that this workshop provided. As a staff, we were essentially cynical about the possibility of IDEAS representing a new way of generating change in our school, we'd done lots of 'projects' and held lots of 'reviews'. IDEAS could easily have been just another unresolved process. For me, this session showed us that IDEAS wasn't just another thing to do, but a way of behaving and exploring concepts with each other that was quite different.

Tired, old teachers, who seemed not to have shown a spark of dedication for many years, talked of wanting to help students strive for their best, be challenged, and of their role in assisting students to feel confident about these challenges. In the course of reporting back, each group spoke with great sincerity and commitment. There was humour and insinuations of exhaustion, but also passion and dedication. I was aware of an accessing of deep emotional content by staff, felt it personally, and noted other staff looking emotional as each group reported back. There was a hum and silence at the end. I don't recall ever having spoken with staff en masse about our purposes and motivation for teaching in this way before. Sometime later one of our staff, a young teacher in her second year, said she had felt that staff spoke that afternoon as if we were all first years. I had exactly that sensation.

The conversation was very much about this school, what keeps you turning up HERE every day, why you keep working HERE, with these kids. I think this is important, because the optimism and idealism of that afternoon was not, in my experience, theoretical or decontextualised. It was about THIS school, THESE kids and my role as a teacher HERE.

It became apparent that the last paragraph of Sue's reflection had been well tested, subsequent to the four values (teamwork, seeking opportunities, meeting challenges, success and recognition) being identified, as staff and students engaged in the exploration of how the values might be apparent in the teaching and learning environment. Various workshops amongst teachers in departments and with students in classes had resulted in artefacts that became a benchmark for planning certain events. Exhibit 6 illustrates three sets of criteria using the four identified values as to how teachers and students were encouraged to identify how the values might be manifested.

Exhibit 6   Desirable attributes based on identified values

1. Desirable Attributes to develop in our students at Horizon Campus, based on our Identified Values

TEAMWORK

A person who is an effective team worker:
Understands and manages group processes and roles
Monitors own behaviour to work in groups
Assumes responsibility for own priorities and actions
Shows consideration and concern for others
Communicates clearly and accurately in various modes and media

SEEKING OPPORTUNITIES

A person who is a self-directed learner:
Recognises and creates options for self and others
Demonstrates confidence and enthusiasm in recognising and creating opportunities
Accesses higher order and lateral thinking skills to recognise and create opportunities
Monitors and evaluates learning from opportunities
Demonstrates responsibility and commitment to actions

MEETING CHALLENGES

A person who is an innovative problem solver:
Is resilient when problems are encountered
Analyses and organises information to solve problems
Knows and uses a range of problem-solving strategies
Selects appropriate strategies to solve the problem
Seeks wise assistance to address complex problems
Acts decisively and responsibly to address problems

SUCCESS AND RECOGNITION

A person who has achieved success:
Sets and commits to achievable goals for personal excellence
Identifies appropriate criteria to gauge success in activities
Demonstrates commitment to purpose and quality of activities
Uses appropriate resources and technologies to achieve success
Recognises and celebrates personal achievements of self and others

2. Questions and sample practices for students, based on our identified values

TEAMWORK

Can I manage my own behaviour and role within groups?	Treat others with understanding, respect and politeness
Am I accepting responsibility for my own actions and decisions?	Complete and hand-in assignments by the due date
Do I show consideration and concern for others?	Arrive at class prepared and on time.
Am I communicating clearly and appropriately to others?	Use language that encourages others- no blame and no put-downs

SEEKING OPPORTUNITIES

Can I look for alternative options for unsuccessful or unacceptable actions?	
Am I confident and enthusiastic about alternative options?	Look for opportunities available in the school to be involved in new activities.
Am I learning from the consequences of my behaviour?	
Do I show commitment to new actions and behaviours?	

MEETING CHALLENGES

Am I facing problems confidently and optimistically?	
Do I think logically and creatively to solve problems?	Use 6 hats thinking to look at the consequences of your behaviour
Am I choosing the right strategies to solve my problems?	Resolve conflicts in a fair and non-violent way
Do I go to wise people to help me with complex problems?	Make an appointment to speak to your Access Teacher or the Guidance Officer

Do I solve problems decisively and move on?	

SUCCESS AND RECOGNITION

Do I have a clear picture of what success means for me?	Discuss with your teachers the career you would like to follow.
Am I setting realistic goals and committing to them?	Develop a study schedule for end of semester exams.
Do I choose the right resources and technologies to be successful?	
Am I recognising and celebrating my successes?	Invite parents and friends to occasions where you are rewarded for hard work.
Am I recognising and celebrating other people's successes?	Treat others as you would like to be treated.

3. CRITERIA FOR ENRICHMENT AFTERNOON ACTIVITIES AT HORIZON CAMPUS CAMPUS, BASED ON OUR IDENTIFIED VALUES

GROUPWORK

The activity requires students to:

☐ develop group processes and roles
☐ take responsibility for their own actions
☐ be considerate of or assist others
☐ develop communication skills

SEEKING OPPORTUNITING

The activity requires students to:

☐ create options for themselves and others
☐ access higher order and/or creative thinking skills
☐ monitor and evaluate their learning
☐ develop responsibility and commitment to actions

MEETING CHALLENGES

The activity requires students to:

☐ analyse and organise information to solve problems
☐ use a range of problem-solving strategies
☐ select appropriate strategies to solve problems
☐ seek wise assistance where necessary
☐ act decisively and responsibly

SUCCESS AND RECOGNITION

The activity requires students to:

☐ achieve personal excellence, based on appropriate criteria
☐ demonstrate commitment to purpose and quality of activities
☐ use appropriate resources and technologies to achieve success
☐ recognise and celebrate achievements of self and others

4.3.2   Episode 2: Extended ISMT meetings

The extended ISMT meetings of 3-4 hours became an important feature of the Horizon Campus way of progressing the IDEAS process. The co-facilitators considered that the weekly meetings, although extremely beneficial in keeping the constant contact, were not sufficient time to allow for indepth development of ideas and plans. This episode focuses on three extended meetings (22 April, 20 August, 12 November) held across the year at times when the co-facilitators deemed it necessary to reflect on or prepare for the progress of the process.

> I just can't imagine doing the job I have to do everyday without this team …
> the notion of this team of people that share division and strategic processes. I
> just can't imagine how I'd… (Horizon Campus participant, December 2004)

Participant observer's field notes	Participant observer's interpretations
22 April, 2004	
A large gathering (14) of the core and extended ISMT members.	There was an air of conviviality as all gathered and anticipated the outcome of this meeting. The principal's opening affirmation of the success of the process was an encouraging start to the meeting and it was interesting to hear him refer to the specific characteristics of language, behaviour and leadership as strong positives for what was emerging from the process.
Sue welcomes all and the principal shares his perceptions of what is happening in IDEAS across both campuses.	
Summary of his words:	
It's a bonding process.	
There's a sort of common language developing.	
It's a new way of behaving.	
I can see what's happening on two different campuses but being able to follow the same process.	
Leadership is emerging and the energy is great.	
Sue: So what has happened? Where are we?	One particular member shared an anecdote of the student who when asked why he had not applied a particular expected practice to his work said, "But what do YOU want?". This story certainly affirmed for many around the table that the three points just raised were probably legitimate, reinforcing the student impression from the DI that teachers were not united in a school vision.
Group responses:	
We don't have a vision.	
But, we need to go slowly, dreaming and working with challenges that students have.	
Perhaps we need to take a closer look at the DI results.	
Sue: We are a large group, so that might slow the process, but it's important that we spread more effectively throughout the school. Our DI results show that we don't know who we are, we don't work similarly, and students don't see pride and collegiality amongst the staff.	Sue was obviously very keen for this whole group to be a part of the process, and in referring to the size of the group, I wondered if she felt she had to justify such.
Principal: We need to recognise what is distinctive about Horizon Campus and how we support and achieve that.	During this time of the meeting there was a lot of seemingly disconnected conversation. Perhaps not meaningless or uninterested, but it would appear that the group as a whole was searching for some commonality, some agreement about what the process was saying/doing; but individuals were not yet able to link in with each other. I believe that apart from the four co-facilitators there had been little opportunity for whole group discussion
Sue (looking at a chart generated from the last whole staff meeting): Are there any key words/concepts here? Is it about teamwork or challenges or rewards for effort or quality?	

	and thus the making of widespread shared meaning.
[Animated conversation amongst the group.]	
	The question seemed to have little connection to the conversation. However, it certainly sparked a note of accord as people talked about all the wonderful things that have happened, but also acknowledging that little time was given to recognising individual and group achievements. I wondered whether this forum had suddenly unleashed what needed to be said and acknowledged.
Member 1: Are we afraid to pat ourselves on the back?	
	As the meeting took a short break, it might appear that not much had been accomplished, but I believe the time given for this group to gather and share some anxieties and aspirations was vital, and that such consolidation was going to be necessary if this large group was to progress with a shared understanding of the process and it's journey at Horizon Campus. It might be likened to a shakedown or a sieving of the many issues and concerns that individuals needed to air.
[Lots of discussion about what needs to be done around the school]: the litter and personal contributions about what works best, what could be done, etc. the communication issue highlighting that information is not always uniformly conveyed and known	
	It appeared that the whole group was not buying into the process very well. Despite the sharing of last week's IDEAS workshop and some sharing of what occurred, the conversation did not seem to gel any possibility for the team as a whole to know what to do next. Obviously the issues raised had importance for the speakers and perhaps it was timely to work out how these might have been interfering with or backgrounding what had to be done.
Further conversation making some interesting links with: metaphors: images of a compass, stars, being buffeted by the winds of change, navigating the pathways. Maths/Science pedagogy with possible links into the 3DP. parents' stories: a possible way in for parents' interest and role in the process.	
	I concluded that this was a crucial meeting for the team with evidence of many people wanting to see the process move on. However, not everyone appeared to realise the importance of sharing an understanding of what the process means. Perhaps the co-facilitators of the ISMT needed to

20 August, 2004 *A large gathering of the ISMT reflecting on the previous staff workshops about personal 'best practice' pedagogy in the light of the working vision statement (see Episode 3).* Teacher 1: Is this really the vision? Mary: What's good that works in common, that is, from the Business to Home Economics to English? Teacher 2: The common factor should be the interest or the focus on students. Rory: What stands out? *[referring to a summary chart of the staff workshop]* Sue: Is there something missing between 'meeting challenges' and 'success and recognition'? *[Lots of talk about student behaviour.]* Mary: Should it be learning together with more kids language? I can remember making it clear that we didn't want what did happen – sort of like a fait accompli. Jill *(with indignation)*: I don't remember the meeting that way. Rory *(conclusively):* I thought that we'd come to a consensus. You *(to Mary)* were the most resistant, but then you seemed to come round. Mary: Yes, but I agreed that it should be with room for tweaking. Joe: There is a dissonance between the two. The perception of the whole staff is that the ISMT is pushing. Rory & Sue *(exploding simultaneously):* Not true.	tighten the process by re-emphasising the principles of the process, further working on the cohesiveness of the team, and deciding on some structured ways of engaging the staff. There was much personal reflection being shared in pairs and trios, but no apparent connection around the table. I wondered if this could mean that there was still a very weak link in shared meaning amongst the group. Perhaps each person had their version of where the emphasis needed to be. I could also sense that the group was struggling with the vision statement. Even though it had been presented as a working statement there seemed to be enough discomfort with it that indicated further development to be done. This was a very blunt discussion, and I considered that it could not be ignored.

Sue: I don't see how we can be more transparent.

Joe: Perception is that the conversations in here are not what happens out there. They still bitch about behaviour management, etc.

Sue: I don't agree.

Joe: I'm just an observer. I hear staff disputing what you *(to Ian and Jill)* say about conversation in your staffroom.

Jill: I think we have moved on.

Sue: I thought I heard the same from the staff.

Rory *(sounding frustrated):* I'm concerned that people still think there's an agenda.

Sue: We did agree to work with it, so let's move forward. How do we move this?

External support personnel: Perhaps there needs to be a whole staff meeting called to agree to move on. People will trust the process that depends on people and values their input.

Ian: We need to really show people how they are valued.

Joe: It all depends on how people see the invitation and how inviting it is, then the meeting must reflect the invitational warmth of valuing.

Barb: I don't want it as a drinkie session. It must be a professional experience where it will produce something.

[Agreement that Barb and Joe write the invitation to the voluntary staff meeting.]

As the observer I felt quite uncomfortable and I concluded that there would need to be much negotiation worked through if this group was ever going to work with the process of making shared meaning and a sense of meaningfulness for the staff.

At this stage, I felt that there was division between those who were trying to say that all was not as thought to be amongst the staff, and those who wanted to move on with what they thought had been agreed upon. There was an uncomfortable feeling around the table as tensions were not resolved. Interestingly the loose grouping of two opposing sides appeared to be between the co-facilitators and some other members who had not had as much regular contact with the weekly ISMT meetings.

This was a fascinating meeting with a range of ideas and emotions expressed, and one that was memorable for the ISMT at their final reflection [see Exhibit 7]. It was also interesting that there seemed to be disconnected comments and I wondered whether this was related to a lack of shared meaning or some sort of animosity.

This meeting ended without satisfactory resolution on a few points: the planning of the voluntary meeting and the different perspectives being expressed. It seemed that these issues would definitely have to be resolved if there was to be shared meaning in this group. To be honest I felt very uneasy and probably a little frustrated that individuals within this group seem to want to push their barrow. My conclusion was that there is still a lack of professional conversation being practiced – poor listening skills and some insensitivity to the other's point of view.

Exhibit 7   Sue's recall and reflection of the extended meeting held 20 August 2004

This meeting was called as a half-day meeting when our vision was still not determined, but we had completed a fairly positive session on *when learning works best at Horizon Campus*. I had a clear agenda to discuss the Action Plan, evaluate the previous workshop, aim for a closure on the vision work, which had stalled with staff wanting students to be consulted, and to plan for a forthcoming visit of international teachers. This meeting did not stick to the agenda! It was August, one of the worst months in a school's year. People are tired, winter flus are setting, the end of term, let alone the end of year, is a long way ahead. Every behaviour management strategy has been tried on some kids and it's still not working. And we still didn't have a vision statement of 5 or so lousy words after 12 months into the process. Two new members of the Admin group had also only commenced work in July and staff were unsure of their place in the school.

One ISMT member, who had always been rather reticent and detached in their commitment to the process, arrived late and was clearly disengaged and distracted from the onset. When I mentioned something about a concern that staff may perceive there is some agenda to the IDEAS process, this person became very vocal, indicating that this was a concern of staff and that people did not have faith in the process. Much debate ensued, with group members discounting and reinterpreting others' opinions.
I remember feeling that there was a key moment for me to step out of the debate and let others who had felt positive about the progress so far speak of that. I also remember that I felt there was a key moment to speak as the campus leader to reaffirm the organic nature of the process – that everything that had been created by IDEAS was an expression of the work of teachers and that this was not an external or artificial development (there could be no agenda because the process led to outcomes that were unknowable before the staff

12 November, 2004	
Another extended meeting with a slightly smaller group than the previous. Rory leads the group to look for themes amongst the words/phrases resulting from the "Learning works best at Horizon Campus when..." activity (see Appendix). *[Lots of anecdotal conversation about learning experiences and in particular as they meet the learning needs of current students.]*	The level of animated conversation and laughter amongst this group would seem to indicate trusting relationships. It was interesting to note how well individuals kept listening and then challenging each other with different viewpoints, and I thought in contrast of how this group was interacting only a couple of months ago. There was definitely more cohesion than had been and this seemed to take the level of conversation to a deeper level of interrogation and sharing of different ideas. However, also of interest

Mary: They're probably working with a whole different set of trivia to that of ours. Maybe we have to be aware of this.

Barb: I think too it's a learning styles thing. Some people remember trivia, but if it's not relevant who remembers it?

[Conversation returns to the plethora of comments and more focus on the students' needs.]

Mary: A lot of this talk about relationships etc is coming back to family and that is probably the basis of a lot of these comments.

Rory: Yeah, it's about them wanting to be recognised and yet not knowing how to build relationships.

Sue: And that's where I think we've got that strong sense of sticking at it. You know, like "we're not going to give up on you". It's something to do with the language that we use to portray "we believe in you and we're not giving up because we know you can".

Loretta: The thing that has changed for me in recent years is the fact that kids are looking for a significant adult in their lives outside the family, and it's the teacher that has the potential to be that significant adult.

[Lots of anecdotal conversation about personal experiences with students and their lives. A call to return to the issue of finding the common themes.]

Rory: There's lots of reference here about 'the real life has relevance' notion and that the range of teaching strategies include structure and skills, challenge and rigour. Relationships are significant … a whole lot of ones modelled by teachers based on familiarity and the

was the absence of a particular member who had questioned the process at the previous extended meeting.

Of most significance was the constant reference to student needs including relationships, nurturing, individuality and I could sense that the group was openly trying to grapple with these temporal experiences of their student body.

Sue seemed to be drawing on a strong sense of this is our way here – "we don't give up" – and I realised that this strengthened the notion that this school is here for these students and the many different challenges that they face in their lives. The passion that was oozing from this group was palpable and I sensed that it was this characteristic that was going to prevail throughout the process of developing the SWP statements.

This was fascinating conversation as

togetherness. Is there any that really do stand out…?

Loretta: I think something we haven't looked at is the learning achievement and success is celebrated.

Rory: That's where the links come. There's a lot of the recognition ones about kids saying "students value the recognition and success of learning goals" and "students feel nurtured and feel a sense of achievement through quiet recognition".

Loretta: That's just good teaching though isn't it … we positively affirm the child.

Sue: What if we try to put the statements under the values. They're there, aren't they?

Rory: Yeah, they are, but there's the crossovers. Like these are my 'real life' ones, there, there, there, there,… the real life ones actually string over three values and so it becomes a job, a fairly arbitrary one of saying "well where are you going to put it?"

Barb: But do we have to do that?

Rory: I'm thinking about the matrix … "if here are our pedagogical statements, and here are our values" and if we go with something that says "real life in their life has relevance" well how is that going to affect seeking opportunities, how is that going to affect rewarding for recognition and so on.

Loretta: So you're saying a list of values and a list of teaching pedagogies?

Rory: I can see value in having that matrix type of approach. If we can make a statement that says for example "that learning works best at Horizon

individuals tossed ideas amongst themselves. It was obvious that they were attempting to identify the common themes or threads that were apparent in the data.

As the conversation proceeded it was again fascinating to witness the development of the visual structure as individuals suggested and questioned each other about how a possible structure might develop. Rory's matrix had certainly stimulated a visual representation.

Rory, in particular seems to have a way of 'seeing' the statements in practice. His continual questioning of how things might work was enlightening, and this was reminiscent of how the criteria for the values had been developed (refer to Exhibit 6).

Campus when our relationships with students are positive modelled by teachers and based on familiarity". Okay, then what repercussion does that have for helping kids to seek opportunities? What repercussion does that have for teamwork? And so forth.

Barb: I think you're setting up some really artificial barriers if you try to put them into boxes.

Rory: It doesn't have to be set up. It can be a mental thing as much as anything. Just saying 'here are our pedagogical statements, here are our values and they both inform what we do'. Then, at some stage if you find that kids aren't choosing the opportunities presented to them, you say 'okay what is it that I'm going to do. What is this pedagogical statement going to do to help me try to provide kids with that sort of impetus.'

Barb: I think I sort of perceive things under the umbrella and everything else just sits underneath and goes across.

Mary: Can I add one more? Atmosphere. Happy, busy, focused and secure, those words are electric.

Lisa: Enjoyment and motivation.

Loretta: Learning environment. It's about the learning environment. I think it can be just fun.

Barb: Why can't you just chop the word 'real' out? And call it life or world experiences.

Sue: The reason I think we keep hanging on to real life is because it's been used as opposed to the life-like pretension that is sometimes used.

Mary: I do want the idea of making students realise that school is real life.

However, it was obviously just as important for people like Barb and Mary to keep challenging the suggestions with the best intentions of "getting it right for everyone".

This stream of suggestions and the critical questioning of particular words kept the conversation on target and one could imagine the process beginning to take shape in a productive learning environment.

I became aware of the vital role of this type of dialogue in the formation of a shared meaning amongst the staff. The teasing out of suggested words, their connotations and meanings for individuals as they gradually pooled their contributions as a whole group.

[Lots of exchange of ideas about what is real life and how it is at school and how to learn the real life experiences in a more nurturing environment.]	
Sue: Can we assume that all that we've done this morning can be presented to staff for some type of endorsement?	As had been noticed along the way, Sue continually made explicit the big picture of the process in an attempt to "keep it on track" and "to assure everyone of their part in it".
[Further conversation about how best to present and work with the schoolwide pedagogy statements.]	
Sue: The main thing is to give the staff a sense of knowing that we've got our Vision, our Values and our SWP in readiness for next year.	

4.3.3   Episode 3: Development of the vision statement

The development of the vision statement was the main focus throughout the earlier part of the year and by mid-May 2004 much preparation had been done by the ISMT to conduct a whole staff workshop for the development of the Vision statement. A range of different activities had involved the parents in writing accounts of significant instances in the lives of their children, and students had been offered the opportunity of demonstrating the teaching and learning of their experience at Horizon Campus. Parents had focused on issues of care, self-esteem, social and academic achievement, and students had raised issues of pedagogy that obviously would become more apparent when the schoolwide pedagogy was being developed. Staff, too, had become more willing to share their experiences and thoughts in relation to a dreaming activity. As recalled at the final reflection session

> I think people don't think they can raise their hand over petty issues and expect to get away with it, so a little bit of it is that tolerance has increased from the resistance side of things. But I also think we've become a lot better at realising we need to take this into account and people will react that way and you include people just as a matter of the way you do things. I just think we've become basically more sensitive and those who are resistant have become more tolerant of the changes that have been made.

We could have just worn them down. (*Laughter)*

To a certain extent I think that's a part of it, yes. But that wearing down is that idea of saying "there's no point in purposeless resistance"…

Like we all have this thing with our kids when we have to constantly say to them "we're not giving up on you, because you're too ready to give up on yourself" and I almost feel like that with us sometimes. You have to keep saying "nope, we're doing this and it's hard work" and it's the 'crash or crash through' kind. (Horizon Campus participants, December 2004)

It became apparent that the richness of the data illustrated the heightened awareness of all concerned and that the ISMT would need to facilitate the most effective pathway forward. So the question was "what now?" in terms of stimulating the possibility of a vision to emerge.

The following events covered a period of some five months before there was shared agreement with the Vision statement.
- Preparation by the ISMT
- Extended whole staff meeting workshop
- Ratification of the statement ("We've got it!" – "We're working on best pedagogical practice." – "Dissonance" – "Finally a shared vision.")

Of notable interest during this time was the strength of the ISMT, particularly of the co-facilitators, who endeavoured to embrace all perspectives through a range of different activities to engage all staff, solicit the opinion of the students and parents, and coordinate the process in the production of an agreed statement.

Participant observer's field notes	Participant observer's interpretation
11 May 2004 –Preparation by the ISMT *[A special ISMT meeting with just the four co-facilitators together with two external support personnel.]* Loretta: The students and parents have	There seemed to be an air of excitement and expectation amongst the team members as they marvelled over the collected data from parents and students.

given us some great feedback. Sue: So what now? I guess we should be asking questions like, "what is Horizon Campus all about?", "what do you think Horizon Campus should look like in 3-5 years time?" and "what is the teaching and learning like at Horizon Campus?" External personnel: What about developing an activity for a whole staff meeting that allows staff to address these questions and come up with a possible vision? *[Conversation and many suggestions around the table. The team works on the development of an activity.]* Aim: In groups of 5-6 staff will combine to produce a possible visionary statement/ metaphor/ visual. Activity: A stimulus activity in 3-5 minutes for each individual to respond to "what is the vision for Horizon Campus?" Individuals share their response with the small group and be prepared to adopt, modify, reject from the shared responses. The overall aim is for each small group to present a statement/drawing/concept of a possible vision. (approx 30 mins) A brief break will allow people to wander the room to view and converse with others, then return to their group and finalise their presentation. All charts will be presented and briefly addressed by the relevant groups allowing the whole group to peruse and comment.	It occurred to me that this was to be the activity that would eventuate in the emergence of the actual vision statement. There was such a variation of possibilities - the result of one group; combined elements from two or more groups; or perhaps the serendipitous comment from a person in response to their viewing and listening to the presentations. Hoping for something to emerge was definitely the risky element of the activity, but certainly the most exciting part especially if there was to be a critical mass agreement on something. If nothing as obvious emerged it would be the task of the ISMT to conceptualise the group efforts and perhaps develop a suggested vision or two for staff ratification. On the other hand it could be that the actual vision would not be so obvious until further along the track when the SWP was being discussed and established.
20 May 2004 – An extended afternoon meeting for the whole staff workshop. *All staff members assemble for a meeting at tables facilitating small groups.* *ISMT facilitators conduct the activity as planned in the previous meeting: "What is the vision for Horizon Campus?"* Small groups working on - expectations, evolutionary development and excellence - unfolding of the personal attributes of the learner - experimenting with the metaphor	It was heartening to witness the sincere engagement of the majority and to hear the range of responses from the different groups. As I continued to circulate on the

of a rock to capture the need for sound foundations - the concept of community and team work also seemed to pervade discussions. *[Facilitators provide next workshop step for groups to work on the development of a statement/drawing/concept for a possible vision.]* *Group responses:* - the 'rock' metaphor of one group translates into 'foundations', 'rocks', and 'values' and captures the notions of scaffolding and building to occur for greater opportunities. - the 'star' metaphor relates to the concept of 'reaching for the stars' - the notion of the journey/the path with brief mention of the Star Trek movie (laughter) - the pointers of the star are the values to be upheld - that is not grammatically correct - Too babyish … kids don't know what that means. - Is there another word? - What did you say? - What did you mean by that? - Ha! This is it! … Yes, we've got it. Facilitators: Display your proposed visionary statement/metaphor on the board and in turn we will listen to the background conversation that has occurred in each group.	periphery of groups I noted a range of interactions, interventions and negotiations: It was interesting to follow the 'rock' metaphor of one group as teachers were passionately sharing their values and what is required for the real essence of their work with students. Several groups also worked with the 'star' metaphor with varying interpretations that seemed to be incorporating the values with particular reference to seeking opportunities, meeting challenges, and success and recognition. There was, perhaps not surprisingly, lots of semantic debate about the choice of words, the meaning of words, the intention of using certain words. Ideas were being freely thrown into most group discussions with many people ready to question the suggestions and one could not doubt the obvious sincerity of engagement with the activity. There was an atmosphere of mixed excitement and reticence as groups pinned their charts for all to see and then took turns to address them. It seemed obvious that the richness of these summaries were worth noting as appears below.

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Summaries as a reporter from each group spoke.

Group 1: "Creating innovative pathways to the stars" is the statement on this star trail to the giant star. You'll see that there is a value written on each point. This image is visually representative of the discussion that we had about community, success and diverse pedagogies.

Group 2: "Building the Future" or "Building for the Future" sitting over this pyramid sketch is the statement that best captures our discussion. We were talking a lot about rocks and foundations, and it has to be something that appeals to the kids.

Group 3: "Quality Learning
               Happy Students
               Exciting Futures"
Behind this statement were discussions about happy students being more responsive to learning than those who are not so happy. However, we had lots of varying opinion about the suitability of the term 'happy'.
Quality learning came from the opinion that there needs to be success before progress, and "exciting futures" came from the notion of getting out there and doing things.

Group 4: "Reaching Up Reaching Out" is the caption over a sketched tree with many branches depicting the values to be upheld. Behind this image is the significance of growth.

Group 5: "The Adventure beyond the Stars" is the statement that sums up our discussion around concepts of 'aiming', 'individualism', 'to infinity and beyond', and we have presented it with a song to the tune of "Catch a Falling Star" with the following lyrics: catch a falling star and put it in your education system.

Group 6: "Your chance to shine: Together the future is ours" is the statement that we have in support of a strong concept of community.

Group 7: "Learning Together" is the statement in the space of this large star sketch. We had notions of teamwork and partnership bringing the sense of togetherness to the fore. However, we also had difficulty in highlighting the aspect of striving together.

	As I listened I also attempted to identify some common themes emerging and settled on the following: togetherness – the community and partnership notions aim higher – the essence for students to succeed future – the personal success opportunities – the idea of everyone having something
Facilitators: Is it possible we might combine these statements into one or two?	I was amazed at just how closely my list had concurred with the whole group's suggestions and wondered what would be the eventual outcome.
[lots of suggestions, plotted and negotiated by facilitator.]	
Response: "Learning Together : Our (or Your) chance to shine"	This had been a very interesting and captivating workshop that boded well for the decision about what the vision

"Building our future to the stars" Facilitators: Place a gold sticker on the statement that you would most likely support, a silver sticker on the one that has aspects of what could be incorporated, and a yellow sticker on the one you could not live with. Please be assured that the vote on these displayed visions will not lead to a quantitative election. It will assist in forming the overall impression of the whole staff preferences.	was to be, so it was definitely a serendipitous moment when the whole group was then invited to suggest a synthesis of what they had just witnessed. This final attempt evoked further discussion and conjecture about how the final vision might be chosen. One person stated very clearly for example "I like that statement, but I can't stand the word 'shine' in it". The energy at this time of the evening was almost euphoric – probably a mixture of people's adrenalin at the end of a long day, the conviviality stimulated by a drink for all (even the psychological effect of an alcoholic drink at a school workshop is probably enough to raise the spirits), and in no underestimated way the obvious passion that had been exerted by the majority of people throughout the workshop activity. It was certainly a very successful workshop and there was a large coordinating task ahead set for the ISMT.
	Months later, at the final reflection session one of the facilitators reflected on the significance of the Vision workshop in relation to the importance of shared decision making. Apparently a staff member, who had previously been quite engaged in the IDEAS process, had taken offence at the sticker activity when the chart to which he/she had contributed did not appear to score very well. The facilitator became aware of this reaction and reflected in the following manner.

I have had the full range of thoughts, from Don't-be-such-a-baby to I-need-to-champion-the-powerless, and from We-don't-need-everyone-involved to This-won't-work-unless-X-is-involved. I have felt guilty as one who helped plan and approve the process and angry that the person involved has coloured the whole IDEAS process with the bile from one bad experience. As I review these responses now I still understand them all and am still unresolved about how I think and feel about the incident in Term 2.
The experience did affect my later actions. I have since only supported processes that require consensus, and anyone left outside a general consensus I have tried to take account of. I don't mean to imply that this is an empathetic awakening; I have been responsible for keeping unnecessary debates going rather than joining the rest of the ISMT in dismissing petty or obstructive objections. I am alert to objections and more capable than previously of balancing them against the overall benefits of IDEAS. (Horizon Campus participant, December 2004)

Participant observer's field notes	Participant observer's interpretation
A series of events to ratify the Vision statement.	This series of events illustrated the highs and lows of reaching an agreement from "we've got it" and "we're working on best pedagogical practice", through to "dissonance" until finally a "shared decision".
31 May 2004 – "We've got it!" *[After the ISMT had worked on the workshop data.]* Sue: We've got it! Learning Together: Our Place to Shine. And the star is the metaphor. We've got to move on with this as a working vision.	This was an exciting outburst from Sue as she quickly shared the outcome of the work that the ISMT had done in collating and synthesising the data. It was very easy to conclude that all were happy with the outcome and that plans were afoot to use this statement for the development of the SWP.
5 August 2004 – "We're working on best pedagogical practice." *[Whole staff assemble for a workshop.]* Sue: We've been engaging students in some work around the vision statement (pointing to posters on the walls). Rory: It is not the changes we've made to our curriculum or our studies program that we need to adjust. We need to start working on how we do it in the light of the vision. Jill: So we're asking you to think about a particular incident or program that demonstrated best practice for you. *[Individuals reflect and write about a particular incident/program in their*	This workshop activity provided the opportunity for teachers to talk about their work, their pedagogy, and it was very well embraced by all. Whilst circulating amongst the groups I attempted a summary of the recurring themes real life – relevance, sensory group/team work – togetherness variety – stimulation; organisation of different things student-directed learning – fun, busy, noisy, active which appeared to include most of the values that have been identified in earlier activities and reflections – teamwork, meeting challenges, seeking opportunities, success and recognition. I noted that there was a high level of cooperation in this activity with lots of

teaching work, then share in small groups.]	laughter, and kidding of each other. It appeared that the majority was pleased with their recognition of the values in the work they do. I concluded that it would certainly be important that the ground work of teasing out the pedagogy from today's activities was followed up.
Rory: Check whether or not the 4 values are there. Does what we do actually support the values? It's like we're testing the process.	
20 August 2004 – "Dissonance." *[Extended ISMT meeting – refer to Episode 2]* Excerpts in relation to the Vision statement: Member 1: Is this really the vision?	As previously recorded this was certainly a provocative meeting. Although during the meeting there was much dissonance amongst the extended ISMT, it did become apparent that there was the need to reconsider the working statement.
Mary: Should it be learning together…? I can remember making it clear that we didn't want what did happen – sort of like a fait accompli.	
Jill: I don't remember the meeting that way.	
Rory: I thought that we'd come to a consensus.	Later, in the process, I wondered what might have happened if this conflict had not been resolved, assuming that a section of the staff were not in favour of the statement. Interestingly, it was Mary's comment, "like a fait accompli", that seemed to indicate it was more the process by which the working statement had been decided, that was in jeopardy.
Joe: There is a dissonance between the two. The perception of the whole staff is that the ISMT is pushing.	
Sue: We did agree to work with it, so let's move forward. How do we move this?	
External support personnel: Perhaps there needs to be a whole staff meeting called to agree to move on. People will trust the process that depends on people and values their input.	This meeting certainly highlighted the importance of being able to view the situation from different perspectives and points of view.
18 October 2004 – "Finally a shared decision." *[Voluntary meeting to finally decide on the Vision statement. Much discussion about the importance of the vision in terms of directing the future of the school in the development of the SWP.]*	It was interesting to note that the apparent discontent raised at the last ISMT meeting had evoked quite an interest in resolving the vision statement and, although this was a voluntary meeting, a large number had attended. There was a high level of involvement and it seemed apparent that the shared engagement contributed to a relatively easy transition and decision on the final wording.
Final decision: Learning together: Launching Bright Futures	

[Some discussion about needing to explore what the vision means for staff, students and parents.]	

4.3.4   Episode 4: Language triggers

Early in the process it became apparent that the co-facilitators favoured the importance of developing a shared understanding of the meaning of specific words and phrases. After the photocard activity (refer to Episode 1) the bubbles created around certain words that had emerged from this activity became a way for all to share their understanding of these words (see Exhibit 6). As previously revealed in Episode 1 these words became the four values upon which much of the succeeding work depended and the shared meaning for each became a way of developing specific sets of criteria for a range of purposes (see again Exhibit 6).

This apparent fetish for the common language was clearly stated by one of the co-facilitators during the final reflection session after a year of experimenting with different ways of reaching a language of shared understanding and meaning.

> We increasingly tend to use the Vision, Values, and Schoolwide Pedagogy statements to discuss purpose and to explain evaluations. We don't necessarily have a common definition of each word and phrase but they are becoming local jargon.
> I think that's what it [the IDEAS process] does … it gives that common language and it asks people to justify things. (Horizon Campus participant, December 2004)

Once the Vision statement had been decided there were numerous questions arising from the ISMT in regard to what it meant for the school and for the schoolwide pedagogy. As staff members were invited to share their understanding of the key words of the vision statement the following artefact (Exhibit 8), definitions for each key word of the vision, was presented as a starting point.

Exhibit 8   **Learning together: Launching bright futures**

Learning: knowledge got by study, especially of language or literature or history as subjects of systematic
investigation
Knowledge, erudition, education, wisdom, scholarship, lore, science

Together: in company or conjunction, simultaneously, one with another, into conjunction, so as to unite, into company or companionship
Concurrently, coincidentally

Launching: hurling, discharging, sending forth, set afloat, set off, start on a course, going on an enterprise
Propelling, pushing, motivating, driving, shifting, moving, catapulting

Bright: emitting or reflecting much light, shining, lit up with joy, hope, intense, shining, illustrious, vivacious, quick-witted, clever, talented
Glistening, blazing, deep, brilliant, burnished, beaming, flaming

Futures: about to happen or be or become, of time to come, prospective condition of success

Then the teachers, parents and students were invited to share their understanding of what the vision statement meant for them in their respective roles as members of the Horizon Campus school community (see Exhibit 9).

Exhibit 9   Community understanding of the vision statement

Learning together: launching bright futures

Learning together: launching bright futures

Learning together: launching bright futures

Students:
I am confident there is a bright future for me. In my bright future I can see myself

_____
_____
_____

Signed: _____Form: _____

Increasingly, the co-facilitators confirmed that the opinion and shared understanding of the whole school community was imperative to the success of the IDEAS process at Horizon Campus.

Participant observer's field notes	Participant observer's interpretation
4 November 2004 *[Whole staff gather for a an ISMT planned meeting to keep the conversation going about pedagogy.]* Sue: - How does the vision have significance for you? How does the vision link to your role and ideals as a teacher? What words have particular meaning for you? Why? What is an idea or strategy that could make the vision real? *Feedback comments:* Learning has to mean giving students the basic grounding, based on the fact that a large number of our students come from dysfunctional families. The future concept is alien for many students of the school. Many of our kids have no concept of a future. There is no lived experience of looking ahead. With the teamwork and togetherness, if we are to help the kids we've got to work as a team too. We've got to know how kids learn. Who launched the vision? Who owns it? Who is the 'we'? Are we dragging them [students and teachers] into the future? If we're talking about together there's a deficit in the lack of parent involvement, so what can we do? We've done everything we could, but it's not working. We underestimate how the peer power of the less advantaged or negative students influences the more positive ones.	Staff members were invited to form a double circle (inside – outside rotation) for the purpose of conversing with different people on different questions. Reading the body language of people gave impressions about the level of engagement in the exercise. It appeared that some people found this sort of activity difficult, risky or uncomfortable and I also deduced that professional conversation was still a difficult concept with some people. However, the feedback was revealing and certainly seemed to set the path for teachers sharing schoolwide pedagogy as they spoke of the backgrounds and nature of their students in relation to their learning needs. Many of the comments illustrated just how critically the staff appreciates the inclusivity of the whole community, and continued to question whether or not this had been acknowledged. There were some very frank comments, which might have been interpreted as negative, but it appeared that there was a level of tolerance being exercised for the positive inclusion of hearing all frustrations and confusions. I also concluded that some deeper understanding of personal pedagogies was being revealed.

4.3.5 *Episode 5: Distilling the SWP*

During the final reflection session I was struck by the significance of a particular contribution

> We've become a lot better at realising we need to take this [tolerance of others' opinions] into account, and people will react knowing that you include them just as a matter of the way you do things. I just think we've become basically more sensitive and those who are resistant have become more tolerant of the changes that have been made. (Horizon Campus participant, December 2004)

This statement conjured thoughts of a melting pot where all ingredients become individually unrecognisable, but I also considered that it was akin to the meeting of the waters into a bigger force. From this expression emerged the notion of 'distilling' as members of the ISMT worked at trying to be inclusive of all contributions to the meaning of the SWP.

> So many people do say different things from different perspectives or have different ways of doing things. If we didn't have that professional-type conversation happening we'd just be sort of going down one idealistic way. I think people like adding their bits and pieces, arguing and debating and then knowing that they're being listened to and maybe not silly, but contributing to the process. I think that's good and that's important and they're going to get involved because of that. (Horizon Campus participant, December 2004)

The word 'distilling' emerged as the ISMT's description of how they managed to cope with the massive amount of data produced during activities about personal pedagogies. Documentation was made explicit and it certainly seemed to lead to an openness realized by a much larger circle of people who felt that their contribution had been acknowledged and valued.

Following is the series of events interspersed with the relevant artefacts that exemplified this distilling process.

Participant observer's field notes	Participant observer's interpretation
16 November 2004 *A usual Tuesday morning ISMT meeting.* Rory: What we've got here is a summary of the themes that seem to be emerging from the work we've done with the staff. Barb: But is it recognizing what the kids are saying. Mary: Kids have to know what the statements mean too. Ian: Is there some difference of understanding about pedagogical principles in this morning's discussion? Sue: We should remember the importance of the personal pedagogies in all of this. *[Several members leave for other duties. The remainder keep working with the statements.]* Rory: We've got to keep remembering what the others have said, and try to incorporate their points of view.	This meeting was set as possibly the turning point in deciding on the SWP statements. Rory presented a 'work in progress' type of summary (see Exhibit 10). It was clear that Rory and Sue had spent some time attempting to embrace all differing aspects and that this meeting continued to work in that manner. Barb and Mary offered a critical eye for the students' point of view. I noticed that this often arose from these two teachers and it certainly added a critical dimension to the process. There was much debate of how the statements were worded. Links to the vision were made. Then there was debate about whether the word 'student' should be in the statements. This was surrounded by the different perspectives about whether the statements are seen from the perspective of a teacher's job or whether they were more inclusive of the school community. This prompted the group to analyse their perspectives and the following questions were heard: - where does the role of pedagogy lie? And - is there something broader in the understanding of SWP? Throughout the meeting there was constant reference to the documentation for developing a schoolwide pedagogy (see again Exhibit 10) indicating the group's acknowledgement of the importance of working with what had emerged from the whole staff activities. Of immense significance from my perspective was the manner in which the group dealt with the differing opinions and suggestions, especially after some of the members had to leave for other duties.

Exhibit 10   Towards a schoolwide pedagogy

Relevant = student awareness of connectedness

All the statements about relevance, real-life,
Community involvement, etc.

- Students are presented with experiences that are **CONNECTED** to their current and perceived future lives.

"High level tasking", explicitly taught skills, challenging tasks,
sense of achievement, strong structure, …

- **TEACHING STRATEGIES** are structured to improve learning skills through explicit teaching, challenge and rigour.

Teacher collaboration (enthusiasm, passion, etc.) as a model for students;
Students feel recognised; our relations pass the "how serious are you?" test;
Students treated as individuals' collaborative learning; …

- **RELATIONS** are positive, modelled by teachers, survive crises, and arise from a familiarity with the lives of students.

Quiet affirmation; students can
Achieve success; celebrate; …

The SWP is about what teachers do
but we have to recognise the role
Student cooperation, etc. plays.

- **SUCCESS** is affirmed as a consequence of individual goal setting, participation and risk taking.

Students are actively involved
in developing their skills;
students accept challenges:

Or "atmosphere"?

Other or more adjectives:
Electric, tolerant, busy, …

- The **LEARNING ENVIRONMENT** is happy, focused, active and energetic.

Students feel nurtured; talents recognised;
students see improvements; students are
supported to fill their roles; …

- Students are nurtured to **DETERMINE AND DIRECT THEIR OWN LEARNING PROCESS**

Freedom to express themselves; students seek
available challenges; students direct the learning
process; students value success; …

Months later during the recollection of how this *distillation* had occurred an excerpt from the final reflection session captured the essence of the above meeting.

> Loretta: I have fond memories of the morning that we worked on distilling to some extent the six pedagogical statements and then we looked at them and played with them. That was fun, we were trying to make sure that it was exactly what we wanted to say and a lot of it was about semantics and even syntax and it was an interesting workshop. That was very much everybody and it felt good.

> Rory: I hadn't thought of this before, but remember what happened that meeting when we were sort of going till 10 to 9 and the people had to leave because of roll classes, Barb and Mary and Jill, and there were a few of the people who had a hard line on these things making sense... just left the room, but it was like after then that we thought "well, okay, it was Barb's point that we need to make them shorter, and it was Mary who ..." it was we were like doing the stuff that they...

> Loretta: . . .ordered . . .

> Rory: ...yeah, it was like what their notion was, but they didn't actually have to be here, it's not like some sort of numbers game, political fight. That was that idea of we've become better at just being able to take on other people's opinions and as a result when we produced those and handed them back to Mary and Barb later on they were able to say "yeah, that's what we were talking about". (Horizon Campus participants, December 2004)

As the ISMT continued to work on the many opinions that had been discussed, Exhibit 11 then evolved in readiness for the launching of the six SWP statements to the whole staff. It was decided to present them despite the lateness in the academic year and the obvious tiredness of the staff for new ideas.

Participant observer's field notes	Participant observer's interpretation
18 November 2004 *[The whole staff assemble for presentation of the SWP statements.]* Rory: It is important that we proceed at this stage of the year, so that we have our SWP in place ready for working with it next year. Sue: There has been some great work done by everyone. Rory: Mary, in her wisdom, earlier reinforced that we should move on. Sue: And Jill has pointed out how we've tried to put meaning into how the staff statements have become a common language by providing opportunities for all to be involved.	I sensed a definite air of weariness amongst the staff and there were lots of throwaway comments in the direction of the ISMT members about not wanting to partake in any more workshop-type activities. It was intriguing to note the level of positive affirmations being expressed by the ISMT members and the open acknowledgement of others' contributions. Rory further emphasized where the statements had come from: Teachers shared their pedagogical practice . . . ISMT collated these . . . ISMT distilled these . . . he continued to show the paperwork of the process (see Exhibit 11) . . . and distilled them . . . and evaluated them . . .
[Staff peruse the statements. A range of comments is offered.] Is 'familiarity' a loaded word in the context of child protection? Would rapport or aware be better? Is the word 'resilient' negative? No it refers to that ability to be able to 'be there' despite the challenge, and that's one of our values. I like the short and sharp nature of the statements. I think the order of the statements needs to change. I can see the vision of learning together. *[Some discussion of the SWP statements in relation to classroom practice.]*	The ISMT had considered this to be quite a risky meeting in that staff might consider it too late in the year to be making new decisions. However, there was an overwhelming sense of acknowledgement of the work of the ISMT and an embracing of something that obviously could be seen as the result of numerous contributions. It was akin to a mighty sigh of acceptance as I picked up on murmurings of "I like them", "mmm.. that's okay" or "yeah, this is it". Interestingly, this seemed to spark a degree of enthusiasm for discussing the relevance of the statements in personal pedagogies and classroom practice.

Exhibit 11   Learning works best at Horizon Campus when …

Relevant = student awareness of connectedness

All the statements about relevance, real-life,
Community involvement, etc.

- ~~Students are presented with~~ Learning experiences ~~that~~ are **CONNECTED** to ~~their~~ *individuals'* current and ~~perceived~~ future lives.

    Make statements applicable to all learning situations – professional development, reciprocal learning, peer tutoring, …

"High level tasking", explicitly taught skills, challenging tasks,
sense of achievement, strong structure, …

- **TEACHING STRATEGIES** are structured to improve learning skills through explicit teaching, challenge and rigour.

Teacher collaboration (enthusiasm, passion, etc.) as a model for students;
Students feel recognised; our relations pass the "how serious are you?" test;
Students treated as individuals' collaborative learning; …

- **RELATIONS** are positive, ~~modelled by teachers, survive crises~~ *resilient*, and arise from ~~a~~ familiarity ~~with the lives of students~~ *and respect*.

    But not only by teachers

    As the basis of reasonable behaviour

Quiet affirmation; students can
Achieve success; celebrate; …

The SWP is about what teachers do but we have to recognise the role student cooperation, etc. plays.

- **SUCCESS** is *achievable and valued,* affirmed *and celebrated* ~~as a consequence of individual goal setting, participation and risk taking.~~

Students can achieve success   Students value … success
in learning goals

Students are actively involved in developing their skills; students accept challenges:

Or "atmosphere"?

Other or more adjectives: electric, tolerant, busy, …

- The **LEARNING ENVIRONMENT** is happy, focused, active and ~~energetic~~ enthusiastic.

Students feel nurtured; talents recognised;
students see improvements; students are
supported to fill their roles; …

- ~~Students~~ *Individuals* are ~~nurtured~~ *supported* to **~~DETERMINE AND~~ DIRECT THEIR OWN LEARNING PROCESS** ~~through goal setting, participation and risk taking.~~

    This could be extrapolated from "learning process" in practice
learning;

Freedom to express themselves; students seek available challenges; students direct the

process; students value success; …

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Finally, there was yet another ISMT meeting to give a final check over the intended SWP statements (Exhibit 12).

Exhibit 12   The intended SWP statements

- Learning experiences are **CONNECTED** to individuals' current and future lives.
- **TEACHING STRATEGIES** are structured to improve learning skills through explicit teaching, challenge and rigour.
- **RELATIONS** are positive, resilient, and arise from familiarity and respect.
- **SUCCESS** is achievable and valued, affirmed and celebrated.
- The **LEARNING ENVIRONMENT** is happy, focused, active and enthusiastic.
- Individuals are supported to **DIRECT THEIR OWN LEARNING PROCESS**.

Participant observer's field notes	Participant observer's interpretation
23 November 2004 *[A usual early morning ISMT meeting.]* Sue: Did we survive resilient? Loretta: Yeah, I think we survived that. Sue: What about familiarity? We had understanding and respect, maybe rapport. And then we had the suggestion of the order of the statements. *[Individuals compare notes about the order of the statements that was suggested.]* Sue: Any other major problems? Rory: Mmm… people seem tired and it's that end of term, so I don't think people had much energy. Sue: Yeah, but I think people seemed pretty pleased that they're simple and still a reflection of what they said. *[More discussion surrounding the choice of specific words.]* Loretta: I'm comfortable with the word	This meeting started with a sharing of the group sheets from the previous whole staff meeting which seemed to reveal a level of acceptance of the statements and what they meant for the teachers. I was also interested in the tenor of this meeting which initially seemed to be more subdued than usual with people still mulling over the whole distilling process in the form of the six statements. There seemed to be an air of testing to affirm that what had been heard at the recent staff meeting was the shared understanding of the ISMT. The conversation that ensued was a rich debate of the choice of words and their meaning as shared by all present. There was constant acknowledgement of the suggestions that had been provided at the last staff meeting and the ISMT carefully considered the options as they worked towards a shared meaning of the final selection. I was intrigued to hear individuals actually remembering who had said what and trying to tease out

'understanding' in place of 'familiarity' … it's not so loaded and is a pretty neutrally emotional word. We're probably losing some of the intention that we originally started out with, but we're still talking about getting to know where kids are coming from.

Ian: I think it would be a shame to lose it.

Rory: Yeah, I'm a little attached to it, but I think we have to acknowledge the overwhelming opinion.

Ian: It's a good word, but I can see that it's probably been put in a negative light with all the stuff about child protection etc.

[Lots of debate about the use of the two words.]

Rory: Okay, then there was the thing about 'happy' and I think some said that 'focused' should come first.

Mary: Yeah, that makes sense.

Rory: You know I'm happy with 'happy', it's a kid word.

[Further debate and discussion about numerous other words that appear on the feedback sheets.]

what meaning they might have been attributing to it. This was certainly the culmination of a very rich distilling process that could not be disputed by the critical mass, and resulted in the production of the final version of the SWP statements (see Exhibit 13) in readiness for the start of a new school year.

Finally, there was some planning for a final staff meeting as a summary of the process throughout the year. It was also affirmed by the group that this was a solid basis on which to start the new school year.

In response to the invitation for participants to offer some written reflection it is appropriate at this stage to acknowledge that of Rory who frequently was able to *see* and *paint* the holistic view and then articulate much of what others might have been thinking but unable to express.

The Life of the School Community:
I think that we (the ISMT) have become much better at distilling generalisations from the original mash of individual opinion and staff have become more accepting of the process and the outcome. The vision, despite the long, exhausting labour, was born healthy to proud parents. The values are embedded and the SWP statements were generated with care and greeted familiarly.
I think however, that the year has left scars. Personal hurts will influence teachers' relationship with IDEAS. On the other hand, many people in the school have great experience in managing consensus and the process of managing the change that will come from IDEAS will be much better done for the experience.

Exhibit 13   The final version of the SWP statements

> Learning works best at Horizon Campus when …
>
> 1. The **LEARNING ENVIRONMENT** is focused, happy, active and enthusiastic.
> 2. **RELATIONS** are positive, resilient, and arise from familiarity and respect.
> 3. Learning experiences are **CONNECTED** to individuals' current and future lives.
> 4. **TEACHING STRATEGIES** are structured to improve learning through challenge, rigour, and the explicit teaching of skills.
> 5. Individuals are supported to **DIRECT THEIR OWN LEARNING EXPERIENCES**.
> 6. **SUCCESS** is achievable and valued, affirmed and celebrated.

4.4   Chapter summary

The richness of the data as represented in this chapter was the foundation upon which this study depended. It had been a privilege for me as the participant observer to have been allowed to follow each of these stories and I was indebted to the participants for their welcome of me each week as I joined the regular ISMT meetings and then the extra whole staff meetings. Each of these schools had lived a very different story from the other and yet they had been involved in the same school revitalisation process over the same period of time. As explained earlier I used the case study bricolage to represent the uniqueness of each story, and in so doing invited the reader into the lives of two very different sets of people engaged in a process of similar intention focused on the making of shared pedagogical meaning.

On repeated reading and reliving of these stories, from my participant observer's stance, I was convinced that each story as presented stood alone as an exemplar of the process and yet could not be replicated. These stories were organic and the unique dynamism of each belonged to the people and the place at that time.

Each case study story could very well open the gates for a host of different analytical purposes, but what followed was my analysis of how teachers engage in a process of making shared pedagogical meaning. It was my challenge to follow each story independently of the other and yet be able to recognise elements of each that contributed to an understanding of what shared pedagogical meaning is and how professional learning processes contribute to it.

CHAPTER 5: INTERPRETATION OF THE RESEARCH DATA – THE RESULT OF TEACHERS' ENGAGEMENT IN A PROCESS OF PEDAGOGICAL KNOWLEDGE FORMATION

5.1   Introduction

The previous chapter presented each of the case study schools as a description of the participants' experiences along with the researcher's interpretations and laid the groundwork in this chapter for a substantial response to the first research question.

Research question 1

a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?

b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

The descriptions of the case study bricolages were heavily reliant on the dialogue of the participants and thus provided the principal source for data analysis. Isaacs (1999) explained that dialogue is more than just the art of talking, and he proposed that when talking engages with the art of listening people truly enter into a dialogue with scope for the making of shared meaning. Of vital interest to the analysis of the data in this thesis was Isaacs' reference to the language and voice of *feelings* and *aesthetics;* and *power* - particularly the power of our actions. Each of the case study bricolages reflected evidence of the language of feelings, aesthetics and power. The question posed by Peter Senge in his foreword to Isaacs' text "What do we not yet see that is at play when people attempt to truly talk together?" (p. xvii), seemed to emphasise the importance of acknowledging the dialogue in the data of this study.

This chapter explored the data of each case study in order to define what is meant by significant new meaning in terms of its characteristics and the processes that appear to lead to its making. However, it was important to first acknowledge the various roles of the researcher as were outlined in chapter 3.

5.2   Acknowledging the researcher's multiple roles

The multiple roles of the researcher in this study comprised the constructivist inquirer, the participant-observer, the bricoleur and the hermeneutic analyst, during the collection, representation and analysis of the data (see Chapter 3, 3.8). These multiple roles involved tasks ranging from the external university support for the conduct of the IDEAS process to the critical friend of the school-based facilitators, the participant-observer for the data collection to the hermeneutic-bricoleur of the case study bricolages. In this way I had the privileged position of being closely and intimately involved in the participants' journeys, but admittedly it was often difficult to disentangle the multiple roles.

During the period of data collection I made frequent visitations to each case study site and became increasingly aware of and sensitive to the identified values of the school community and the way in which individual teachers made sense of their personal pedagogies in relation to the making of significant new meaning. I recognised the complexity of each of the case studies and was convinced that it was impossible to distinguish between the characteristics of significant new meaning and the professional learning processes that appeared to lead to its creation. I realised the complexity of the data that I was observing and collecting and was sensitive to the protocol required in each of my adopted researcher roles.

There was constant acknowledgement of the risk of becoming too attached to and thus involved in shaping the evolution of the process, but simultaneously there was a constant reminder leaping from my personal journal, "I don't really belong to the process even though I've been a constant visitor and observer and the staff seem to accept, sometimes even solicit, my participation" (researcher's personal journal, October 2004). There were also instances of affirmation that, although I was always welcome to be present at the meetings, my participation was certainly not required in order for the process to be realised. Nor, indeed, did my presence appear to interrupt the participants' engagement with the process as evidenced in the following instances.

> Instance 1: in response to the new Principal's insistence that an external
> university support person be present, the facilitator assured the external

person, "Well, not if you're busy. We'll be right." (Refer to Chapter 4, Gum View State School case study bricolage, Episode 3)

Instance 2: during an ISMT meeting frustrations were aired, and although there were external university support team members present there was no lapse in the rigour of the dialogue amongst the participants.

Rory (sounding frustrated): I'm concerned that people still think there's an agenda.

Sue: We did agree to work with it, so let's move forward. How do we move this?

Ian: We need to really show people how they are valued.

(Refer to Chapter 4, Horizon Campus case study bricolage, Episode 2)

It was vital to the integrity of this study that the benefits and limitations of the researcher's roles were recognised in relation to this analysis. van Manen (1999) draws the point that

. . .the object of our study is always contaminated by the frame of our observational stance. [and that] since we have to accept that what we see is a function of our stance, this poses a self-reflective or hermeneutic constraint on our understanding. (p. 18)

In this way I recognised and acknowledged that my interpretations were influenced by my phenomenological bias in the case study bricolage presentations. Thus, having reaped the benefits of *being there* (that is "the privileged position of being closely and intimately involved") and having interpreted what was happening, it was imperative that I removed myself from the multiple roles to be able to analyse how the teachers had engaged in the school revitalisation process of IDEAS. In particular, I departed as the participant-observer to arrive as the researcher focused on analysing and interpreting how the teachers, as participants in this study, together made pedagogical meaning of new significance whilst engaged in a knowledge formation process.

This was an important and strategic move to ensure that my interpretations were distinct from those of the participants and yet, in acknowledging the double

hermeneutic, that my interpretations were often interpretations of the participants making sense of their experiences (Smith, 2003). Note must also be made that my participant-observer interpretations were not withheld until the end of the data collection period. As mentioned in the outline of the methodology for this thesis (see Chapter 3) it was important to make interpretations during the periods of field data collection in order to appreciate the ongoing nature of the knowledge formation process.

5.3   Overview of data analysis of the two case study schools

Integral to the structure of this chapter was the acknowledgement of a three-stage process of data analysis: the field analysis; the post-field analysis; and the post-field interpretation and report preparation (see Table 4). This acknowledgement was outlined in each case study as a prelude to the major data analysis and interpretation in section 5.4.

Table 4   **Data analysis approach**

Timeline	Research phase	Researcher's role
March to December, 2004	- field analysis	- interpretation of the field notes - conceptualisation of the case study bricolages - reflection with the participants
2004-5	- post-field analysis	- further reflection with the participants - compilation of the case study bricolages (see Chapter 4) - recording of the participant-observer's interpretations (see Chapter 4)
2006-7	- post-field interpretation - report preparation	- compilation of the case study sub-stories (see Chapter 5) - synthesis of the characteristics of significant new meaning in response to RQ1(a) - proposal of the professional learning processes that appear to lead to the creation of significant new meaning in response to RQ1 (b) - conceptualisation of an explanatory framework and a definition for lived experience - report of the multiperspective analysis (see Chapter 6) - proposal of a construct for collective intelligence in schools

The compilation of the case study sub-stories in this section formed the basis of analysis in this chapter and drew heavily on the evidence of dialogue as scripted in the case study bricolages of chapter 4, together with the reflective writing of the participants and artefacts of the IDEAS process. The analysis of this study relied on the value I attributed to the richness of the data as presented in the case study bricolages.

The genre of the script in each of the case study bricolages highlighted the importance of dialogue as the cornerstone of this study and it seemed logical that the comments, expressions and reflections of the participants contributed to an understanding of how teachers attempt to make shared pedagogical meaning (Bohm, 1985; Nichol, 2004; Rogers & Babinski, 2002; Starratt, 2004). Of considered significance was the acknowledgement of the participants in this study as adult learners and teachers on a learning curve (Stoll, Fink, & Earl, 2003). Further, by considering teachers as adults actively choosing to engage in learning, my primary focus for this analysis was "what happens 'inside the head' of engaged professionals" (Gardner, Csikszentmihalyi, & Damon, 2001, p. 13). This focus served as a reminder that the analysis of the study relied on the dialogue of the participants, the participants' reflective interpretations and the researcher's interpretations.

Recent publications stressed the importance of teachers acknowledging different ways of knowing and working in their quest to improve the teaching and learning conditions in a society of ever increasing plurality and diversity (Johnson & Kress, 2003; Warren Little, 2003). Thus, considering the different contextual settings of each of the represented case studies, it was not surprising to observe the very different ways in which each ISMT worked with the school revitalisation process of IDEAS. This phenomenon was illustrated in the following analysis of each case study.

5.3.1 *How significant new meaning evolved at Gum View State School*
Throughout my time of contact with the ISMT of Gum View State School I became aware of a certain sense of shared identity amongst the participants. They were demonstrating a maturing of ownership with the process of IDEAS as it met the

needs of their school community.   There was a sense of *this is who we are* and *we are comfortable with learning to know who we are* which was a major element of the analysis of the Gum View State School case study as revealed in this chapter.

As the pattern of the weekly meetings and intermittent staff workshops progressively knitted the process into a unique construction of variances, I became aware of something akin to *it's ours*. That is, I believe I was viewing and hearing the manifestation of a unique sense of ownership. "So we've captured where we are now" and "So where to from here?" were examples of dialogue frequently used in relation to the facilitators' monitoring of their progress. Early in the process (refer to Episode 1) there was a degree of developing trust as heard in the responses to "So how does the group feel now?", with expressions such as "Good. . . We still need to have pedagogical discussion … We need to test a vision against the criteria. . . We need to clarify pedagogical terminology. . . We need to engage our parents". Then by Episode 5. whilst sharing ideas about how the vision was to be embedded in the pedagogical practice, this trust and confidence here further exemplified as a characteristic of the group.

> It's interesting that we have brought some common points together from our
> individual perspectives. . . We don't usually know what happens next door,
> and this has made me realise how important and interesting it is to know
> what's going on in other classrooms. . . The future is we can build on this.
> (Chapter 4, Gum View State School participants, Episode 5)

This high level of trust (Bryk & Schneider, 2003; Hoy & Tarter, 2004) and confidence amongst the ISMT participants emerged as an important component of their success in progressing the IDEAS process in their school community. There appeared to be acknowledgement of a type of *situated context* which Cerulo (2002) argued is difficult to explain because of "the role of factors such as social background, institutionalised scripts of action, or situational context in establishing the parameters of conscious awareness" (p. 2). Similarly this study exposed a view of knowing how teachers acknowledge their situated context whilst engaged in a process of knowledge creation. There was a parallel with Liang's (2001) explanation, "the humanisation of an organisation emphasises trust, respect, and other human-sensitive attributes" (p. 283). Perhaps it really is this *humanisation*

factor that was observed in several ways throughout the period of data collection, especially in relation to some very difficult times.

> Noreen: It [the process] allows you to have those conversations where it allows you to walk away and say "but that's okay". Because there's a difference too in having conflict and facing tough conversations about what's going on where you walk away and think "that's so yucky and I want to go home" to going away and saying… "well, I think that's what I've learned through IDEAS." (See Chapter 4, Gum View State School participant, Episode 3)

> Phillip: The interesting thing for me… it was all about when a couple of us really stuck our necks out and said some stuff that was pretty out there, and it could have gone the other way, but people felt more like "well if they can say things like that, then…" and a few others started to say similar things. Just taking that risk allowed others then to feel safe and confident enough in taking the risk for themselves. (Chapter 4, Gum View State School participant, reflection during the Focus Reflection Session, December 2004)

Through a mastery of professional conversation skills (Nichol, 2004; Orland-Barak, 2006), as demonstrated by the increasingly successful use of skilful discussion and active listening amongst staff, and a heightened sense of the situated context, an image of selfness (Mraovic, 2003) emerged as a portrait of a locally developed language with an imagery of local meaning (refer to the *envisioning* phase of Episode 5), expressed creatively and confidently (refer to the Celebration of the Vision in Episode 5). This type of phenomenon, I concluded, was not often identifiable amongst staff of a school community, as confirmed by the comment of a newly appointed staff member: "Wow! I've never been in a place like this before" (refer to Chapter 4, introduction of Gum View State School case study).

In recognition of the emerging sense of *It's Ours,* I presented a framework (see Figure 8) that embodied this *selfness* and was expressed in ways that I termed *us, our place, our way* and *our time*.

Figure 8   **The "It's Ours" model**

US

OUR PLACE

Language

Creativity

IT'S OURS
The professional learning community

Confidence

Imagery

OUR WAY

OUR TIME
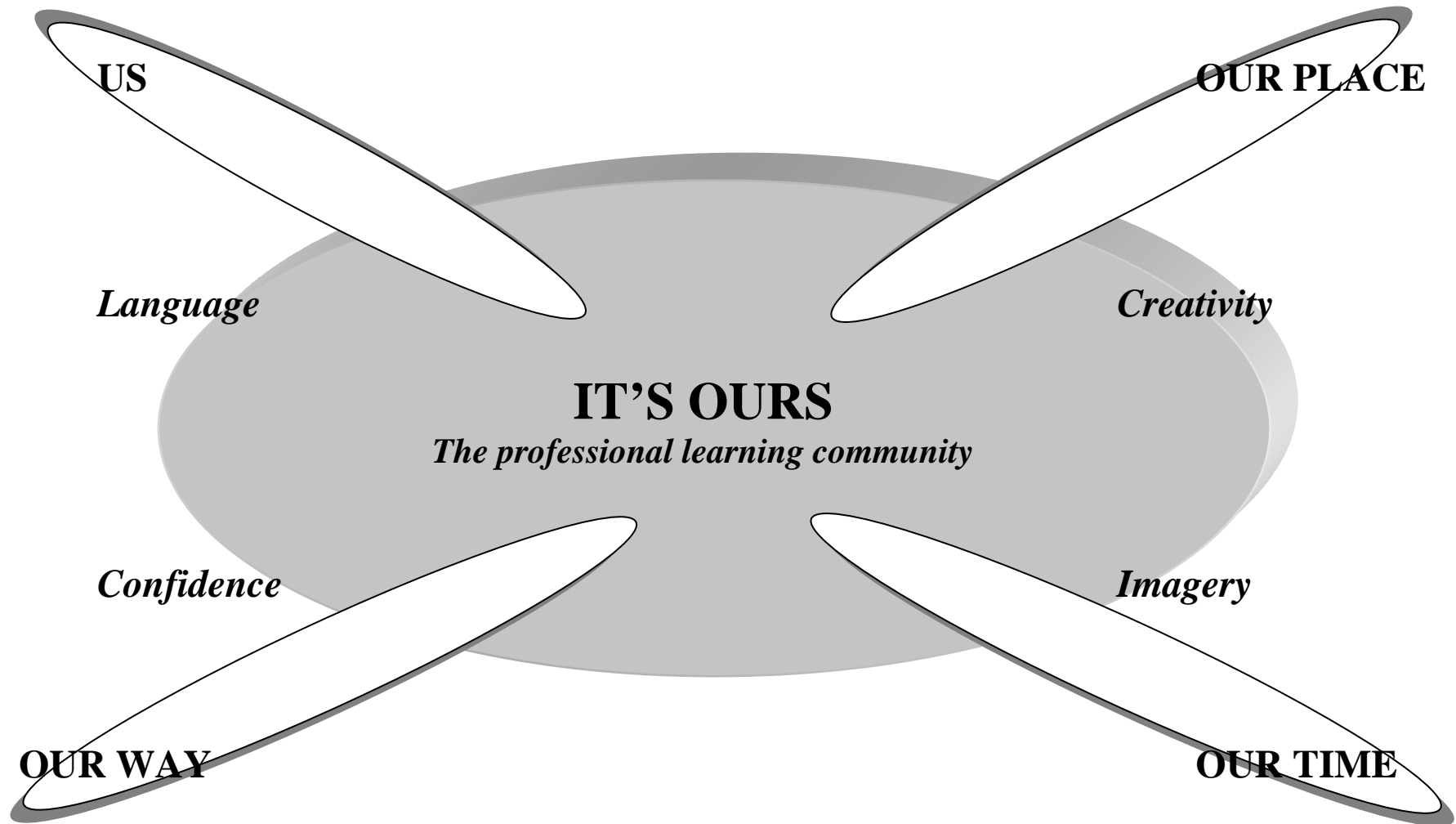
Recognition of the *Us* category was an important part of understanding the valued contribution of individuals, the relationships that developed within the ISMT, the leadership of the team and the relationship of the team within and with the wider school community. *Our Place* was epitomised in the history trail (a specific workshop activity of the IDEAS process) and the importance given to it in the linking of the vision statement to the future; *Our* Way emerged in the many routines and strategies for mobilising the process; and *Our Time* was not to be underestimated in the commitment and resolution of the team to keep the process moving.

Having developed this model as a representation of my analysis of the process at Gum View State School, I considered it appropriate to seek the opinion of the participants who were involved. The initial research design of this study proposed that a co-constructive analysis would be an important component, so it was appropriate that I shared this diagram with the participants.

> That's what it is, isn't it? (Gum View State School participant, 2005)

The above exclamation was that of one of the ISMT facilitators in response to viewing the model. The participant explained that this model confirmed for her that there was something distinctive about the process at Gum View State School. Of particular significance for this participant was the concept that the *It's Ours* model provided a vehicle in which to carry and manifest a unique set of characteristics and processes.

Responses from the three participants with whom this model was shared revealed a readiness to describe each of the categories:

☺ *Us* – me; me & you; you & me; us meaning no delineation of who in particular

☺ *Our Place* – open; inclusive; special history and currency

☺ *Our Way* – reflective; deliberate learning of professional conversations; creative; openness; inclusive building on others' contributions

☺ *Our Time* – reflective; indulged focus; considerate; needs determined

It was during my conversations with the participants that I developed an appreciation of their language and meaning in describing and explaining the process and its outcomes. Thus, the strength of this model together with my capturing of the participants' expressions began to reveal the clues as to how teachers make shared pedagogical meaning and, in particular, what might be the basis for characterising significant new meaning.

This was an extremely difficult task, and as earlier mentioned, I was tempted to conclude that the characteristics of significant new meaning could not be disassociated from the processes that contribute to the development of its creation. However, as revealed later in this chapter, it was the emerging data like the following participants' quotations and my interpretations that contributed to a much deeper understanding of how teachers together engage in pedagogical knowledge formation. At this stage I attributed certain categorical terms to the dialogue groupings and my interpreted observations in the Gum View State School case study. There appeared to be a sense of localness, the adoption of routines, the recognition of the benefits of creativity and a heightened sense of inclusivity. Evidence of these elements as possible characteristics of shared meaning making at Gum View State School was presented in Chart 2.

Chart 2   Description of characteristics and evidence of shared meaning-making at Gum View State School

a. A sense of *localness*

| "It's in your face." | A positive statement in reference to the prolific staffroom artefact displays and periodic celebrations of the process. |
| "Face up to it." | The readiness to confront difficulties/disagreements; the flexibility and simultaneous control of progress. |

b. The adoption of routines

| "Where to from here?" | Facilitators taking stock of progress; the deliberate use of checkpoints for staff to be kept informed of progress and checkouts for staff to express their understanding of the progress. |
| "Here we are again." | The regularity of weekly meetings; planned staff meetings; meeting formats developed around seating in circles and professional conversation development. |

c. Recognition of the benefits of creativity

"We need your creativity."	Acknowledgement of an individual's contributions to the stimulus of activities.
"Maybe we could get people to do an ideal lesson." And "Maybe if we put a doodle board in the staffroom with lots of coloured markers, paints, etc."	Energy to stimulate the varying styles of expression.

d. A heightened sense of inclusivity

"Is that okay with everyone?"	Recognition of individual differences and sensitivities before moving on.
"Let's crosscheck this with how these words would be used in conversations with all members of the community."	Acknowledgement of all involved; individuals and community simultaneously.

This was an attempt to identify the characteristics of shared meaning making at Gum View State School. However, it was then necessary to focus on the professional learning processes that the participants had used in their shared meaning making.

It was important to make explicit my recognition of the professional learning processes which had emerged during my time of observations and conversations with the participants, but it was emphasised that these professional learning processes were those of just one case study. To this end I paraphrased the comments of the participants as they had shared during our co-constructed conversations, and identified a set of professional learning processes that captured the essence of how the participants had engaged in the making of shared meaning. With evidence from the case study data, accompanied by my interpretation, these professional learning processes were described in Chart 3.

Chart 3   Evidence and description of professional learning processes at Gum View State School

• learning specific skills of professional conversation	
"I suppose IDEAS offers that skill building. That's what it is, isn't it? Skill building with trust." (Gum View State School participant during the focused-reflection session, 9 December 2004) "I found some of the times when there was disagreement was [*sic*] actually the most	Comments such as these seemed to emphasise the importance of learning certain skills that enabled the capacity for contextual development, in particular refining the complexities of professional

productive. When we actually discussed some of those vision statements and we had people talking, giving their points of view." (Episode 5)	conversation and developing a local language.

• planning and reviewing to keep the process on track	
"Maybe it's good for this group to keep cross-linking and ensuring that the process is taking us where we want to be." (Episode 2) "It will be important to test each statement against the criteria, rank them, look for word alignment, and realise that there should be a consensus." (Episode 5)	There were many such comments that indicated a deliberate sense of keeping the process alive, building on the success of previous activity with a deliberate effort to maintaining momentum, and planning the way forward.

• exploring and experimenting	
"get groups to refine what they mean by their statement . . . after dinner do a synthesizing exercise of smaller groups cross referencing into larger groups." (Episode 3) "we'll need to have some small group work to tease out what some of these statements mean." (Episode 3) Noreen often led activities that invited individuals to express themselves through the creative inspiration of sensory perception. (Participant observer's interpretation, Episode 4)	There were many instances of exploration and experimentation that prompted creativity through the use of imagery and language. There were also times for dreaming without apparent regard for a preconceived answer or plan.

• developing the notion of 'ours'	
"it was about people in the group sort of saying 'no, this is not your decision, it's actually ours and we don't want to make it now, so just back off'". (Episode 4) "I'm finally realising that I have a place to belong. I don't feel I have to be something/someone that is not me. I'm closer to feeling that my personal and professional life is nearly one. I'm feeling a great deal of trust in the community." (Episode 5)	Comments such as these evoked a strong sense of ownership: a belonging to the community and a sense of knowing who they were. Such a state appeared to emerge from high levels of commitment to engaging and valuing all people with an appreciation for parallelism – a sense of moving in the same direction whilst simultaneously valuing the different roles and responsibilities of all.

• exercising inclusivity	
"I think we need to draw staff and parents into the process done tonight; talk about pedagogy; and link it to a vision." (Episode 1) "capacity building with a large group of people coming up with all their different views . . . wider conversation instead of people just going through the niceties of discussion." (Episode 2) "I think we're all learning from each other. By valuing other people's opinions you're not learning from one person up the front, we're all learning from each other, and that's taken us to where we are now." (Episode 7)	These comments were indicative of the respect and trust that developed throughout the process. It would appear that such comments also indicated a high level of acknowledgement by the participants as the nature of the way the group worked. Other demonstrations of this broad sense of inclusivity were demonstrated by the physical layout of circled seating at meetings, the appreciation of peoples' efforts and the transparency of the ISMT's work.

5.3.2 *How significant new meaning evolved at Horizon Campus*

As outlined in the previous chapter, the IDEAS process at Horizon Campus was most appropriately presented in episodes that depicted a chunking of events or happenings of similarities, rather than as a strictly organised sequence of events. It was this level of complexity that held my attention and fascination with the process at Horizon Campus, and presented the challenge as to how to represent the process most accurately. I was continually amazed at how well the ISMT managed to keep a big picture of the process in view and yet contended with the difficulties presented when the apparent linear direction of the *ideas* phases was interrupted. For instance, Episode 3 represented the extended time it took for the vision to be decided. Yet simultaneously the ISMT managed to keep the process alive during the *envisioning* phase (refer to chapter 2, section 2.3.2, IDEAS - a knowledge creation process) with the use of strategic tools for engagement, such as the Language Triggers, that began to interrogate the pedagogical issues (refer to Episode 4).

In the following quotation provided as a link from the focused-reflection session to a later stage of researcher/participant co-construction, it appeared that the participants recognised this complexity, but might also have recognised the benefits of their reflectiveness.

> [I was] quite amazed to hear myself and others speak of things then [during the focused-reflection session] that I have since thought were great realisations we have reached this year, eg. the notion that our "workshop" giving days are over and we need to now use focused conversations and other protocols for work with the whole staff. I'm not sure what this means for "shared meanings" except that perhaps we need to frequently revisit and re-share the understandings that we reach as a group at different junctions - that, in fact, a meaning may emerge at one point, like late last year, and be forgotten by the group until it is really crucial at a different time. (Horizon Campus participant, March 2005)

Throughout my time of engagement with the Horizon Campus ISMT I was continually intrigued by the manner in which the participants developed and strengthened their resolve to progress the *ideas* process (refer to chapter 2, section 2.3.2, IDEAS - a knowledge creation process). Their regular weekly meetings and

familiar brand of humour that emerged as an important element of their relationship building were a consistency amongst themselves that kept the process buoyant.

> I think one can't under-estimate the power of a group of people having fun with the work of IDEAS and the energy that comes from working together with good humour and patience with each other. (Horizon Campus participant, March 2005)

The process seemed to evolve in spite of some quite difficult times of staff resistance: "there's too many individuals in this school to ever tell them they can't do anything because they'll go and do it anyway . . . passive aggressors. . . . hopefully [what they choose to do] will come within that frame [the IDEAS process]" (Horizon Campus participant during the focused-reflection session, 8 December 2004). As I listened to their reflection on the year's events and heard comments such as, "I think that's been part of the ongoing debate here all the time… just redefining 'we don't give up on this thing' ", the ISMT's self adopted motto, *crash or crash through*, was a living reminder of their resolve to be persistent.

On the one hand, it might have appeared that the ISMT was portraying a determination to progress the process in spite of some resistance.

> Mary: I can remember making it clear that we didn't want what did happen – sort of like a *fait accompli*.
>
> Jill: I don't remember the meeting that way.
>
> Rory: I thought that we'd come to a consensus.
>
> Joe: There is a dissonance between the two. The perception of the whole staff is that the ISMT is pushing. (Refer to Episode 3 during one extended ISMT meeting that started with some indication that the vision statement had been decided.)

However, it was also clear that the differences amongst the staff were frequently acknowledged: "we did agree to work with it, so let's move forward. How do we move this?" (ISMT facilitator in response to the above dialogue in Episode 3). And later, in recognition of a specific activity to which a particular staff member took offence, one of the ISMT facilitators admitted that: "I am alert to objections and

more capable than previously of balancing them against the overall benefits of IDEAS" (refer to Episode 3).

Further evidence of the ISMT's increasing awareness of the need to acknowledge all dimensions of diversity within the school community was represented in Episode 4. In response to how the vision was to be embedded in the pedagogy, there was clear indication of what needed to be addressed as demonstrated in the feedback provided by the staff.

- o Learning has to mean giving students the basic grounding, based on the fact that a large number of our students come from dysfunctional families.
- o With the teamwork and togetherness, if we are to help the kids we've got to work as a team too.
- o If we're talking about together there's a deficit in the lack of parent involvement, so what can we do?
- o We underestimate how the peer power of the less advantaged or negative students influences the more positive ones. (Refer to Episode 4)

Then a strong sense of the learning community (Andrews & Lewis, 2002) emerged, with particular acknowledgement of how students needed to be involved.

Rory: What we've got here is a summary of the themes that seem to be emerging from the work we've done with the staff.

Barb: But is it recognizing what the kids are saying?

Mary: Kids have to know what the statements mean too. (Refer to Episode 5)

As I pondered what it was that had captured the enthusiasm and energy of this highly reflective team, I was reminded of the ISMT's contribution to this quandary as it appeared in Episode 5.

We've become a lot better at realising we need to take this [tolerance of others' opinions] into account, and people will react knowing that you include them just as a matter of the way you do things. I just think we've become basically more sensitive and those who are resistant have become

more tolerant of the changes that have been made. (Horizon Campus participant, 8 December 2004)

One might have suggested that the ISMT had heeded the advice of Ellinor and Gerard (1998) with their use of dialogue to "explore what is important and what needs the focus of our attention. We move more directly towards desired results" (p. 7). What was emerging was something akin to *the way we do it here* with "a deep understanding of the spirit, purpose, and meaning of the human experience" (Bolman & Deal, 1995, p. 8), and so the *Crash or crash through* expression became a common occurrence in relation to describing or explaining life in the Horizon Campus community.

Persistence and *inclusivity* emerged as the backbone of the Horizon Campus ISMT, and yet without a third component this process might have passed as just another attempted project. The facilitators recalled the cries of colleagues "how many times have we got involved in other things? It doesn't feel like we got to finish them" - and reflected on the importance of applying the IDEAS process in a practical and *purposeful* way. As represented in the introduction of the Horizon Campus case study bricolage of the previous chapter, members of the school community needed to be convinced that it was not just another project.

> It was very timely to be able to say here's a way forward that's going to give us direction and a single campus way of doing it. Basically people [the staff] said "we want our own" and "if we're going to do this, we want to do it this way". (Horizon Campus participant, December 2004)

Similarly, in Exhibit 6 of Episode 1 the usefulness of the process was emphasised in the creation of criteria using the four identified values - teamwork, seeking opportunities, meeting challenges and success and recognition, in relation to a number of practical applications. And further evidence of this recognition of the practical and purposeful characteristic occurred during the final reflection session when the facilitators strove to explain just how the teachers had been encouraged to engage with the IDEAS process.

Sue: What I think [the IDEAS process] does do is. . .even the way the teachers experience it or then talk about it with the kids should fit ideally in that frame [reference to the recognised school vision and values]. So you're not really doing anything that you were not going to do before anyway.

Rory: I think that's what it does. . .it gives that common language and it asks people to justify things. I think that's its strength. (Horizon Campus participants, 8 December 2004)

Focused on what was emerging as the *Crash or Crash Through* approach, I presented a model in Figure 9 to depict how the teachers were together making shared pedagogical meaning at Horizon Campus.

Figure 9   The "Crash or Crash Through" model

INCLUSIVENESS

RELATIONSHIP BUILDING *through dialogue, reflection and humour.*

STRATEGIC PROGRESS *through language triggers*

CRASH OR CRASH THROUGH

PURPOSEFULNESS

PERSISTENCE

REFINEMENT *through distillation*
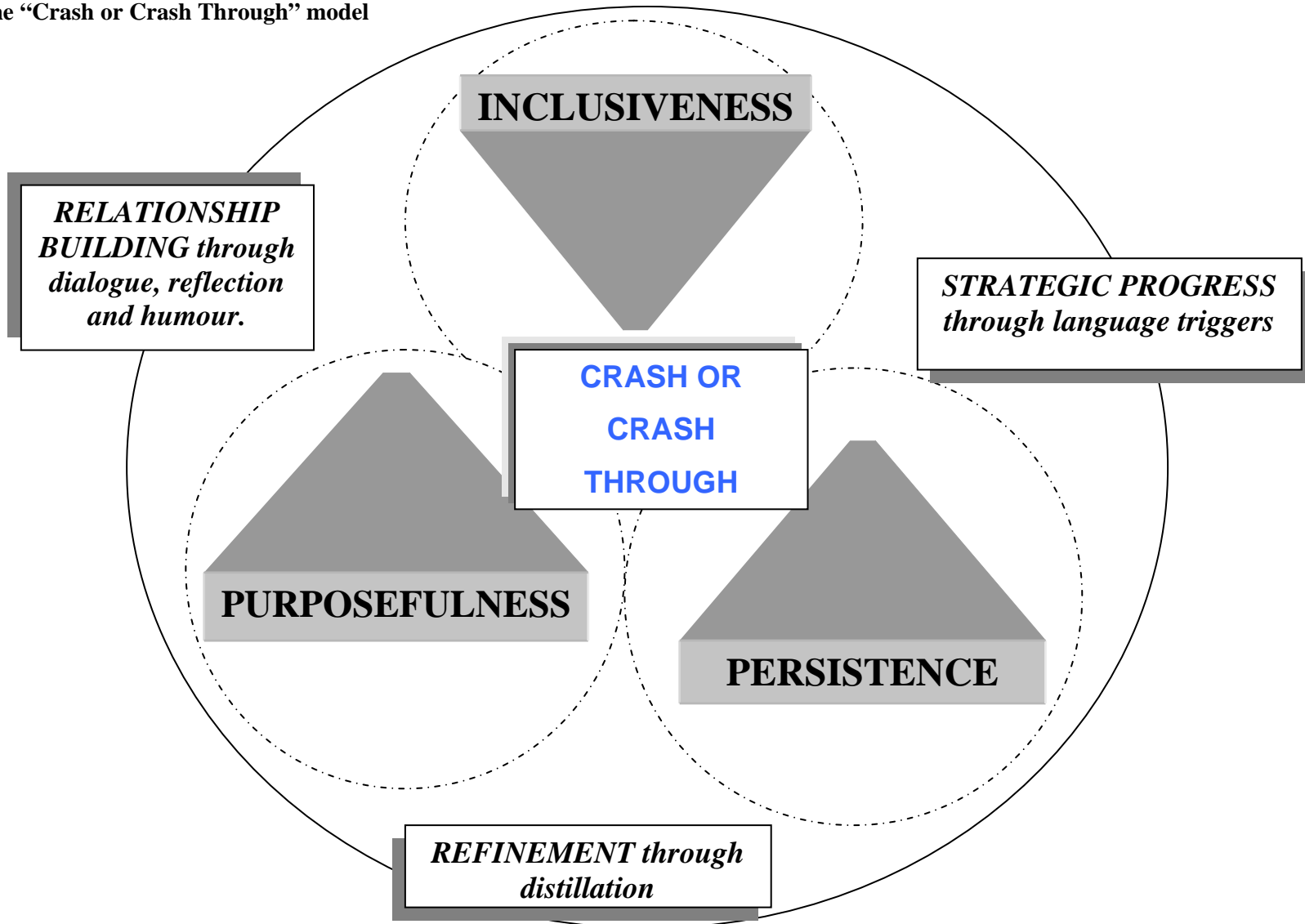
Validity of this representation was supported by earlier reference to instances of persistence, inclusiveness and purposefulness, with notable use of dialogue and reflection through distillation to refine an agreed understanding, language triggers to clarify the process and humour in support of relationship building. The inner circles embody the strength of each characteristic and yet invite the observer to envisage the three-dimensional fluidity of the diagram as the circles might be imagined simultaneously rotating and overlapping within the outer circle of the whole school context. In total this model reflected the high degree of engagement and resilience that had become apparent at Horizon Campus.

Having developed the *Crash or Crash Through* model I then considered it appropriate to share my analysis with the participants with an invitation to reflect and co-construct meaning as to how teachers together make significant new pedagogical meaning. Four participants responded to this invitation and generously shared their reflections that have further enhanced my interpreted understandings in a co-constructed manner (Erwee & Conway, 2006). Amongst their references to the appreciation for individual strengths, interest and passions, philosophical differences, and varying energy levels one participant presented a worthy summary.

> For the ISMT, shared meaning means a lot of talking, revisiting, refining, distilling, interpreting, being vulnerable, being prepared to wear criticism (from less supportive staff members who don't have our vision for the potential in IDEAS), growing, acknowledging that we are still on a path with a long way to go, laughing instead of crying when it gets hard, accepting with gratitude constructive criticism and really benefiting from it. (Horizon Campus participant, May 2005)

As I continued to converse with the participants my appreciation of their language and meaning grew with recognition of how they were making meaning of the process and its outcomes. Thus, it seemed appropriate that I attempted to represent how teachers of the Horizon Campus were together forming pedagogical meaning by attributing their language, as represented in the case study bricolage, to the recognised characteristics of the *Crash or Crash Through* model. These characteristics appeared to be evidenced throughout the process as a pervading sense of persistence, inclusiveness and purposefulness as presented in Chart 4.

Chart 4   Description of characteristics and evidence of shared meaning-making at Horizon Campus

a) Persistence

"We don't give up."	A frequent expression in relation to both the students and their potential achievements, and the staff and their professional development.
"Not much left that's unreflected"	Constant dialogue and reflection both observed by the researcher and acknowledged by the participants.
"Crash or crash through"	The self-adopted motto of the ISMT – a sense of keeping the process going or else losing it.

b) Inclusiveness

"It needs more kid talk."	In recognition of inclusivity of community membership; transparency of process; locally developed language.
"This school, these kids and my role as a teacher here."	In relation to a question about what keeps a teacher committed to their work, often in spite of and despite difficulties.

c) Purposefulness

"Very clear pathways."	Frequent definition of timelines; revisiting and reflection of successful activities.
"What's good that works in common - that is, from the Business to Home Economics to English?"	Alignment across all departments in relation to the suitability of the vision statement.

As with the previous case study, this attempt to characterise the making of shared meaning at Horizon Campus was difficult to grasp without an appreciation of the way in which it had occurred. Thus, it was necessary to focus on the professional learning processes that the participants had used in their shared meaning making.

As with the Gum View case study, it was important to make explicit my recognition of the professional learning processes which had emerged during my time of observations and conversations with the participants, but it was emphasised that these professional learning processes were those of just one case study. Similarly, I paraphrased the comments of the participants as they had shared during our co-constructed conversations, and identified a set of professional learning processes that captured the essence of how the participants had engaged in the making of shared

meaning. With evidence from the case study data, accompanied by my

interpretation, these professional learning processes were described in Chart 5.

Chart 5 **Evidence and description of professional learning processes at Horizon Campus**

• planning and implementing practical and purposeful activities	
"From the photocard activity we've drawn out some threads of commonality across the lists of words and phrases, and these are now displayed in bubbles around the history trail alongside the DI results and report card in the staffroom." (Episode 1) "So what now? I guess we should be asking questions like, 'what is Horizon Campus all about?', 'what do you think Horizon Campus should look like in 3-5 years time?' and 'what is the teaching and learning like at Horizon Campus?' . . . developing an activity for a whole staff meeting that allows staff to address these questions and come up with a possible vision." (Episode 3)	Comments such as these illustrated the ISMT's vigilance of their facilitative role in eliciting wider meaning from the school community. They were constantly planning and implementing relevant activities with explicit detail and openness to new meanings emerging at different times from different sectors of the school community.
• recognizing the wider group on staff	
"We are a large group, so that might slow the process, but it's important that we spread more effectively throughout the school. Our DI results show that we don't know who we are, we don't work similarly, and students don't see pride and collegiality amongst the staff." (Episode 2) "We've become a lot better at realising we need to take this [tolerance of others' opinions] into account, and people will react knowing that you include them just as a matter of the way you do things." (Episode 5) "So many people do say different things from different perspectives or have different ways of doing things. If we didn't have that professional-type conversation happening we'd just be sort of going down one idealistic way. I think people like adding their bits and pieces, arguing and debating and then knowing that they're being listened to." (Episode 5) "But is it recognising what the kids are saying. Kids have to know what the statements mean too." (Episode 5)	There were numerous examples of comments demonstrating sensitivity to the diversity of a large community. The capacity to hear the voices of others with tolerance and empathy, listen to the voices of the students and acknowledge the different personalities and roles was a constant part of the ISMT's facilitation.
• being prepared to reflect, revisit and review understandings with a view to the future	
"Should it be learning together with more kids' language? I can remember making it clear that we didn't want what did happen – sort of like a *fait accompli*." (Episode 2)	There were many instances that demonstrated the ISMT's sense of justice in attempting to be sure that the making

"I thought that we'd come to a consensus." "There is a dissonance between the two. The perception of the whole staff is that the ISMT is pushing." "We did agree to work with it, so let's move forward. How do we move this?" (Episode 3) "It is not the changes we've made to our curriculum or our studies program that we need to adjust. We need to start working on how we do it in the light of the vision." (Episode 3) "It is important that we proceed at this stage of the year, so that we have our SWP in place ready for working with it next year." (Episode 5)	of shared meaning was embraced by all. Comments such as these to the left portrayed acknowledgement of the struggle to uphold a balance of opinions and emotions without losing sight of the way forward.

• acknowledging and supporting the emergence of a "common language"	
"It's a bonding process. . . . There's a sort of common language developing. . . . It's a new way of behaving." (Episode 2) "And that's where I think we've got that strong sense of sticking at it. You know, like 'we're not going to give up on you'. It's something to do with the language that we use to portray 'we believe in you and we're not giving up because we know you can'." (Episode 2) "We increasingly tend to use the Vision, Values and Schoolwide Pedagogy statements to discuss purpose and to explain evaluations. We don't necessarily have a common definition of each word and phrase but they are becoming local jargon. I think that's what it [the IDEAS process] does … it gives that common language and it asks people to justify things." (Episode 4)	These comments indicated a sense of ownership around the development of language that expressed and supported the school's vision and schoolwide pedagogy – something that was meaningfully shared amongst all. The ISMT participants appeared to be acutely aware of the importance of developing a sense of local or common language in order to progress the making of shared meaning.

• fostering a climate of good humour	
The level of animated conversation and laughter amongst this group would seem to indicate trusting relationships. It was interesting to note how well individuals kept listening and then challenging each other with different viewpoints. (Participant observer's interpretation, Episode 2) "We could have just worn them down." [*Laughter*] "To a certain extent I think that's a part of it, yes. But that wearing down is that idea of saying 'there's no point in purposeless resistance' . . . Like we all have this thing with our kids when we have to constantly say to them 'we're not giving up on you, because you're too ready to give up on yourself' and I almost feel like that with us sometimes. You have to keep saying 'nope, we're doing this and it's hard work' and it's the *crash or crash through* kind. (Episode 3)	Comments such as these were peppered throughout the time of data collection at Horizon Campus as the ISMT developed ways of coping with and acknowledging differences and periods of difficulty.

5.3.3 Brief summary of the case studies' findings

A brief summary of the findings from each of the case study schools suggested that school communities have the capacity to create a new way of working and developing in a collaborative learning process. The tables and figures of the previous sections in this chapter brought together an understanding of how teachers had engaged in the making of shared meaning during the facilitation of the IDEAS process.

However, this analysis also highlighted the significance of the shared meaning in each case study as being unique to the community in which it was developed. There was a pervading sense of ownership and clarity of purpose for the specific setting. The outcome of analysing shared meaning making in each of the case studies of this study placed an emphasis on the importance of *significant new meaning*. In this sense significant new meaning as the result of teachers' engagement in a process of pedagogical knowledge formation reflects the collaborative knowledge formation process important to the participants in each case study. It has special consequence for each case study with a newness that has been brought into being from within the context of its making.

As illustrated in the previous sections of this chapter there were numerous instances and artefacts representative of significant new meaning in each of the case study schools. The Values and the Vision statement in each of the case studies (see Chapter 4, Gum View State School case study bricolage, Episode 1, Episode 5; Chapter 4, Horizon Campus case study bricolage, Episode 1, Episode 3) and the Schoolwide Pedagogical statements of Horizon Campus (see Chapter 4, Horizon Campus case study bricolage, Episode 5) were artefacts of significant new meaning. Just as significant were numerous instances of ways in which the participants effectively facilitated the IDEAS process at their respective sites with outcomes of specifically relevant conceptual knowledge. It appeared that significant new meaning captured the dynamics of a collaborative learning community. Thus, recognition of significant new meaning as the result of knowledge formation in a collaborative learning community prompted the exploration of the dynamics of significant new meaning making in response to the first research question.

5.4   Response to Research Question One: The characteristics and professional learning processes of significant new meaning making

Emerging from the findings of the previous section was the dynamic manner in which each of the case study teams worked with the IDEAS process, resulting in different manifestations and co-constructed interpretations as to how communities engage in the process. Whereas the Gum View State School process unfolded through a sequence of managed events with a distinctive sense of an *It's Ours* labeling, the Horizon Campus process developed as a number of events simultaneously planned and interspersed to keep the holistic balance of *Crash or Crash Through*. As earlier explained in Chapter 4, each case study community had adopted and developed the IDEAS process simultaneously, but very distinctively, and with no comparison or consultation between the two ISMTs. Thus, the notion of shared meaning making shaped by and amongst many on a similar journey in the same process became a reality of significant new meaning in context.

5.4.1   *The characteristics of significant new meaning as the result of teachers' engagement in a process of pedagogical knowledge formation*

Using the findings of each case study school as presented in the previous section, this section of the study now proceeds with an interpretive response to the first part of research question one. As outlined in chapter 3 the findings are an interpretive response demonstrating constructed knowing and an insight "into the worlds of the study and the researcher's thinking and feeling" (Ely, Vinz, Downing, & Anzul, 1997, p. 48).

In spite of the diversities in each case study, it is my interpretation that sufficient evidence suggests a set of characteristics of significant new meaning is possible as presented in Chart 6. Following the figure is an explanation and an exemplar of each characteristic as it has emerged from the findings of the two case studies.

Chart 6   **The characteristics of significant new meaning**

> When teachers are engaged in a process of pedagogical knowledge formation **the characteristics of significant new meaning** are that it is:
> - **pedagogical**
> - **innovatory**
> - **conceptual**
> - **expressive**
> - **relational**
> - **celebratory**

Significant new meaning as the result of pedagogical knowledge formation is:

- *pedagogical;*

Throughout each of the case study bricolages it was apparent that the ISMT was constantly in search of how to make meaning and find new meaning as they inquired of one another and reflected on the meaningful understanding expressed by one another and amongst members of their school community. The development of purposeful and professional conversation was both implicit and explicit in each case study as the participants constantly worked with the notions and processes of making shared meaning and finding pedagogical ways of defining collective thinking and inquiry (Ironside, 2005; Isaacs, 1993, 1999). The case studies exemplified the participants' making of significant new meaning through their defining of the vision and schoolwide pedagogy in support of student achievement. This was particularly noticeable amongst the Gum View State School participants as they grappled with the development of their school Vision. Their level of questioning and activity exemplified how they created a vision of pedagogical significance in their school community. The following extracts from Episode 5 of the Gum View State School case study bricolage (Chapter 4) were strengthened by the participant observer's interpretations (in italics) providing some insight at the time.

      Is this going to be the one for the school?

      Yes, it's our responsibility to do it.

      Let's each write our own preferred statement and then share it with the group. I suggest that each person read their own statement and explain it if you want to.

There was lots of questioning and reaffirming dialogue and body gestures amongst the team members. Everyone seemed to be in tune with one another, but wanting to be sure that their understanding was the understanding of the team.

Here it is: Gum View State School: Creating a Beautiful Place to belong. Inspiring our future.

This statement inspires the notion of 'doing' words.
Let's test these two: a beautiful place OR creating a beautiful place.

It will be important to test each statement against the criteria, rank them, look for word alignment and realise that there should be a consensus.

It is also important to have a working statement. So, coming up with one statement, is this the way to do it? Let's crosscheck this with how these words would be used in conversations with all members of the community.

Although there was contention with certain words, this spurred the conversation to be more rigorous in the choice of words, and the process moved along with people taking turns to read the next statement and the group applying the criteria. It was a compelling mood around the table as people were taking turns, allowing silence and taking ownership of their comments in a very open and sharing way. There was lots of discussion about words and meanings; and time taken to be sure that people felt comfortable about moving on. It was interesting to notice how consistently the criterion was applied.

o *innovatory;*

In each of the case study bricolages there was evidence illustrating explicit acknowledgement of the range of creative and innovative ways that were used to engage individuals in the school revitalisation process. Several instances presented deliberate efforts to create activities that stimulated the engagement of all concerned, for as Senge, Cambron-McCabe, Lucan, Smith, Dutton and Kleiner (2000) state "in a stimulated environment … the creativity levels soar" (p. 113). Of further significance was the opportunity to create a flow that

revealed a new perspective (Csikszentmihalyi & Csikszentmihalyi, 1988) with "a common set of priorities, or shared set of values" (Gardner, Csikszentmihalyi, & Damon, 2001, p. 236). Of considerable evidence in each of the case studies was the recognition of reflective practice and creative expressions together with a kind of space for silence that permitted time for nourishment and extension of both the physical and the affective dimensions of creativity.

The Gum View State School participants exemplified authenticity in the creation of their school vision (extracts from Episode 4, Gum View State School case study bricolage, Chapter 4).

> I'm wondering where we should display the vision.
>
> . . . we need your creativity.
>
> So we get these personal pedagogies sheets out.
>
> And what about those things there? *(pointing to the staffroom displays of previous activities)*
>
> And I really like the feels, thinks, looks like thing.
>
> Perhaps we need to take a walk around everything.
>
> Sort of refresh.
>
> Put the Vision statement "in everyone's face".
>
> So what do we want people to pull out of this?
>
> What about some dot points under the vision words.
>
> What about the Y chart exercise for belong, inspire, grow?
>
> Everyone says they need to explore the words.

> *This was a very vocal meeting with everyone having their say and contributing to the planning for the events ahead. I think this group has a great group memory for tying and linking things together. The pace at which they worked to plan both the next staff meeting and then the dinner meeting was astounding. Is this some indication of what happens when there is a level of shared meaning? It certainly seems to produce a heightened level of enthusiasm, excitement and creativity.* (Participant observer's interpretations in Chapter 4, Gum View State School case study bricolage, Episode 4)

o   *conceptual*;

With respect to the process of knowledge formation, this characteristic is closest to representing a product of significant new meaning. It might be in the form of

tangible artefacts, such as the Vision statement of Gum View State School (see Chapter 4, Gum View State School case study bricolage, Episode 5) or the Schoolwide Pedagogical statements of Horizon Campus (see Chapter 4, Horizon Campus case study bricolage, Episode 5), that were produced as a result of the knowledge formation process. Simultaneously and usually with less evidence of reality was the representation of notions or ideas as the thoughts of individuals and the collective. The importance of artefacts as a means of visually representing a shared meaning could not be underestimated in appreciating the constructs of a vision, the values and the schoolwide pedagogy of the school-based professional learning community. However, the notion of knowledge formation as a conceptual artefact (Tillema & van der Westhuizen, 2006) was also evident in this study when teachers working together as a team became knowledge-productive learners in their work environment. An exemplar of this conceptual formation was amongst the participants' reflection of their journey in the IDEAS process as cited in the following extract together with the participant observer's interpretations (in italics) at the time of the happening from Episode 5 of the Horizon Campus case study bricolage in Chapter 4.

We've become a lot better at realising we need to take this [tolerance of others' opinions] into account, and people will react knowing that you include them just as a matter of the way you do things. I just think we've become basically more sensitive and those who are resistant have become more tolerant of the changes that have been made.

This statement conjured thoughts of a melting pot where all ingredients become individually unrecognisable, but I also considered that it was akin to the meeting of the waters into a bigger force. From this expression emerged the notion of 'distilling' as members of the ISMT worked at trying to be inclusive of all contributions to the meaning of the SWP.

So many people do say different things from different perspectives or have different ways of doing things. If we didn't have that professional-type conversation happening we'd just be sort of going down one idealistic way. I think people like adding their bits and pieces, arguing and debating and then knowing that they're being listened to and maybe not silly, but contributing to the process. I think that's good and that's important and they're going to get involved because of that.

The word 'distilling' emerged as the ISMT's description of how they managed to cope with the massive amount of data produced during activities about personal pedagogies. Documentation was made explicit and it certainly seemed to lead to an openness realized by a much larger circle of people who felt that their contribution had been acknowledged and valued.

o *expressive;*

This characteristic is probably the most diverse in definition of significant new meaning because of the range of different contexts that call for relevant expressions. Language and metaphors relevant to the vision and values of the context form the basis of meaningful expression. With reference to metaphors which may be represented in visuals, symbols or analogies, Lakoff and Johnson (1980) hold that they are a part of the way we perceive, think and act, and Sticht (1979) has described metaphors as "a tool for communication and thought . . . a way of extending our capacities, . . . for communication" (p. 475). There were many instances throughout each of the case study bricolages that illustrated how metaphor aided the shared meaning from perceptual to conceptual understanding. Similarly the power of language to shape perceptions of reality as shared meaning was evident throughout each case study. There was recognition of the role of visual images as agents of framing communication (Abraham & Messaris, 2000), attentiveness to teachers' narrative knowledge (Craig, 2001) and the art of thinking together.

Throughout each of the case study bricolages there were instances of creative expressions particularly during the formation of each Vision statement. For example, the Horizon Campus staff workshop (see Chapter 4, Horizon Campus case study bricolage, Episode 5) for the development of the school's vision resulted in several group reports:

Group 1:   "Creating innovative pathways to the stars" is the statement on this star trail to the giant star. You'll see that there is a value written on each point. This image is visually representative of the discussion that we had about community, success and diverse pedagogies.

Group 2: "Building the Future" or "Building for the Future" sitting over this pyramid sketch is the statement that best captures our discussion. We were talking a lot about rocks and foundations, and it has to be something that appeals to the kids.

At Gum View State School staff members were encouraged to discuss some of their best practice lessons and to offer a list of relative words and phrases that they interpreted as reflecting the vision statement (Chapter 4, Gum View State School case study bricolage, Episode 7). The Participant Observer's Interpretations (in italics) at the time were indicative of the range of expressions emerging from the experience of having created a school vision of pedagogical significance.

All of these comments were very explicitly pointing towards the importance of developing a schoolwide pedagogy, as the staff were clearly articulating that both they and the students are affected. It was very interesting then to hear the flow of conversation that moved into the creation of imagery. Individuals were sketching and others spoke as the formation of two images emerged. I could imagine that these images or morphings of them might have significance for the future development of their schoolwide pedagogy.

Sketchings of possible images:
An umbrella:
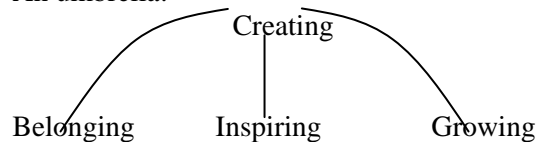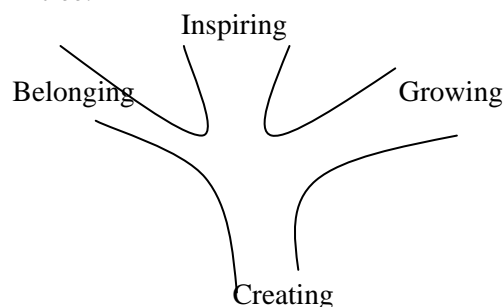
Creating

Belonging   Inspiring   Growing

A tree:

Inspiring

Belonging   Growing

Creating

As staff leave. Narelle, Tim, Phillip, Evan, and George linger around one table.

Narelle: Wow! that was great.

George: Yes, we seem to have something there.

Tim: Maybe we could get people to do 'an ideal lesson'.

Narelle: Yeh, and maybe if we put a
'doodle board' in the staffroom with lots of coloured markers, paints, etc. people
could start drawing and writing what makes the vision come alive for them.

o   *relational*;

Mutuality and collaborative individualism (Limerick, Cunnington, & Crowther,
2002) become a reality in the process of making shared meaning when shared
meaning is viewed from the vantage of being a critical ontology (Kincheloe &
McLaren, 2005).   In this way the participants were realising the importance of
making explicit a set of values and relationships that underpinned the process.
"It is a connection that shapes the identities of human beings and the nature of
the complex social fabric" (p. 320) and sees "collaborative individuals [as]
emancipated by discontinuity, empowered by knowledge, and driven by values. They
collaborate with others because they agree with their values and the joint mission, and
not because of their commitment to the organisation". (Limerick, Cunnington, &
Crowther, 2002, p. 111)

Throughout the data there was evidence of social networking that Bryk and
Schneider (2002) conceive as crucial for the development of relational trust: "an
organisational property in that its constitutive elements are socially defined in
the reciprocal exchanges among participants in a school community" (p. 22).
From the Gum View State School case study bricolage there was the
phenomenon of freely flowing conversation round the circle assembly as staff
reflected on how they had shared their personal pedagogies (see Chapter 4, Gum
View State School case study bricolage, Episode 5).

It's interesting that we have brought some common points together from our
individual perspectives.
We don't usually know what happens next door, and this has made me realise how
important and interesting it is to know what's going on in other classrooms.
Yes, it just encourages you to keep going with the good things you're doing.
We are all doing the same things and just don't realise it.
The future is we can build on this.

Sometimes you think 'they'll not take this into next year', ' they'll not get this at home', 'why bother?' but we need to bother because it really does affect the kids. This is a way of knowing what's going on in the rest of the school.

An extract from the Horizon Campus case study bricolage (see Chapter 4, Horizon Campus case study bricolage, Episode 2) illustrated the staff perception of the importance of relationships between staff and students when they worked with a shared understanding of pedagogical practice.

Lots of anecdotal conversation about learning experiences and in particular as they meet the learning needs of current students.

Mary: They're probably working with a whole different set of trivia to that of ours. Maybe we have to be aware of this.

Barb: I think too it's a learning styles thing. Some people remember trivia, but if it's not relevant who remembers it?

Conversation returns to the plethora of comments and more focus on the students' needs.

Mary: A lot of this talk about relationships etc is coming back to family and that is probably the basis of a lot of these comments.

Rory: Yeah, it's about them wanting to be recognised and yet not knowing how to build relationships.

Sue: And that's where I think we've got that strong sense of sticking at it. You know, like "we're not going to give up on you". It's something to do with the language that we use to portray "we believe in you and we're not giving up because we know you can".
Loretta: The thing that has changed for me in recent years is the fact that kids are looking for a significant adult in their lives outside the family, and it's the teacher that has the potential to be that significant adult.

Lots of anecdotal conversation about personal experiences with students and their lives. A call to return to the issue of finding the common themes.

Rory: There's lots of reference here about 'the real life has relevance' notion and that the range of teaching strategies include structure and skills, challenge and rigour. Relationships are significant. . .a whole lot of ones modeled by teachers based on familiarity and the togetherness. Is there any that really do stand out…?

Loretta: I think something we haven't looked at is the learning achievement and [how] success is celebrated.

Rory: That's where the links come. There's a lot of the recognition ones about kids saying "students value the recognition and success of learning goals" and "students feel nurtured and feel a sense of achievement through quiet recognition".

o *celebratory*.

Several instances throughout each of the case study bricolages illustrated the benefits of being engaged in something that had been shared by all involved. The routine meetings often acknowledged successful progress and there were several times at each site when a more deliberate form of celebration was planned. The importance of sharing this sense of achievement became apparent as an important acknowledgement of feeling good together and recognising an 'aha' moment at a specific learning juncture.

As noted in Episode 5 of the Gum View State School case study bricolage (Chapter 4), the staff planned to celebrate the launch of their Vision statement in two different ways:

> We could celebrate the launch of the vision during the last week of term with classroom activities of sharing and celebrating learning, involving the vision statement, perhaps a family picnic, and an IDEAS quilt.

Then at an evening dinner as I noted in the participant observer's interpretations in Episode 5, "It's as though the recent achievement of deciding on a Vision statement has infected the staff with high levels of excitement, creativity and willingness to be involved working together."

> - I'm closer to feeling that my personal and professional life is nearly one. I'm feeling a great deal of trust in the community.

- For the first time I can say I have a true sense of belonging, a true sense of respect, a true sense of courage of my own convictions.
- . . . this is the first time I've had a sense of belonging in any school, a really nice feeling.

This was a highly charged evening that one would imagine is going to be a strength for the next phase of the IDEAS process – developing the schoolwide pedagogy.
(Chapter 4, Gum View State School case study bricolage, Episode 5)

In contrast to the deliberate occasion for celebration, the Horizon Campus staff also displayed the celebratory characteristic of significant new meaning at the launch of their schoolwide pedagogical statements during a staff meeting.

Rory: It is important that we proceed at this stage of the year, so that we have our SWP in place ready for working with it next year.

Sue: There has been some great work done by everyone.

Rory: Mary, in her wisdom, earlier reinforced that we should move on.

Sue: And Jill has pointed out how we've tried to put meaning into how the staff statements have become a common language by providing opportunities for all to be involved.

There was an overwhelming sense of acknowledgement of the work of the ISMT and an embracing of something that obviously could be seen as the result of numerous contributions. It was akin to a mighty sigh of acceptance as I picked up on murmurings of "I like them", "mmm.. that's okay" or "yeah, this is it". (Chapter 4, Horizon Campus case study bricolage, Episode 5)

5.4.2   *The professional learning processes that appear to lead to the creation of significant new meaning*

Throughout the attempt to characterise significant new meaning it became evident that the product was the result of processes in which individuals were intellectually and psychologically engaged. The work of Limerick, Cunnington and Crowther (2002) was used to assist with an explanation of this study with recognition for greater emancipation of the actor rather than the variable (each individual is a

recognised part of the whole), the process rather than the structure (the dynamics of continuous meaning making take precedence) and contextualisation rather than universalism (meaning making is specific to the context). The notion of collaborative individualism stated as the "interdependence between individuals . . . [and stressing] . . . the need for individuals to work together with others towards a common vision and mission" (p. 102) became a greater reality. The notion of a new image of the professional teacher engaged in professional learning processes in support of shared meaning making was a significant new reality of this study. An environment of trust (Bryk & Schneider, 2003) and hope (Freire, 2004; Wrigley, 2003) was both the outcome of collaborative individualism and inherent in teachers' increased levels of confidence in and enthusiasm for their pedagogical practice. When process is defined as a systematic series of actions directed at some end, the professional learning processes that appeared to lead to the creation of significant new meaning were identified throughout the case study bricolages like the threads of a fabric. It was as though the distinctive colour and texture of each thread were vital to the appeal and function of the overall fabric. In this way the bricolage fabrics might be unravelled to reveal the threads, thus enabling the professional learning processes to be distinctively identified as presented in Chart 7.

Chart 7   **Professional learning processes in support of significant new meaning**

When teachers engage in a process of pedagogical knowledge formation, the making of significant new meaning is dependent on the professional learning processes of:
- **Recognising, valuing and engaging diversity;**
- **Forming relationships and seeking harmony of differences;**
- **Fostering a culture of trust and hope;**
- **Responding to the unexpected with resilience and persistence;** and
- **Planning and monitoring procedure.**

Following is an explanation of each professional learning process as it has emerged from the findings of the two case studies.

The professional learning processes that appear to lead to the making of significant new meaning are:

o   *Recognising, valuing and engaging diversity*;

This professional learning process presented the excitement of the unknown through the anomaly of a group of teachers taking on the leadership of a school revitalisation process. There was evidence of the participants in each case study recognising a range of differences amongst themselves and their colleagues in terms of how people think, reflect and respond.   Throughout each of the case study bricolages it was apparent that there were many times when the ISMT was in unchartered waters of school leadership, and yet was determined to value and engage newly recognised differences. One group expressed their determination by their self-proclaimed motto "crash or crash through". Their frequent need to meet, plan and reflect upon progress was probably indicative of what Bhindi (2003) refers to as creative leadership "derived from courage, imagination, and exploration" (p. 21) where it is not the preserve of a chosen few to lead, but instead the passion, commitment and energy of several. Episode 3 of the Gum View State School bricolage was one example of the passion and courage of the ISMT facilitators as they worked through a difficult situation with their new principal. This episode demonstrated recognition of a form of shared leadership (Frost & Roberts, 2004) with commitment to the value of teacher leadership. Then the first ISMT meeting of Episode 2 in the Horizon Campus bricolage exposed the struggle of the ISMT in accepting the perception of the wider staff cohort, and highlighted the need for "a sense of justice in the school workplace [as being] dependent on leader behaviour that is consistent with these principles . . . of choice, egalitarianism, and representativeness" (Hoy & Tarter, 2004, p. 253).

o   *Forming relationships and seeking harmony of differences;*

Each of the bricolages was a representation of the workings of a group of teachers who forged new relationships of support and encouragement in their working culture. An extract from Episode 3 of the Horizon Campus case study bricolage exemplified the personal maturity of individual skills in this new working culture: "I am alert to objections and more capable than previously of balancing them against the overall benefits of IDEAS".   Then in Episode 7 of the Gum View State School case study bricolage there was a recognition of the benefits of working together: "by valuing other people's opinions you're not

learning from one person up the front, we're all learning from each other, and that's taken us to where we are now".

As Ho (2003) explains people's states of mind affect thinking and creativity in group dynamics and there needs to be an understanding of how individual states of mind can affect the thinking and creativity of multiagency networking. The notion of feeling more *contained* when one is able to reflect and thus more able to stay or cope with uncertainty was certainly apparent in Episode 5 of the Gum View State School case study bricolage.

> I found some of the times when there was disagreement was [*sic*] actually the
> most productive. . . . capacity building with a large group of people coming
> up with all their different views and you end up with a better knowledge at
> the end of it because people have different ideas . . . a wider conversation
> instead of people just going through the niceties of discussion.

There emerged an appreciation of a language of achievement and concern in a culture of openness with a view that differences are helpful, and that perceptions and beliefs can be tested. In so doing teachers began to use their imagination and creativity to instil and enhance the value and worth of their work, thus liberating the possibility for change, innovation and creative space for the unexpected.

o *Fostering a culture of trust and hope;*

The words of one of the Gum View State School participants clearly highlighted the importance of this professional learning process: "I suppose IDEAS offers that skill building. That's what it is, isn't it? Skill building with trust" (Focused-reflection session, December 2004).

The notion of learning new skills pointed in the direction of new knowledge stemming from the proposition that "innovation is work rather than genius. It requires knowledge. It often requires ingenuity. And it requires focus" (Drucker, 2002, p. 102). Ironside (2005) draws on the manner in which personal knowledge might go unnoticed: "many teachers use interpretive pedagogies without being aware of their presence. These pedagogies were embedded, explicitly or implicitly, in many of the narrative accounts proffered by study

participants" (p. 5). It is this lack of awareness that focuses on the importance of acquiring reflective skills, and in particular critical reflective skills, that enable teachers to recognise, articulate and exercise confidently their pedagogical position.

Throughout the bricolage of each of the case studies there was evidence of specific skills being learned and continually implemented as a way of developing an environment of trust and hope amongst the staff. Bryk and Schneider (2003) refer to the benefits of relational trust that "reduces the sense of risk associated with change" (p. 43) where respect, personal regard, competence in core role responsibilities and personal integrity are essential.

o *Responding to the unexpected with resilience and persistence;*
Drucker (2002) says that innovation is "the effort to create purposeful, focused change" (p. 96), and presents "unexpected occurrences" as one of several areas of opportunity. Identification of this process is significant in the link with serendipity and creativity, and overall a commitment to the systematic practice of innovation.

There were many surprises for the participants in each of the case studies - surprises that were reason for celebration and others of disappointment. For example, Episode 2 of the Horizon Campus case study bricolage was charged with emotions from the heights of claiming that the Vision had been formed (refer to "We've got it!" on 31 May) to considerable doubt as to its suitability (refer to "Is this really the vision?" on 20 August) through to a relatively easy transition and wording of the final version (refer to "Finally a shared vision" on 18 October). However, there were instances of remarkable facilitation skills amongst the ISMT participants as they recognized the different states of mind, allowed space for creativity and innovation and time for emotions to be aired. This might also be referred to as the discourse of emotional practice in teaching where "resilience is determined by the *interaction* between the internal assets of the individual and the external environments" (Gu & Day, 2007, p. 1314, emphasis in original).

After the dizzy heights of celebrating the Vision at Gum View State School there were considerable doubt and confusion as to the next phase of progress, and then gradual recognition of the view ahead as the ISMT persisted with yet another strategy for whole staff engagement and innovation. Of significant note in each of these instances were the time and space allowed for openness and encouragement of communication and knowledge sharing as opposed to a culture of guarding and protecting. Indisputably, this was acceptance of the unexpected at its best. Serendipity was no longer the sideline surprise or the bonus; it was the valid outcome of a rigorous process in a culture of creativity and innovation. Serendipity requires the state of mind that anticipates the unexpected and embraces the existence of new knowledge in the very act of its making.

   o *Planning and monitoring procedure*.

Inherent in each of the case study bricolages of Chapter 4 was persistent reference by the ISMTs to planning for the next activity, to revisiting what had been accomplished and to reviewing the effect of outcomes on the journey ahead. There was evidence of constant monitoring of the process akin to the rudiments of action research (Carr & Kemmis, 1986; Ercetin, 2002), and yet more encompassing of a process that resisted focus on a particular outcome. In this way there was scope for the capacity of individuals to challenge the traditional and embrace the unexpected in relation to different ways of thinking and acting.

Overall, the above professional learning processes appeared to lead to the making of significant new meaning in the context of what teachers do when engaged in a process of pedagogical knowledge formation (see Figure 10).

Figure 10   Knowledge creation through school-based professional revitalisation: An explanatory framework
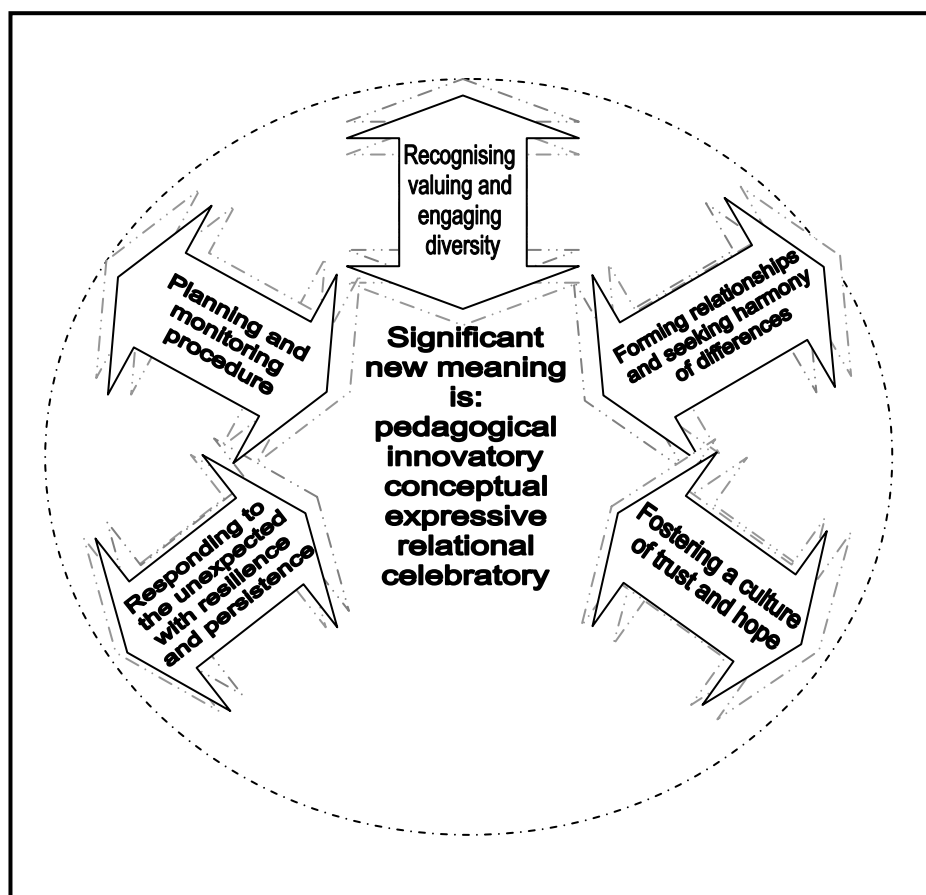
Although the framework presented an explanation of how teachers engaged in a knowledge creation process might make significant new meaning, I realised it lacked the dimension of heightened consciousness that was evident amongst the participants in each case study. A conceptual model of knowledge creation necessitated development in recognising the realisation of lived experience.

5.4.3   *Mutual acknowledgement of lived experience*

Throughout each of the case study bricolages there were illustrations of the benefits of being engaged in a professional learning process that had been the work of all who engaged in knowledge formation. The routine meetings at each case study school often acknowledged and celebrated successful progress and there were several times at each site when a more deliberate form of celebration was planned. Pervading each of the case study bricolages was evidence of a heightened sense of consciousness amongst the participants about their collaboration in the making of significant new meaning. Sharing this sense of achievement became apparent as an important part of

feeling good together with mutual acknowledgement of lived experience. Hence, this study has found that mutual acknowledgement of lived experience highlights the dynamics of knowledge creation through school-based professional revitalisation, which is illustrated in the enhanced explanatory framework of Figure 11.

Figure 11   **The dynamics of knowledge creation through school-based professional revitalisation: An explanatory framework**
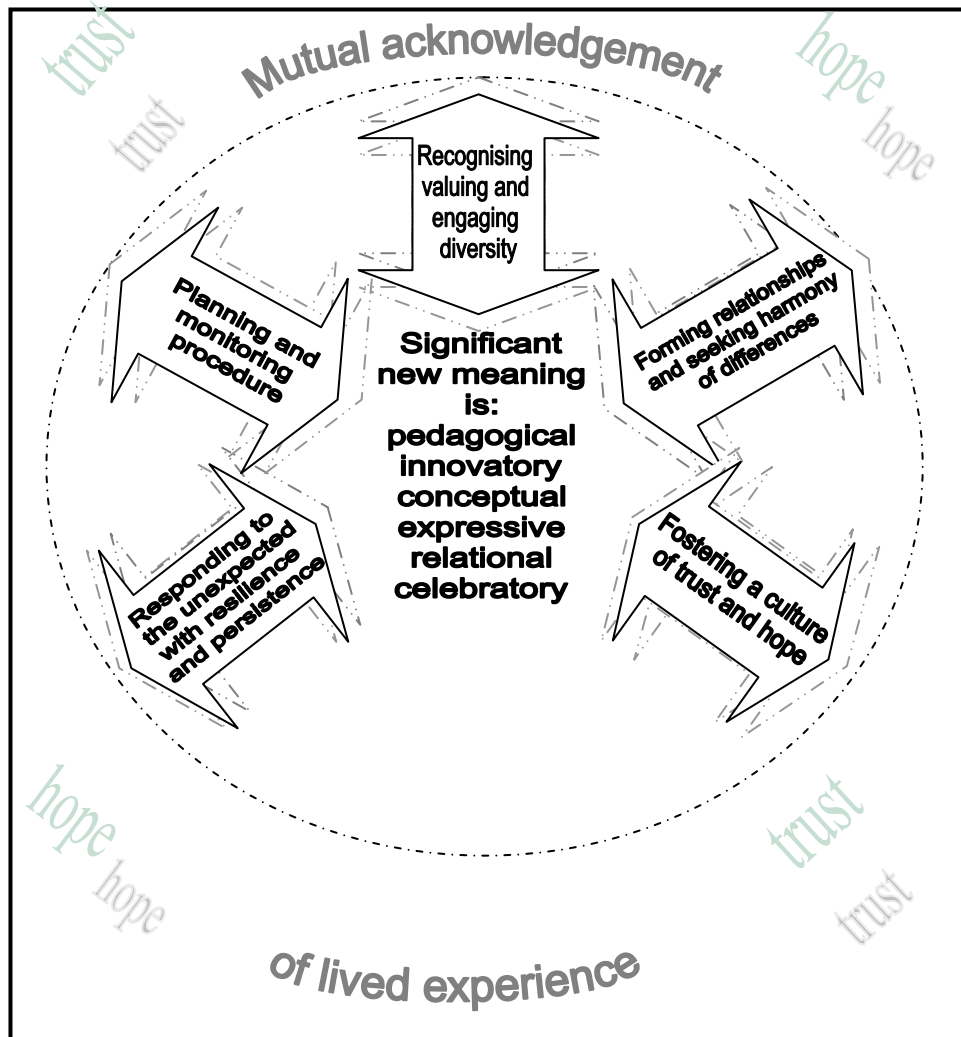
This explanatory framework illustrates a complex formation in which each school team engaged in the IDEAS process and acknowledged the specific setting of their school community. Furthermore, participants recognised their individual and collective experiences and interpretations and proclaimed their ownership of the process as they engaged in the making of significant new meaning. In the characteristics of significant new meaning and the supporting professional learning processes being determined, there was recognition of the mutual acknowledgement

of lived experience. Teachers identified their place, individually and collectively, in the vitality of their work beyond the realm of just their immediate personal teaching space. Overall, a culture of trust and hope had developed through a sense of belonging and leadership as a result of strength of purpose in a collaborative environment. It was this sense of trust and hope that crystallised a heightened sense of vitality and purposeful direction with the required resilience to sustain the energy.

The overwhelming core factor in each case study was the recognition and appreciation of lived experience. Lived experience for van Manen (1997) is an attempt to introduce and explicate a hermeneutic phenomenological approach to human science research and writing. As evidenced in the previous sections of this chapter, there were numerous instances of collaborative inquiry amongst the participants in each case study school finding ways of constructing meaningful, practical knowledge involving "phenomenological description and hermeneutic approaches to integrating lived experience" (Bray, Lee, Smith, & Yorks, 2000, p. 101). van Manen's (2002) notion of writing as an hermeneutic phenomenological research process contributes to the process of human understanding and there were several instances of participants' writings throughout the bricolages which suggested that the sustainability of significant new meaning lies in the creation of it (Senge *et al.*, 2000).

van Manen has been quoted (Patton, 2002) as referring to the *essence* of the experience of learning and the "significance of the experience in a fuller and deeper manner. [Thus] what is important to know is what people experience and how they interpret the world . . . [to] know what another person experiences is to experience the phenomenon as directly as possible for ourselves" (p. 106). School-based professional learning poses a definition for lived experience and from this study is presented as:

> **Lived experience in school-based professional learning occurs when members of an educational community seek both a heightened sense of purpose and personal and professional fulfilment. They develop a sense of resonance with one another and with a common vision that culminates in celebration of an 'aha' learning juncture of significant new meaning.**

Clarity of thought in response to this definition was previously blurred by my holistic interpretation of the entwined relationship of the characteristics and processes of significant new meaning making. This complication stemmed from a premise that any possible characterisation is a synthesis of the processes, and that any attempt to characterise needs an explanation of the specific processes that enable such characterisation to become apparent. However, my role as a participant observer offered the scope for sliding from one end of the participant observation continuum to the other. Depending on the level of participation versus the degree to which I was mainly an observer (Glesne & Peshkin, 1992), I was able to engage fully in or withdraw from frequent placement and interaction with the participants in each case study site. Finally, a construct for understanding the relationship between the characteristics and the professional learning processes of significant new meaning in a school-based professional community has been presented in Figure 11. This is an explanatory framework for the dynamics of significant knowledge creation through school-based professional revitalisation when the professional learning processes are integral to how teachers explicate their significant new meaning and simultaneously realise mutual acknowledgement of lived experience.

5.5   Chapter summary

This chapter has fathomed the complexity of the case studies and ultimately presented an explanation of how teachers engaged in a knowledge formation process make significant new meaning. The explanatory framework in Figure 11 is the collective response to the first research question of the study.

Research question 1
    a. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?
    b. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

Perhaps the task of defining the characteristics and naming the learning processes in response to the first research question seemed relatively simple. However, my recognition of lived experience with each of the case study schools during the period of data collection and then the presentation of the case study bricolages in chapter 4

gave me reason to be increasingly wary of such simplicity. At the point of commencing the data analysis and interpretation of this chapter I could not have imagined being able to untangle the characteristics of significant new meaning and the professional learning processes that appeared to lead to the creation of significant new meaning.

Each case study is treasured for what it reveals in terms of how the participants worked with the school revitalisation process of IDEAS in the making of significant new meaning of pedagogical formation. Simultaneously, each case study has illustrated the unique complexity of the contextual knowledge formation process as integral to the realisation of lived experience in a school-based professional learning community. Participants were engaged in a unique experience of recognising the complexity of making significant new meaning of their pedagogical work for the enhancement of student achievement in schools. This chapter has highlighted the importance of teachers collaboratively taking charge of their personal professional development. In this way the emergence of a new image of the professional teacher is realised as one who collaboratively works confidently and creatively in recognition of responsibility for their part in the whole.

The conclusion of this chapter is that lived experience occurs when the professional learning community is engaged in a dynamic process of knowledge creation in school-based professional revitalisation. The next research question in this dissertation queries the possibility of there being varied insights into this complexity when viewed through the lenses of a range of ideological perspectives.

CHAPTER 6: FURTHER INTERPRETATION - A MULTIPERSPECTIVE VIEW OF THE DYNAMICS OF SIGNIFICANT KNOWLEDGE CREATION

6.1   Introduction

In the previous chapter, Chapter 5, the concept of significant new meaning was defined and the professional learning processes that appear to lead to the creation of significant new meaning were conceptualised. This concept and its processes emanated from the findings of the two case study bricolages and were then illustrated in the development of an explanatory framework in acknowledgement of lived experience. The explanatory framework illustrates the complex interrelationship between the characteristics of significant new meaning and the learning processes that appear to lead to its making in a process of pedagogical knowledge formation.

Because of the contested nature of knowledge (Nonaka & Toyama, 2003; Patriotta, 2004; Starkey, Tempest, & McKinlay, 2004; Tillema & van der Westhuizen, 2006) and in recognition of the ideological basis of knowledge creation it was considered important to analyse the ideology of lived experience in the two case study schools, in particular, to examine how different ideological perspectives might reflect a range of interpretations and understandings of lived experience. Thus this chapter is principally a response to research question two.

Research question 2

> What insights emerge when these processes are explored from different
> ideological perspectives?

The approach taken in the preparation of the response to research question two, as described in Chapter 3, was as follows:
- adoption of the Habermasian theory of knowledge-constitutive interests
- statement of the criteria for each ideological perspective
- evidence available in each case study
- determination as to whether the evidence warranted this perspective
- acknowledgement of my personal perspective

This chapter presents a further analysis of the case study data in recognition of the organic and dynamic nature of a complex formation.

6.2   Preparing for a multiperspective view

Being human implies some diversity of perspective, and in particular this study recognised diversity in relation to how teachers think and act both individually and collectively. There is the question of ideology. In other words, through what lens of ideology is meaning constructed? Whose interest is represented? It is inevitable that whatever the interpretation it will be through the eyes of one who holds a particular view of the world. Each viewer framed by the ontological and epistemological construct of a specific ideology will interpret the data in a particular way. Each perspective forms a different lens through which a different interpretation might be formed, and indeed, the data of this study could be the stage for the casting of a number of ideological perspectives. However, for the purposes of this study three perspectives were selected - Hermeneutic Phenomenology, Critical Reflection and Orgmindfulness - and intended as a means of providing a spectrum of viewpoints that together enrich an understanding of collaborative meaning making.

Each of the case study bricolages of this study could be the subject for a number of different inquiries. Each inquiry, using a different ideological perspective, might ultimately present a viewpoint haloed by the proponents of that particular perspective and simultaneously condemned by its opponents. In other words, there would be differences of opinion about the whole case study depending on the single course of direction, and thus a number of inquiries resulting in different outcomes could flow from the one set of data. I contend that, if the line of only one particular perspective were taken, there would be a resulting ignorance of the overall connectedness and complexity of the data source of this study, and it was from this stance that a response to the second research question attempted to quell the potential fracture of such rich data. With a range of emergent insights it was envisaged that there would be a greater understanding and appreciation of the professional learning processes.

For the purposes of this study, caution must be exercised in prematurely supposing a methodological approach that could be the antithesis of an attempt to understand how teachers work towards and within an environment of collectivity. It was not the

intention of this study to present a comprehensive analysis based on just one perspective. Rather, the dynamism that exists in the data was appreciated by focusing on each specific perspective analysis in turn, whilst being simultaneously aware of the view from other perspectives. The three perspectives chosen formed an attempt to illustrate a range of perspectives in strengthening the importance of multidimensional analysis. This multidimensional perspective approach is highly reflective of my worldview as I subscribe to the importance of a wide ranging viewpoint in an attempt to acknowledge all possible conclusions.

Given the ontological history and tradition of each chosen ideological perspective, each of the three perspectives was used as a lens through which to view the big picture of the lived experience. Simultaneously, the ideological perspectives were used to reveal new insights that arguably would not have emerged had a single analytical methodological approach been used. Each perspective revealed insights contributing to the overall understanding of how teachers engaged in a process of knowledge formation made significant new meaning. To assist in this analysis each perspective was introduced within the framework of Habermas's knowledge constitutive-interests (Carr & Kemmis, 1986) and supported by discussions of instances from the case study bricolages.

6.3   A Habermasian framing of the multiperspective analysis

The Habermas theory of knowledge-constitutive interests (Carr & Kemmis, 1986, pp. 4-5) was adopted as the frame from which to apply the multiperspective view of the data (see Chart 8). However, for the analysis of the data in this study, the concepts of each of Habermas's knowledge-constitutive interests were outlined and clarified through the lenses of the perspectives - Hermeneutic Phenomenology, Critical Reflection and Orgmindfulness - as introduced in Chapter 2. In the following analysis each of these perspectives has an affiliation with one of the knowledge-constitutive interests of Habermas's theory.

Chart 8   **A summary of contemporary educational perspectives**

Habermas's knowledge-constitutive interests	**Emancipatory (through the medium of power)**	**Practical (through the medium of language)**	**Technical (through the medium of work)**
The affiliated perspectives	**Critical Reflection (Mezirow, Freire, Smyth, Bates)**	**Hermeneutic Phenomenology (van Manen, Ricoeur)**	**Orgmindfulness (Liang, Evers & Lakomski, Hoy, Caldwell)**
Concepts upon which the analysis is based	Knowledge is realised through consciousness raising. Knowledge recognises and questions the barriers of power and privilege. Knowledge is built on the struggle for justice.	Knowledge is based on the lived experience. Knowledge is emic in nature. Knowledge is based on the development of a shared language. Knowledge emerges through interpretive reflection.	Knowledge is structured, ordered and logical. Knowledge is founded on the balance between order and chaos. Knowledge is of a collective and adaptive nature.

In particular, the concepts of each perspective were used to analyse the data of this study with the intention of highlighting how a multiperspective view might inform an enhanced understanding of how teachers make shared pedagogical meaning when engaged in a process of school revitalisation. Thus, for each of the perspectives the analysis of the study was based on a set of guiding questions intended as analytical tools for viewing how the teachers together made shared pedagogical meaning.

Habermas's (1991) theory of communicative action provided a sound approach for critical theory analysis in this study, where the focus was on how the participants reflect on their social action in relation to the ethics of communication. The narrative and thus the language of the participants, were crucial to this study. In this way the Habermas essay "What is Universal Pragmatics?" (Habermas, 1979, 2001) which argues the place of language and speech as emancipatory agents for a hermeneutic society, framed the critical reflection perspective of this study and the perspective of phenomenology. As Carr and Kemmis (1986) state "educational theory must accept the need to employ the interpretive categories of teachers" and "self-understandings

of educational practitioners" (p. 129). There must be "the central task of emancipating people from the positivist 'domination of thought' through their own understandings and actions" (p. 130).

6.4   Critical reflection

Critical reflection is integral to meaning making and in this study was heavily dependent on the stories as presented in the case study bricolages of chapter 4. The meaning making was not the mere telling of the story, but a critical reflection of what the story was saying through the use of the participants' language in their specific roles. In particular, there was a focus on how the participants were seeing themselves in the story by "interpreting the unfamiliar" (Mezirow & Associates, 1991, p. 9) through consciousness raising and seeking ways to confront the barriers of power and privilege as is often bestowed upon certain traditional positions of educational responsibility. Ricoeur (1992) referred to this phenomenon of recognising the self as the subject where the individual considers the intellectual clarity and the ethical responsibility of a given situation. This analysis drew attention to questioning why specific moments occurred, how they impacted on the emerging story and how the participant was better placed to add value to a construct of meaning.

Estrela (1999) pointed out that it is Paulo Freire's concept of conscientisation, linked to his concept of praxis as a dialectic unity of the theory and practice, that produces an instrument of theoretical and operational value for education. It is in the consciousness raising where the individual, known as the subject, "becomes more and more conscious of the relations of his thinking and acting upon his environment, [that] this taking of consciousness becomes conscientisation" (p. 239). In this way the critical reflection perspective places the individual in a position of value-addedness with "commitment to the improvement of the reality that arises from being aware of it" (p. 240).

In each of the case study bricolages there were instances of crucial significance for the progress of the ISMT members and their relationship with the staff and the principal, particularly with regard to the position of power and decision making. The critical reflection perspective of this study focused on "the why, the reasons for and

consequences of what we do" (Mezirow & Associates, 1991, p. 13). The perceptions of the participants, and those of the participant observer, were an important reflective element of this critical hermeneutic analysis for dealing with parts in relation to the whole (Kincheloe & McLaren, 2005).

Overall, this analysis through the perspective of critical reflection drew on Habermas's theory of knowledge-constitutive emancipatory interest. In particular, three concepts were used in affiliation with the emancipatory interest through the medium of power:

- ☐ Knowledge is realised through consciousness raising.
- ☐ Knowledge recognises and questions the barriers of power and privilege.
- ☐ Knowledge is built on the struggle for justice.

Data from each of the case study bricolages were used to reflect these concepts and build theory about how teachers making shared pedagogical meaning, make a meaningful contribution to the research question of this thesis. In so doing the following questions were used as a guide to explore how teachers make shared pedagogical meaning when viewed from the perspective of critical reflection. How did the participants demonstrate:

- consciousness raising?
- recognition and questioning of the barriers to power and privilege?
- a struggle for justice?

Evidence from each of the case study bricolages reflected a strong sense of consciousness raising in recognising the barriers to power and privilege and struggling for justice. Despite the fact that schools are places of relational organisation (Smyth, 2005) that are set in place for the purpose of supporting learning for students and teachers, there existed many tensions in achieving relationships of trust and confidence. Smyth (2005) further suggested that "the most profound tensions and displacements occur around the issue of managerialist language with which schools are being spoken about" (p. 226). In this study there were several occasions when the tension arose between the ISMT and the principal in terms of how the IDEAS school revitalisation process should proceed.

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6.4.1 Who's in charge?

In the Gum View State School case study (refer to Episode 3, Gum View State School case study bricolage, Chapter 4) the ISMT members experienced a barrier to their progress when there was a change of principal to the school. The ISMT, having been supported to develop a style of leadership with shared responsibility for the facilitation of the IDEAS process, was then confronted with a principal who exercised his privileged position in dominant control. He did not recognise the manner in which the ISMT leadership had developed a sense of ownership of their effective facilitation. At the first meeting after his arrival he was quick to assert his style of leadership.

> George [principal]: okay, so we'll need a few hours on Monday morning to get this organised and perhaps one of the university support people could come to help.

> George appeared to be wanting to take the lead. His style was quite different to that of the previous principal. I interpreted that he was even rather nervous and wanted to have a hold on everything instead of granting his colleagues the benefit of his doubt. He directed how to prepare for the session organisation with the need for further hours to get it organised and inadvertently exposed his lack of confidence in the group by calling for external help. (Participant-observer interpretations, Episode 3, Gum View State School case study bricolage, Chapter 4)

This call for external support was perceived by the participant-observer as a sure sign of the principal needing to feel in control. He did not recognise the leadership of the ISMT and his managerial approach was in contrast to the collaborative relationship of the ISMT and the previous principal. It was not surprising therefore that the facilitators experienced an unfamiliar barrier which resulted in responses of resentment.

> Phillip: [under his breath and while George keeps emphasizing the need to prepare] Yeah, we've always done that before … we know what we're doing. (Excerpt from Episode 3, Gum View State School case study bricolage, Chapter 4)

Whilst George continued to express concern about not wanting to have an ill prepared program, I sensed the ill ease from members of the group with mutterings about how they were usually able to prepare this sort of thing adequately.

I felt a distinct lack of trust on George's part and his perceived need to take control. (Participant-observer's interpretations, Episode 3, Gum View State School case study bricolage, Chapter 4)

In fact, the critical reflection perspective could suggest that there was permanent damage imposed upon the school's progress with the IDEAS process and that the ISMT might never have regained ownership of their part in the leadership.

The facilitators, as participants in this study, recalled during the *focused-reflection session* that there was the potential for much of the progress to date to have been undermined by the new principal. By their interpretations, he was entering the process from a position of power with a particular approach for directing delegation. In reflective retrospection the ISMT members shared their experiences of how difficult that period had been and how they had confronted the situation with resolve that they had achieved much and were determined to continue. When asked whether the facilitators might have withdrawn and succumbed to the traditional position of principal-led leadership there was a resounding proclamation of pride in knowing that they had questioned the conflicting approach and resolved to use the principles of the IDEAS process to improve the leadership issue.

Noreen: Stepped right out? Aw, no, it was just a momentary ride for a while.

Narelle: …before I was talking about some things that I would never have been brave enough to say, to put myself out for. This process has given me the confidence to do that. It was difficult . . . and we had some very upfront and frank conversations. Very long and uncomfortable, but we really had to . . . (Gum View State School case study bricolage, see Exhibit 2)

It was apparent that their consciousness had been raised in terms of the overall benefits of the process with their own new found position of power. They had confronted the issue with their principal and were now able to reflect critically on

their experience with confidence that it had strengthened their individual and collective leadership skills.

> It was difficult when the new principal came, . . . It's interesting that conflict actually deepens your understanding some ways. . . . it's probably been in our favour . . . made us think about and have that conversation. . . . in the whole scheme of things, that . . . has actually been a little hiccup . . . going to have a lot of support in another dimension . . . (Gum View State School case study bricolage, see Exhibit 2)

This instance highlighted the notion that confronting barriers and raising consciousness are two potential outcomes of critical reflection which go beyond just a state of facing up to the difficulty or of raising awareness. There is a distinct sense of conscientisation, where as posed by Schugurensky (1998) in critiquing Freire's early works it is "the ability to critically perceive the causes of reality" (p. 213). Estrala (1999), also in reference to the concept of conscientisation by Paulo Freire, with particular reference to the praxis of theory and practice, suggested that this consciousness raising "is the ethical character of education that requires the teacher to be coherent" (p. 238) and "through that reading of the world, [as the subject] becomes more and more conscious of the relations of his thinking and acting upon his environment, this taking of consciousness becomes conscientisation" (pp. 238-239). Similarly, it was recognised that the participants of the Gum View State School case study bricolage demonstrated a state of critical consciousness that empowered them to be aware of and confident of their leadership praxis.

6.4.2 *The balance of power*
Through the perspective of critical reflection there was scope for recognising the perception and experience of the minority as a consequence of others' actions. Just as Smyth (2007) champions the need for courage and a radical rethinking around issues of power ownership, one Horizon Campus participant shared a personal dilemma when he reflected on the consequences of a particular experience during the IDEAS process. It became obvious that his consciousness was raised in recognising the struggle for justice of others who might not be in a traditionally recognised position of power.

Apparently a staff member, who had previously been quite engaged in the IDEAS process, had taken offence at the sticker activity when the chart to which he/she had contributed did not appear to score very well. The facilitator became aware of this reaction and reflected in the following manner. (Participant-observer's interpretations, Episode 3, Horizon Campus case study bricolage, Chapter 4)

I have had the full range of thoughts, from Don't-be-such-a-baby to I-need-to-champion-the-powerless, and from We-don't-need-everyone-involved to This-won't-work-unless-X-is-involved. I have felt guilty as one who helped plan and approve the process and angry that the person involved has coloured the whole IDEAS process with the bile from one bad experience. (Excerpt from Episode 3, Horizon Campus case study bricolage, Chapter 4)

This participant was then more critically aware of the victim implicated by the effect of poorly designed activities, and thus more conscious of his behaviour as it was perceived by others. His skills in critical reflection undoubtedly sharpened his position of leadership.

The experience did affect my later actions. . . . anyone left outside a general consensus I have tried to take account of. . . . I am alert to objections and more capable than previously of balancing . . . (Excerpt from Episode 3, Horizon Campus case study bricolage, Chapter 4)

6.4.3   Challenging existing structures of leadership

In each of the above instances, the participants demonstrated their understanding that "critical reflection involves a critique of the presuppositions on which our beliefs have been built" (Mezirow & Associates, 1991, p. 1). Mezirow (1991) argued that our thinking, interpretation and perception are "powerfully influenced by habits of expectations that constitute our frame of reference" (p. 1) and that these habits have an important role in making meaning. However, evidence of the like above, throughout each of the case studies, supported the notion that the participants used a level of critical reflection that prompted successful progress of the knowledge formation process of IDEAS in each of their respective sites. They challenged existing structures of leadership in relation to the principal and the staff to move the

process forward with contextual relevance and successful teacher leadership. Thus, it was concluded that the knowledge formation process that was implemented and enacted in context challenged assumptions upon which trusting relationships had been based.

6.4.4   A critical self-reflection

A deeper insight into critical reflection was also evident throughout this study as participants demonstrated an increasingly complex level of critical reflection involving self-reflection. Self-reflection, as Mezirow and Associates (1991) explained, involves "reassessing the way we have posed problems and reassessing our own orientations to perceiving, knowing, belonging, feeling, and acting" (p. 13). This analysis revealed a strong sense of the critical self emerging as participants challenged and exposed their own presupposed values and beliefs in their quest for lifelong learning. Throughout each of the case study bricolages there was evidence (see Exhibit 2, Gum View State School case study bricolage; Episode 5, Horizon Campus case study bricolage) of participants consciously questioning the shackles of presuppositions; exposing presupposed frames of reference; and challenging presupposed values and beliefs. Ricoeur (1992) referred to this self-reflexive aspect as that which enables the subject to recognise itself and thus provide a world of meaning.

Evidence from the data reflected the strength of self-reflection and reflexivity. In response to a specific line of direction conducted by an external facilitator, the participants of the Gum View State School case study recalled the challenge:

> Phillip: Yeah, a lot of people felt they were being pushed into an area they didn't want to go and I found that really interesting that people were so protective of what they'd actually done that far.
>
> Evan: All of a sudden a lot of ownership came out.
>
> Narelle: I think it was about people in the group saying "no, this is not your decision, it's actually ours and we don't want to make it now, so just back off". (Excerpt from Exhibit 3, Episode 4, Gum View State School case study bricolage, Chapter 4)

Contrary to the possible assumption that the external facilitator might have known what was best for the school's participation in the process, the participants demonstrated a discomfort with and rejection of the direction. Further along in the process, it also became evident that participants were then more critically reflective of their own response to that of others.

> It means they've got a different opinion and you can understand where they're coming from.
>
> There's a lot of tolerance. I'm listening and I can understand where they're coming from, but I don't necessarily agree. (Gum View State School participants, December 2004)

And evidence of a similar critical self-reflection was apparent at Horizon Campus where participants, as facilitators of the IDEAS process, felt the brunt of staff rejection and reflected upon the effect of their leadership.

> We've become a lot better at realising we need to take this [tolerance of others' opinions] into account, and people will react knowing that you include them just as a matter of the way you do things. I just think we've become basically more sensitive and those who are resistant have become more tolerant of the changes that have been made. (Horizon Campus participant, December 2004)

This evidence supported the notion of participants being highly engaged in a consciously aware state of self-reflection. Of heightened significance was their ability to create new knowledge with proclaimed confidence and in this way the participants demonstrated their ability to reconcile contradictions in the quest for making shared pedagogical meaning. Nonaka and Toyama (2003) referred to these contradictions as those occurring "between one's tacit knowledge and the structure, or contradictions among tacit knowledge of individuals" (p. 5), and further proposed that it is the synthesis of various contradictions through dialectical processes that enables knowledge creation. This study was replete with instances where participants demonstrated a synthesis of contradictions or, from a self-reflective viewpoint, what might also be reconceptualised as a reconciliation of differences from various presupposed frames of reference.

6.4.5 *A synthesis of the critical reflection perspective*

This analysis of the data through the lens of the critical reflection perspective highlighted the emergence of insights with particular focus on the construct of teacher leadership (Crowther, Kaagan, Ferguson, & Hann, 2002). There was evidence of teachers as leaders demonstrating confidence to be assertive in "confront[ing] barriers in the school's culture and structures" and "translat[ing] ideas into sustainable systems of action" (pp. 4-5). Of specific significance to this study was the capacity of the participants as teacher leaders to know their place in leadership. With specific focus on their facilitative roles evidence illustrated the teacher leaders' capacity to respond to the temporal needs of the professional learning community. Specifically they worked with the IDEAS process for the development of relevant new knowledge formation. In particular, each member of the ISMT demonstrated the ability to respond to a specific contextual situation in terms of deciding what was best for the progress of the IDEAS process at his or her site. There were times when it was wise to reconsider what needed to be done, resulting in a noticeable level of resilience and persistence in order to respond to the issue in context. In particular, the question of leadership and who held the power, the position of the wider staff and how they were affected by specific activities raised the need for a level of conscientisation amongst the participants in considering how they needed to progress. Overall, the critical reflection perspective highlighted the advocacy of the ISMT participants to persist and support teacher leaders through emancipation from traditional ways of thinking about school leadership.

6.5   Hermeneutic phenomenology

The hermeneutic phenomenology perspective focused on lived experiences of the participants of this study. It was the empirical evidence of everyday lived experiences (van Manen, 1997) requiring reflection, insightfulness, a sensitivity to language and a constant openness to experience. The hermeneutic phenomenological perspective in each of the case study bricolages was appreciated from my interpretations as those of the participant observer, where "biases and assumptions of the researcher are not bracketed or set aside, but rather are embedded and essential to the interpretive process" (Laverty, 2003, p. 17). There was a richness that arose from the interpretive interaction of the participant observer-researcher and the contextually

cited data where "the interpretive interaction [is] between historically produced texts and the reader" (p. 16).

However, it also must be acknowledged that "the object of our study is always contaminated by the frame of our observational stance" (van Manen, 1999, p. 18). That is, if one is a proponent of something then everything will be seen in that way and that not only do we acknowledge our interpretations as such but we also acknowledge that the constraints of our interpretations are influenced by the stance from which we make those interpretations. In this way van Manen suggested that "the condition of reflexivity adds a level of self-consciousness to our interpretive act: they became exemplary of the forms of life that engender these particular interpretations" (pp. 18-19).

Further clarification of the hermeneutic phenomenological perspective was gleaned through a study (Langdridge, 2004) of the work of Paul Ricoeur, the hermeneutic phenomenological philosopher, who "recognises an embodied being-in-the-world that exists outside language" (p. 243). It was also relevant to acknowledge that my phenomenological stance is probably in tune with this "contingent nature of existence" when criticising the bracketing of contextual aspects of experience.

Lived experience was gained through an emic approach to the data as they exposed and represented the teachers' viewpoints and their experiences within their settings. As explained by Lincoln and Guba (1985), the emic posture allows the inquirer to "portray the world of the site in terms of the constructions that respondents use, . . . and expressing their constructions in their own natural language" (p. 365). Integral to this approach was openness to the language of the participants, particularly in their acknowledgement of a shared language.

Evidence from each of the case study bricolages highlighted instances of crucial significance for the progress of the ISMT members and their relationship with the staff and the principal, particularly with regard to their experiences and interpretations. The hermeneutic phenomenological perspective of this study focused on the experiences of the participants and their roles in the facilitation of the IDEAS process.

Overall, this analysis through the perspective of hermeneutic phenomenology drew on Habermas's theory of knowledge-constitutive practical interest (Carr & Kemmis, 1986). In particular, four concepts were used in affiliation with the practical interest through the medium of language:

- ☐ Knowledge is based on the lived experience.
- ☐ Knowledge is emic in nature.
- ☐ Knowledge is based on the development of a shared language.
- ☐ Knowledge emerges through interpretive reflection.

Data from each of the case study bricolages were used to reflect these concepts and build theory about how teachers making shared pedagogical meaning, adding meaningful contribution to the second research question of this thesis. In so doing the following questions were used as a guide to explore how teachers made shared pedagogical meaning when viewed from the perspective of hermeneutic phenomenology. How did the participants demonstrate:

- the development of a shared language?
- the use of interpretive reflection?
- an appreciation for their lived experience?
- the emic nature of their lived experience?

There were many occasions throughout each case study when I was struck by a sense of *being there* at a crucial moment when individuals seemingly awakened to a new way of thinking and acting. There was an awareness of a new knowledge and confidence of self, something that could not have been possible without the experience of being a part of the collective. In this personal awakening I became aware of individual participants realising their potential at times when they proclaimed and/or reflected upon their personal awareness of new knowledge and often with it emerged a sense of heightened self-confidence. Hermeneutically, it was the manifestation of an essence that, having been observed through the experience of others, I was then able to share, but could not have done so without having been an observer of the knowledge formation process with others.

In this way there was a recognition of the researcher's own lived experience (van Manen, 1997) and how it related to the issues being researched. The double hermeneutic where "the participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world" (Smith & Osborn, as cited in Smith, 2003, p. 51) was the lived reality. In this way it was possible to highlight the consciousness of the participants as they related to their experiences.

6.5.1 *Interpretive reflection through story telling*

Laverty (2003) claimed that the idea of interpretation being something that brings one to an "understanding and meaning that is tentative and always changing in the hermeneutic endeavour" (pp. 22-23), also occurs in "multiple stages of interpretation that allow patterns to emerge" (p. 23). In one sense the use of the term *pattern* might have appeared overly structured in a phenomenological perspective, but in telling the story it was this recurrence of themes that highlighted the characteristics of shared meaning and the processes that appeared to lead to the creation of shared pedagogical meaning. From a phenomenological perspective each story had to be told. All parts of each story had to be told if there was to be an understanding of the whole. It was in this telling that the participants of each case study bricolage were seen to be weaving a story that revealed how they engaged in the process of knowledge formation through the making of shared pedagogical meaning. It was the telling and recounting of the story that matured the understanding of the whole and could only have be fairly grasped once the whole story had been told.

Throughout each of the case study bricolages there was the emergence of patterns that strengthened the phenomenological framework of each story. There was a strong sense of place and space; a recurring respect for time; an authenticity in the dialect of each story; a dynamic sense of belonging to and owning the process; and the individual's realisation of new knowledge and confidence within the collective, a place amongst others. There was evidence of a social network of trustworthiness which Bryk and Schneider (2003) suggested as "an interrelated set of mutual dependencies embedded within the social exchanges in any school community" (p. 41) where respect, personal regard, competence in core role responsibilities and personal integrity are essential. Their work further developed the notion of trust in

social relationships. It is a "relational trust" which is conceptualised at three-levels - intrapersonal, interpersonal and organisational, and might also be viewed as an organisational property. Overall, whilst simultaneously engaged in the IDEAS process, each case study school emerged with a distinctive labeling of its own relational trust - *It's Ours* (refer to Figure 8) and *Crash or Crash Through* (refer to Figure 9).

What emerged from each of these stories, extended as they were over a captured period of some ten months and certainly in no sense complete, was the enormous respect for the way the process was facilitated in the respective context. It was not the notion of an externally prescribed timeline in which specified tasks or steps must be accomplished. Rather, there was a respect for the evolving time and relevant approach required to consider a range of individual opinions and ideas to develop professional learning processes in order to distil and explain the depth of meaning of the collective, whilst simultaneously being mindful of the need to keep the knowledge creation process alive.

6.5.2   *Shared language and the 'emic'*

Inherent in the art of story telling was the effectiveness of dialogue dependent on language and, in particular language that was shared by the concerned parties of its use. Reflected throughout the data was the use of language by the participants who developed and demonstrated a language of collaboration and simultaneous individuality within the shared moment. There were numerous instances throughout each of the case studies that exemplified the richness of the participants' experiences and invited the reader to imagine and to appreciate the impact of such experiences in the making of shared pedagogical meaning.

> I was aware of an accessing of deep emotional content by staff … there was a hum and silence … I don't recall ever having spoken … about our purposes and motivation for teaching in this way before. (Horizon Campus case study bricolage, see Exhibit 5)

Throughout each case study bricolage a plethora of descriptive and interpretative data provided the meaning of reality through the eyes of the participants who lived through the experience. There was sufficient iteration of individuals demonstrating

increasing confidence in trusting relationships, and striking a balance between the necessity for the mundane and the element of surprise. In this usage, mundane refers to the planned and expected procedures, in contrast, and yet complementary to the unexpected, "we were overcome . . . people were buying into . . . a flow of further imaginings . . . really made me see something new" (Gum View State School case study bricolage, see Exhibit 1).

In this extract there was a sense of happening, a real sense of enlightenment amongst the participants of the moment. It was also this moment, exemplary of many throughout the case study stories that prompted one of the participants to reflect on her interpretive construction of meaning making.

> This activity and many others have really made me see something new about how I now understand others' ways of thinking. This has made me realize how I think, and that not everyone thinks alike. Previously I would be impatient about others not seeming to understand or follow what I, or others, were doing. Now I realize that it is my job to think about how my thinking has to adjust to thinking about how others might be thinking. (Gum View State School case study bricolage, see Exhibit 1).

6.5.3   *The story as it is must be told*

Again the hermeneutic phenomenological perspective revealed the particular meaning of a story where people engaged in a process of developing new knowledge highlighted the most ordinary everyday things. It was the unfolding of a story as it was in its own time and space, just as the phenomenon was so eloquently expressed in the script of the movie, The Ten Canoes, "This is it. The story must be told". It was the experiential phenomena of iterative mundane events that contributed to the language and culture of shared meaning, and yet is so often overlooked in a process designed for developing new meaning. Of significance in each of these two case studies was the story of how people endeavoured to take leadership of the process in their setting by demonstrating courage to break with the framework of the IDEAS process in order to meet the needs of their context. There was a strong sense of ownership of the adopted school revitalisation process being played out with a distinct flavour of the local context. Although the framework and guidelines of the adopted process for school revitalisation were implemented, the participants focused

on the development of a localised language and culture unique to their setting. It was the contextual nature of this relationship outcome that was the foundation for expression of increased confidence and hope in their quest to make shared pedagogical meaning. Beyond Freire's (2004) ontological notion of hope and Starratt's (1993) searching for a connection in a web of relationships, the hermeneutic phenomenological perspective of this study revealed a higher level of hope experienced by teachers who confidently engaged in the making of shared pedagogical meaning unique to their contextual setting. The courage to know that this is ours was clearly evident in the participants' expressions.

> George [principal]: I'm finally realising that I have a place to belong. I don't feel I have to be something/someone that is not me. I'm closer to feeling that my personal and professional life is nearly one. I'm feeling a great deal of trust in the community.
>
> Parent: I've never taken Gum View State School for granted. It got lost, but I've lived with hope and dreamt we'd get it back and I think we have.
>
> Teacher of 14 years at Gum View State School: For the first time I can say I have a true sense of belonging, a true sense of respect, a true sense of courage of my own convictions. (Excerpts from Episode 5, Gum View State School case study bricolage, Chapter 4)

The sense of ownership emerging from the lived experience was further evidenced in the interpretive observation of the participant observer present when the staff was finally asked to consider and possibly accept the work of the ISMT in developing the schoolwide pedagogical statements.

> [T]here was an overwhelming sense of acknowledgement of the work of the ISMT and an embracing of something that obviously could be seen as the result of numerous contributions. It was akin to a mighty sigh of acceptance as I picked up on murmurings of "I like them", "mmm.. that's okay" or "yeah, this is it".
> Interestingly, this seemed to spark a degree of enthusiasm for discussing the relevance of the statements in personal pedagogies and classroom practice.

6.5.4   *A synthesis of the hermeneutic phenomenology perspective*

This analysis of the data through the lens of the hermeneutic phenomenology perspective highlighted a sense of heightened confidence and hope amongst teachers, played out in an environment of trust (Bryk & Schneider, 2002; Louis, 2007). Louis (2007) refers to a sense of trust that affects teachers' willingness to work with innovations such as the school revitalisation process of IDEAS in this study. Bryk and Schneider (2002) stated that relational trust demonstrates intrapersonal (discernment of self and others' intentions), interpersonal (awareness of roles in relationship) and organisational (effective decision making, enhanced social support, efficient social control and expanded moral authority) levels of trustworthiness. Again, the hermeneutic phenomenological perspective highlighted such levels of trustworthiness that empowered the individual, together as a part of the collective, to use the adopted school revitalisation process in proclaiming a new found level of confidence, knowing that shared meaning was locally contextualised. As leaders in the whole school revitalisation process of IDEAS, the facilitators demonstrated a competent level of teacher leadership in terms of "convey[ing] convictions about a better world . . . striv[ing] for authenticity in their teaching, learning, and assessment practices . . . nurtur[ing] a culture of success" (Crowther, Kaagan, Ferguson, & Hann, 2002, pp. 4-5). Evidence reflected times when the facilitators confidently responded to the needs of their respective communities by moving from the guidelines of the process to create more relevant activities for the development of a trusting culture.

Overall, the hermeneutic phenomenology perspective strengthened the position of acknowledging that teachers are the key to successful school revitalisation. Their lived experience was the acknowledgement of their individuality and their contribution to the collective knowledge. It was the construction of meaningful, practical knowledge through the development of a shared language that underscored lived experience.

6.6   Orgmindfulness

The orgmindfulness perspective focused on the school as a complex organisational system with structure and capacity for the making of shared pedagogical meaning by a group of people within that organisation. Liang (2001) suggests that because of the "nonlinear perspective of the human minds" (p. 282) there is logic in organising around the intrinsic intelligence of individuals working together and that the *orgmind* is the mind of an organisation. According to Liang (2004c) the orgmind is "a mental factor of an intelligent human organisation that focuses on the mental state of the interacting agents continuously. It is responsible for elevating collective intelligence and nurturing a mindful culture" (p. 183). Liang (2004b) also stresses the importance of the internal mental state of the orgmindful organisation dependent on "dialogue [as] a mode of communication that emphasises collaboration and sharing" (p. 207). Thus, the selection of the orgmindfulness perspective was to explore the dimension of organisational learning as manifested by the participants of this study.

Nonaka and Toyama (2003) argue that there is need for a new knowledge-based theory and that knowledge creation is "a synthesizing process through which an organization interacts with individuals and the environment . . . [to] create and define problems, develop and apply knowledge to solve the problems, and then further develop new knowledge through the action of problem solving" (p. 3).   This aspect of organisational learning focused on the human intelligence of the organisation with particular interest in the participants of each case study bricolage. Thus, of specific note in this study was the organic nature of the school community, and the conditions of thought and action of the individuals that contributed to the development of structure and capacity for making shared meaning whilst engaged in a knowledge formation process. The notion of an ecological nature underpins the issues of interest from Hargreaves and Fink (2003) in warning that "sustaining change in education has to do with more than maintaining improvements over time" (p. 693). They call for a committed relationship that must draw on resources and support at a rate that can match the pace of change, stimulating ongoing networking and improvement on a broad front.

In each of the case study bricolages there were instances of crucial significance for the progress of the ISMT members and their relationship with the staff and the

principal, particularly in regard to the work of the participants as the facilitators of the IDEAS process. The orgmindfulness perspective of this study focused on the way in which the school community, and in particular the ISMT facilitators, structured, implemented and monitored progress.

Overall, this analysis through the perspective of orgmindfulness drew on Habermas's theory of knowledge-constitutive technical interest. However, it must be noted that there was a noticeable shift from Habermas's framework in what is described as work. Of particular note in this analysis was the inclusion of the concept of work engaging the non-linear ordering of work as depicted in the concepts of balance, collectivity and adaptation. There was a far greater emphasis on the inclusion of the intelligence interest as distinct from the technical interest through the medium of work. In particular, three concepts were used in affiliation with the technical interest through the medium of work:

- ☐ Knowledge is structured, ordered and logical.
- ☐ Knowledge is founded on the balance between order and chaos.
- ☐ Knowledge is of a collective and adaptive nature.

Data from each of the case study bricolages were used to reflect these concepts and build theory about how teachers making shared pedagogical meaning, added meaningful contribution to the research question of this thesis. In so doing the following questions were used as a guide to explore how teachers make shared pedagogical meaning when viewed from the perspective of orgmindfulness. How did the participants demonstrate:

- a concern for structure, order and logic?
- a balance between order and chaos?
- the collectivity and adaptability of their work?

6.6.1 *"The whole is greater than the sum of its parts"*
The school as a learning organisation is a complex adaptive system that learns, adapts and evolves (Liang, 2004c). This was the basis for exploring evidence of the orgmindfulness perspective in this study. Each case study bricolage illustrated numerous instances of individuals and the collective working with notions of collectivity and adaptability. In this way intelligent individuals in communion with others ultimately demonstrated that the collective was more than a collection of

individuals with their individual knowledge, skills and capabilities. There were ways of working together that create a sense of order, harmony and adaptability, as eloquently expressed by a participant of Gum View State School.

> The whole process has been a together process. . . . The dynamics of the group are an interesting thing for me. . . . capacity building with a large group of people coming up with all their different views . . . wider conversation instead of people just going through the niceties of discussion. (see Episode 2, Gum View State School case study bricolage, Chapter 4)

By acknowledging the diversity of individuals within their respective communities the participants recognised and responded to a particular way of working together. There was indication of capacity-building for the formation of a relationship network in recognising the need to learn specific professional development skills for the development of shared meaning. Further, there was evidence of intelligent individuals developing a sense of the orgmind with explicit outcomes of how working together in such a construct occurs.

> We are (sometimes excessively) tolerant of conflicting positions.
> We get very familiar without getting personal (or intimate).
> We disagree without disliking.
> Acknowledging that we are still on a path with a long way to go, laughing instead of crying when it gets hard, accepting with gratitude constructive criticism and really benefiting from it. (Horizon Campus participants, May 2005)

> We allow a lot of consideration and dreaming, with never a preconceived answer or plan.
> Inclusivity is the nature of the way the group works. (Gum View State School participants, June 2005)

These two very different instances illustrated the participants' recognition of the way in which they continually worked towards a sense of structure and order without imposing an external framework. In each instance there was heightened acknowledgement of the human intellect as an integral part of creating meaningful order.

6.6.2 A place for all both individually and collectively

The perspective of orgmindfulness presented a particular approach to work in terms of structuring, ordering and logically developing a way of interacting with others. Liang (2001) claims that human organisations must focus on the connection of intelligent individual minds with the designing of an organisation that "allows its own orgmind and collective intelligence to grow" (p. 283). In this way Liang (2004c) explains that the orgmind is the primary strategy for focusing on the intelligent human interaction dynamic, and that management of this dynamic must be organised around individual intelligence and collective intelligence, with a high level of awareness and mindfulness as individuals and the collective interact.

Recognition of the interrelatedness of intelligent subjects was the basis of argument for how teachers at Horizon Campus engaged in a process of knowledge formation for the making of shared meaning about their pedagogical praxis. As illustrated by the following extract (see Episode 5, Horizon Campus case study bricolage, Chapter 4), there was heightened recognition amongst the participants of how to work together in harmony, mindful of the diversity of opinion and preference as they moved towards the development of their schoolwide pedagogy statements.

> Rory: What we've got here is a summary of the themes that seem to be emerging from the work we've done with the staff.
>
> Barb: But is it recognizing what the kids are saying?
>
> Mary: Kids have to know what the statements mean too.
>
> Ian: Is there some difference of understanding about pedagogical principles in this morning's discussion?
>
> Sue: We should remember the importance of the personal pedagogies in all of this.
>
> *[Several members leave for other duties. The remainder keep working with the statements.]*
>
> Rory: We've got to keep remembering what the others have said, and try to incorporate their points of view.

It was highly apparent that the range of opinions and preferences was being acknowledged despite some members not being able to attend for the entire session.

> Throughout the meeting there was constant reference to the documentation
> for developing a schoolwide pedagogy (see Figure 4.9) indicating the group's
> acknowledgement of the importance of working with what had emerged from
> the whole staff activities.
>
> Of immense significance from my perspective was the manner in which the
> group dealt with the differing opinions and suggestions, especially after some
> of the members had to leave for other duties. (see Participant observer's
> interpretation, Episode 5, Horizon Campus case study bricolage, Chapter 4)

These citations together with the participant observer's interpretations evidenced the
notion of a relational practice as borne out in a study by Boreham and Morgan (2004)
cited as "opening space for the creation of shared meaning, reconstituting power
relationships and providing cultural tools to mediate learning" (p. 321). In this sense
relational practice focused on the relational concept of self in the building of
relationships with others and thus gaining autonomy. Such autonomy gained within
the collective allowed individuals to be creative and the relational spaces allowed
individuals to collectively build on that creativity. As such, these relational spaces
might be interpreted as safe havens of trust within which individuals gain confidence
and resilience to be creative. The level of trust in such spaces is more than just a
social norm. It is a relational trust that opens spaces for the criticality of relationship
building and "reduces the sense of risk associated with change" (Bryk & Schneider,
2003, p.43). "Relational trust, so conceived, is appropriately viewed as an
organisational property in that its constitutive elements are socially defined in the
reciprocal exchanges among participants in a school community" (p.22). Ultimately,
this sense of trust opened a space for ownership of a distinct way of working as
proclaimed in each of the two case studies respectively, *"It's Ours"* (see Figure 6)
and *"Crash or Crash Through"* (see Figure 7).

6.6.3   *Creating order from apparent chaos*

Further evidence from the case studies reflected the capacity of the participants for
structuring and ordering their environment for the sustainability of a professional
development process. In recognising and celebrating their part in the leadership of
the IDEAS process, the orgmind of the school as a system of organisational learning
became apparent. Individuals and the collective were seen to be building capacity

for ongoing sustainability. This capacity might be described as a state of autopoiesis or self-productive sustainability that is subject to constant scrutiny and development of rigorous, culturally relevant professional learning processes. In each case study there was evidence of the participants realising a sense of security within the IDEAS process as a way of building capacity for organisational learning. The participants, as facilitators of the IDEAS process, sought strength in their leadership roles by upholding the principles of the IDEAS process and demonstrating capacity for supporting whole school development of shared pedagogical meaning.

The participants of Horizon Campus reflected on how together they had made shared meaning within the framework of the IDEAS process.

> We increasingly tend to use the Vision, Values, and Schoolwide Pedagogy statements to discuss purpose and to explain evaluations. We don't necessarily have a common definition of each word and phrase but they are becoming local jargon.
> I think that's what it [the IDEAS process] does . . . it gives that common language and it asks people to justify things. (Horizon Campus participant, December 2004, Episode 4, Chapter 4)

Meanwhile, the participants of Gum View State School reflected on the importance of the pacing of the IDEAS process as they developed their Vision.

> The fact that it was such a relatively slow and thorough process was good. In other situations that I think of . . . always that sense of pressure. That's just so unrealistic and doesn't give people time to really do that thinking and that talking. There was the time to gather that information in lots of different ways, and let it sit. (Gum View State School participant, December 2004)

Another instance illustrated the particular way the participants, as facilitators, adopted the framework of the IDEAS process, whilst developing their own way of working together.

> Noreen: Let's each write our own preferred statement and then share it with the group.
> *Concluding statements:*
> I think we need more time to tweak the words.

It has to be catchy and memorable and we need to use the criteria.

I need think time.

Let's stick these on paper for all to see and respond to, then meet again.

We need to keep sharing with others and feeding back.

Narelle (*excitedly*): Let's crosscheck this with how these words would be used in conversations with all members of the community. (see Episode 5, Gum View State School case study bricolage, Chapter 4)

Inherent in these procedural scenes was recognition of the different forms of communication used amongst the members of the group as they acknowledged the range of responses and in effect created a sense of order from what might have been perceived as a chaotic gathering of individual contributions.

It occurred to me how little dialogue eventuated during this meeting, but how reaffirming the language and the body gestures were. Everyone seemed to be in tune with each other, but wanted to be sure that their understanding was the understanding of the team.

I noticed that the suggestion to write was only made when there had been agreement around the table in the form of language like "can we do this?"; "do we feel okay about this?" and affirming body gestures with appropriate eye contact were linked. This produced a very comfortable flow.

There appeared to be a high level of trust amongst the group and deliberateness on the part of each reader in turn. It was a very moving experience to witness. (Participant observer's interpretations, Episode 5, Gum View State School case study bricolage, Chapter 4)

It was apparent that the framework of the IDEAS process was not a lock step prescriptive progression. It was dependent on the mindful engagement of individuals, simultaneously enabling participants to collaboratively seek security within the process in accordance with the needs of the immediate context of the community. The concept of orgmindfulness was highly evident in each of the case studies in a way that quashed any sense of individual dominance or a one-size-fits-all formula. The contribution of each intelligent part was vital to the success of the uniquely created whole.

6.6.4   A synthesis of the orgmindfulness perspective

This analysis of the data through the lens of the orgmindfulness perspective illustrated the importance of organisational justice. Hoy and Tarter (2004) proposed that "a sense of justice in the school workplace is dependent on leader behaviour that is consistent with . . . Moreover, the principles of choice, egalitarianism, and representativeness are crucial in any attempt to empower teachers" (p. 253). As reflected in the evidence from the two case studies there was respect for the individual contribution as an integral part of creating organisational justice where the whole is a trusted entity. In turn there was confidence on the part of each individual that their contribution was respected by the collective.

The role of teacher leaders was affirmed through this analysis. The cited instances above illustrated the IDEAS facilitators as those who "facilitate communities of learning through organisation-wide processes . . . schoolwide approach to pedagogy . . . professional learning as consciousness raising . . . understanding across diverse groups . . . synthesising new ideas" (Crowther, Kaagan, Ferguson, & Hann, 2002, p.4). Thus, it was concluded that acknowledgement of the collective human intellect is an imperative of successful organisations. Overall the orgmindfulness perspective reinforced the notion that schools viewed as organic learning communities will engage teachers in professional learning processes that foster the creation of knowledge. "It requires human initiative. . . . [we] do not need more information; we need more understanding. Creating knowledge is a human process, not a technological one" (Leadbeater, 2000a, p. 29). The IDEAS process accepts the messiness of human endeavour and provides space for the participants to facilitate the creation of organisational goals and behaviour in response to enhancing achievement in schools.

6.7   Synthesising a multiperspective view

In reviewing how the different perspectives were used in this study it was appropriate to consider the relationship of all perspectives and how this study illuminated a view of participants engaged in the making of shared pedagogical knowledge. Did any one of the perspectives skew the outcome of this interpretation? Did the participants of each case study demonstrate the strengths of a particular perspective? Did the three perspectives illuminate a more global understanding than what might have been gained from the use of just one perspective? In the debate between the Habermas

version of critical (suspicious) consciousness and the Gadamer version of hermeneutic (meaning-recollection), Langdridge (2004) suggests that "Ricoeur steps back from the debate and asks whether it is necessary for a hermeneutic and critical consciousness to be in opposition" (p. 245). Similarly, in this study I considered the importance of stepping back from any such debate that might lead to an argument for comparison and contrast with deductive conclusions. I opted for the interpretation of what emerged. What new insights were gained by the illumination of the data through the lens of a particular perspective? How did these insights from different perspectives possibly complement one another?

The selection of just three perspectives certainly did not preclude the possibility of other perspectives being of importance to this study. However, the dialogic strength of the data heightened the importance of the human response and thus influenced the selection of perspectives. This was not to ignore the possibility of other perspectives being of significant interest, or even that the interpretations were a bias of the researcher's ontological stance. All three perspectives selected in this analysis engaged a study of the human response, but a further study might propose the possibility of other perspectives to illuminate evidence that illustrates the sustainability of the system without human interference. Of significant acknowledgement in this analysis was my position as the researcher with a particular penchant for lived experience, and a recognisable strength of interpretation through the lens of hermeneutic phenomenology. Similarly, it might be interpreted that each participant illustrated a tendency to a particular viewpoint which could be the study of a more specific ethnographic analysis.

6.7.1   *Summary of points from each perspective*

A synthesis of the multiperspective analysis was not necessarily to construct an outcome of consensus or assimilation. The multiperspective approach facilitated the possibility of viewing with clarity the relationship of one perspective to another as illustrated through the dialogue and written reflections of the participants. Following is a summary of the main points from each perspective.

From the Critical Reflection perspective there was an emergence of insights with particular focus on the construct of teachers as leaders (Crowther, Kaagan, Ferguson, & Hann, 2002).   There was evidence of

- **teachers as leaders** demonstrating confidence to "confront barriers in the school's culture and structures" and "translate ideas into sustainable systems of action" (pp. 4-5);

- the **capacity of the participants as teacher leaders** in their facilitative roles to reshape the IDEAS process for the development and creation of relevant new knowledge; and

- overall, the **advocacy of the ISMT participants to support teacher leaders** through emancipation from traditional ways of thinking about school leadership.

There was sufficient evidence in this study to support the notion that some individuals more than others operate noticeably in the critical reflection mode. However, instances revealed that through effective communication it was their viewpoint that most often enabled others to realise why a particular position was being taken by another and what needed to be done to move forward. It might be argued that without this perspective many school-based initiatives requiring collaborative processes do not proceed because of the dominance of power from a person of a traditional power position such as the principal or various heads of sections. Thus, it was argued that the critical reflection perspective is vital to ensure the collaborative engagement of others in organisational decisions.

The Hermeneutic Phenomenology perspective highlighted:

- a sense of heightened **confidence and hope amongst teachers**, played out in an environment of relational trust (Bryk & Schneider, 2002);

- **levels of trustworthiness** that empower the individual, together as a part of the collective, to adapt the school revitalisation processes and thus proclaim a new found level of confidence in knowing that shared meaning is locally contextualised;

- the facilitators as leaders in the whole school revitalisation process of IDEAS, demonstrating a **competent level of teacher leadership** in terms of "convey[ing] convictions about a better world . . . striv[ing] for authenticity

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in their teaching, learning, and assessment practices . . . nurtur[ing] a culture of success" (Crowther, Kaagan, Ferguson, & Hann, 2002, pp. 4-5); and

-   overall, a strengthened position of acknowledging that **teachers are the key** to successful school revitalisation. Their lived experience is the acknowledgement of their individuality and their contribution to the collective knowledge. It is the construction of meaningful, practical knowledge through the development of a shared language that underscores a lived experience.

Throughout this study there was more evidence of the hermeneutic phenomenology perspective than of the other perspectives. This acknowledgement could also be indicative of my bias and might be different for another analyst of the same data, for it is through the phenomenological lived experience that I most comfortably view the data and am prone to express myself. Furthermore, I propose that the human elements of dialogue found inherent in this study, and indeed in the IDEAS process, appear to be more easily viewed through the hermeneutic phenomenology perspective and most likely contributed to this preferential viewing.

The Orgmindfulness perspective brought greater meaning to the successful school as a system. There was evidence that:

-   illustrates the **importance of organisational justice** which in turn prompts confidence on the part of each individual that their contribution is respected by the collective;

-   the **role of teacher leaders** is affirmed through this analysis as the IDEAS facilitators illustrate those who "facilitate communities of learning through organisation-wide processes . . . schoolwide approach to pedagogy . . . professional learning as consciousness raising . . . understanding across diverse groups . . . synthesising new ideas" (Crowther, Kaagan, Ferguson, & Hann, 2002, p.4); and

-   overall, it can be concluded that **acknowledgement of the collective human intellect** is an imperative of successful organisations.

The orgmindfulness perspective reinforced the notion that schools viewed as organic learning communities will engage teachers in professional learning processes that

foster the creation of knowledge most pertinent to their contextual setting. This realisation reinforced the notion of the IDEAS process providing the space required for enabling the creation of organisational goals and behaviour in response to enhancing contextually situated achievement in schools.

6.7.2 *The multiperspective as an analytical perspective*

This analysis revealed that a multiperspective view assists a better understanding and appreciation of the complexity of a school system. Disregard for this concept would surely miss the value of the different viewpoints of individuals and their perceptions of others. Optimally, it can be argued that a multiperspective view assists in realising the complementary value of the perspectives and the different viewpoints in concert. It is this complementarity that revealed the strength of IDEAS as a sustainable school revitalisation process, and in so doing it is a process that grants licence for participants to behave in a manner of professional integrity unique to the dynamic complexity of their school system.

In reality the multiperspective view is of itself another viewpoint enhancing and adding value to the analysis. Ideally, the multiperspective viewpoint is not restricted quantitatively to three or any other number of different perspectives; thus the multiperspective proponent could ideally analyse a phenomenon from a greater range of different perspectives than was represented in this study. Potentially this multiperspective approach invites the analyst to view the data from a range of perspectives, with particular focus on the specific context of a setting. In this way the robustness of IDEAS as a successful school revitalisation process is upheld by the fact that it enables the school's professional community to create and advance new ways of thinking and acting with respect for the contextual relevancy. In particular, there is greater recognition of the people in the process than of the process itself.

This study illustrated the strength of the IDEAS process to accommodate the necessity for different perspectives to be dominant at different stages of the process. For instance, it was imperative that the critical perspective dominated during the difficult times of power struggle between the ISMT facilitators and the new principal, but it was equally important that the facilitators complemented one

another's ways of approaching different power based situations. However, integral to these situations was the orgmindfulness perspective which enabled individuals to maintain a focus on the whole and bring to attention the importance of building capacity together. And yet of significance was the importance of the hermeneutic phenomenology perspective replete with rich dialogue and empathy that allowed the participants to recognise and utilise their individual and collective strengths to collaboratively construct their unique process of contextual relevance.

At this point there is the realisation of a dynamic construction of collectivity which relies on the discernment of a collaborative community to create new and meaningful knowledge. It is refreshing to note that "Creativity is a capacity that is being acknowledged as an observable and valuable component of social and economic enterprise" (McWilliam, 2007) and is certainly the acknowledgement of professional teachers being the conceptual thinkers and workers of "creative human capital" in a new age. This conceptual level of thinking and knowledge formation challenges the proposition of representation. An explicit description and subsequent explanation of this multiperspective viewpoint are not easily conveyed in a linear manner of two-dimensional representation. This study has revealed a rich appreciation of the multi-dimension of human interaction which calls for a dynamic three-dimensional representation. Thus, I am now well placed to respond to the third research question.

RQ 3   What construct of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?

A diagram representing a construct of collective intelligence in schools is possible when viewed as an explanatory framework for the dynamic formation of an organic state of capacity building that enables the professional community to act in concert and with acumen toward a common goal.

6.8   Implications of the research form a construct of collective intelligence in schools

Throughout this analysis the importance of telling the whole story was reiterated in order to appreciate the complimentary nature of the multiperspective viewpoint.

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Evidence from each of the case studies represented how the formation of new knowledge and the professional learning processes that appear to lead to that formation occurred in the relative setting of the school community. In the previous chapter this was defined and represented as the mutual acknowledgement of lived experience. The challenge then was to elevate the explanatory framework to a level of explanation of collective intelligence in schools. What recognition was necessary for understanding the dynamics of significant new knowledge creation?

As presented in the previous chapter an explanatory framework was a response to the question of how the participants were able to engage in new knowledge formation. From this chapter it is now noted that lived experience can be interrogated from a range of different perspectives. However, in both case study bricolages there was evidence of the participants focusing on the creation of significant new meaning with a heightened sense of their temporal environment: the issues of relationship and the future relative to their setting. There was evidence of teachers expressing themselves with confidence and hope and recognising the significance of their new meaning. It was apparent that the flexibility of the IDEAS process had provided opportunities for exploring and creating a response relative to the known context and subsequently participants took risks with newfound confidence to confront conflicting differences and to be critical of presupposed values and beliefs. With a sense of confidence and skills of resilience to facilitate the process participants responded creatively, reflectively and persistently in connecting to a known context.

It was also noticeable that the principles of IDEAS provided space for relational practice facilitated most effectively through dialogue in a culture of trust and hope. In this sense, relational practice refers to the concept of how participants collaboratively develop and implement appropriate ways of acting in situ. Throughout the process of pedagogical knowledge formation participants of the two case studies demonstrated a dynamic sense of knowing how to work together with the intention of creating significant new meaning in their context. This sense of knowing was demonstrated by an understanding of their particular setting (the school community), an awareness of and appreciation for the specific nuances of human relationships within their setting (particularly of professional staff relationships) and an experience of happenings within their setting (as stimulated by the adoption of the

IDEAS process). In summation, this state of knowing was more than just a report of characteristics and processes. It was recognised in the fullness of the physical, social, emotional and spiritual knowledge of individual and collective intellect. In this way there was an interconnectedness of all aspects of intellect in relation to the collaborative nature of making significant new meaning.

As evidenced by this study, relational practice is most effectively manifested through the development of a strong sense of ownership, shared amongst the participants of the process as it is relative to their context. It was this heightened recognition of a consciousness of the creation of significant new meaning that completed the explanation of how teachers collaborate and engage in the mutual acknowledgement of lived experience. Thus, the final piece - *capturing a heightened consciousness of the creation of significant new meaning* - completed the explanatory framework (see Figure 12) and the definition (see Chart 9) of a construct of collective intelligence in schools as evidenced by this study.

Chart 9   Definition of collective intelligence in schools

> **Collective Intelligence in schools is when a discerning community develops capacity to continuously create and advance new ways of thinking and acting in concert and with acumen toward enhancing student achievement.**

This is a definition that assists in the explanation of how teachers who were engaged in a knowledge formation process, developed capacity for the creativity of knowledge formation pertinent to their specific community.

Figure 12   Capturing the dynamics of significant knowledge creation through school-based professional revitalisation: An explanatory framework for a construct of collective intelligence in schools
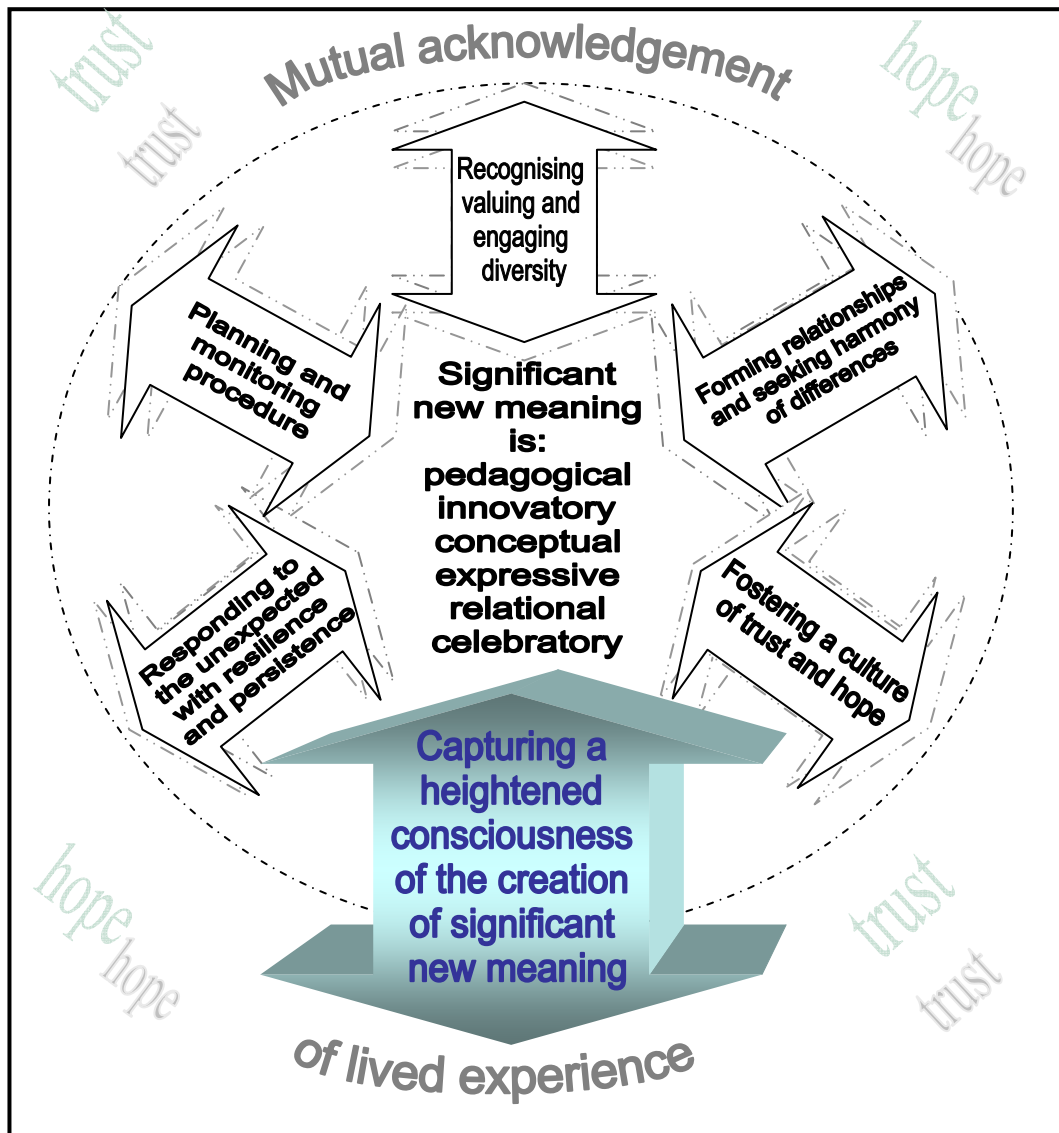
This explanatory framework is a conceptual construct that situates contextual connectivity, collaborative individualism and self-reflective practice as integral to an understanding of collective intelligence in schools. It is a construct reflective of future aspirations within the dynamic life of a knowledge formation process, and a construct of rigour for the sustainability of lifelong learning in a knowledge formation process. It is a complex construct requiring the interrelationship of professional learning processes for the making of significant new pedagogical meaning toward the enhancement of achievement in schools.   Finally, it is proposed as a construct that frames a more generic definition of collective intelligence (see Chart 10) in relation to the concept of capacity building for creative social capital.

Chart 10   Definition of collective intelligence for creative social capital

> **Collective intelligence is the dynamic formation of an organic state of capacity building when a discerning community acts creatively in concert and with acumen toward a common goal.**

Perhaps the most exciting outcome of this definition is that there is scope for defining sustainability, particularly as it relates to the ongoing capacity of a community to be energetic and effective in supporting desired achievement. Sustainability, it would seem, has a lot to do with the dynamic nature of ongoing capacity building amongst concerned individuals who desire enhanced outcomes for successful achievement.

6.9   Chapter summary

This chapter has strengthened the notion that teachers are the key to a generative process of knowledge formation in schools. When teachers engage in creating significant new meaning and advancing new ways of thinking and acting with levels of hope and confidence for a sustainable future the dynamics of collective intelligence are in play. A construct of collective intelligence in schools as evidenced by this study has been developed, and hence also a response to the third research question.

Research question 3

> What construct of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?

Inherent in this construct is a creative capacity dependent on the elements of relationship, context and diversity. It is a capacity for thinking and acting individually and collectively in a learning organisation dependent on

- recognising an interdependency of individuals and the collective;
- valuing the context;
- celebrating complementarity in diversity; and
- acknowledging the collective as more important than the collection of its parts.

Liang (2004c) highlights the importance of innovation and creativity most necessary during times of chaos, uncertainty and the unknown, and the need for the adaptive system to be "dynamic, innovative, reactive and even proactive" (p. 10). Similarly, the creation of significant new knowledge by teachers engaged in a school revitalisation process of knowledge formation requires continuous learning, adaptation and evolution. In this way the school community is self-generating in response to their context and teachers begin to realise and manifest images of the new professional interacting in an environment of trust and hope. This study has accelerated the image of the new professional as evidenced by the heightened confidence and resilience of individual and collective professionalism.

Aided by the multiperspective analysis of how teachers engage in a knowledge formation process, this chapter has presented a breakthrough in the concept of teachers as the key to enhancing achievement in schools. It has been possible to capture a heightened awareness of members of the professional community successfully enacting the processes and creating significant new meaning. Thus, a construct of collective intelligence in schools as evidenced by this study is supported by the explanatory framework (see Figure 26) and the definition.

A fresh image and approach for the professional teacher prevails. Collective intelligence in schools supports the image of the new collaborative professional and hence the need for re-imaging the professional teacher as a character of proactive confidence, creativity and responsive connection with others. As an integral part of a trusting and respectful culture, the professional teacher learns individually and collectively by generating new ways of thinking and projecting new levels of working. It is the professional teacher's constant juggling of risks and opportunities within a complex generative system that feeds the dynamics of significant knowledge creation through school-based professional revitalisation. A future of new hope and confidence with focus on "intelligence as the unique intangible energy that drives all human thinking systems" (Liang, 2004a, p. 140) must surely herald the need for a new form of leadership and management in schools.

CHAPTER 7: COLLECTIVE INTELLIGENCE AND A NEW IMAGE OF THE PROFESSIONAL TEACHER

7.1 Overview of the chapter

The four research questions that guided this study were:

Research question 1

c. What are the characteristics of significant new meaning resulting from teachers' engagement in a process of pedagogical knowledge formation?

d. What are the professional learning processes that appear to lead to the creation of this significant new meaning?

Research question 2

What insights emerge when these processes are explored from different ideological perspectives?

Research question 3

What construct of collective intelligence in schools results from this analysis of professional learning when viewed from different ideological perspectives?

Research question 4

How does this construct contribute to the current/emerging body of literature about collective intelligence in schools?

This final chapter begins with a brief re-iteration of responses to Research Questions 1 to 3, as presented in earlier chapters. A response to Research Question 4 is then presented, connoting the significance of the study in the context of recent international research. Three follow-up research possibilities are then postulated. A brief personal reflection on the thesis journey concludes the study.

7.2 Outcomes of the study

The sequential consideration of Research Questions 1, 2 and 3 was regarded as a vitally important preliminary to consideration of the core concept in Research

Question 4 - the educational significance and potential of the construct of collective intelligence. The outcomes of responses to Research Questions 1, 2 and 3 are centred on the construct of collective intelligence as an aspect of school development, with some consideration of seemingly obvious applications of this construct in the dynamics of teachers' professional learning.

7.2.1 The construct of collective intelligence in school development and revitalisation

Figure 12 (see Chapter 6) contains the synthesised outcomes of Research Questions 1, 2 and 3. In essence, Figure 12 indicates that, when teachers work together in truly authentic professional relationships, they activate and sustain six forms of engagement that enable significant new meaning to be generated in their work lives. What emerges is a construct of collective intelligence in schools that appears to be inseparable from newly emerging forms of teacher professionalism - hence, the postulation of the definition:

> Collective Intelligence in schools is when a discerning community develops capacity to continuously create and advance new ways of thinking and acting in concert and with acumen toward enhancing student achievement.

Figure 12 highlights the dynamic nature of professional teachers thinking and acting together with foresight for the enhancement of student achievement. Through the multiperspective view of teachers' work in this study, it is further postulated that they must be conscious of their own creation of knowledge as significant new meaning in context. In a healthy, trusting environment individuals recognise and actively realise their personal strengths and contributions in the collective as vital to the creation of the unique whole which could not be if it were not for the presence of each participant and his or her simultaneous contributions.

This study has illuminated the role of teachers in their own professional development when they critically reflect on premises or presuppositions of themselves and others, conceptualise at new levels of aptitude and empathy and act in the interests of collective intelligence. Noticeable in this illumination is that these professionals are willing to act in certain ways as a sign of acknowledging new ways of thinking and acting together. Simultaneously, individuals are not only aware of differences and

the importance of inclusivity, but also willing to synthesise contradictions in the quest for creating significant new meaning. There is a celebration of differences as a welcoming contribution to the whole, and the creation of new knowledge in a collective intelligence construct is more than just a collection of differences. It is a new construct meaningfully shared by all engaged constituents.

7.2.2 New ways of school-based thinking and learning

This study has focused on how teachers can work collaboratively to enhance school effectiveness when much of their work is, by definition and tradition, individualised in nature. Thus, the study pushes the boundaries of teachers' work beyond the notion of teachers engaging as individual players. The concept of collective intelligence is central to that postulation.

First, the study reveals that collaborative professionalism is not only possible but it also facilitates outcomes that are central to knowledge societies. To the extent that there exists demand for a focus on the school as an exemplar of a 21st century learning community, this study shows that such demand is within the capability of the teaching profession to achieve. That is, the role of the professional teacher as a collaborative individual willing and able to create new ways of collective thinking and acting, in response to the unique challenges of a particular context, is realistic to contemplate. Concepts such as teacher leadership as a component of distributed leadership (Crowther, 2003; Crowther, Kaagan, Ferguson, & Hann, 2002; Frost & Durrant, 2003; Frost & Harris, 2003; Huffman & Hipp, 2003), schoolwide pedagogical development (Andrews, Conway, Dawson, Lewis, McMaster, Morgan, & Starr, 2004; Andrews & Lewis, 2007) and collective professional responsibility (Bhindi, 2003; Bhindi & Duignan, 1997; Huffman & Hipp, 2003; Newmann & Wehlage, 1995), all of which have become recognised in authoritative educational literature, have been documented in this study as manifestations of the work of successful teacher professionals.

Second, this study was built on the platform of a school revitalisation initiative, namely the IDEAS process. Based on the co-constructivist nature of the research design and methodology, it is possible to consider how engagement in a school-based professional learning and development initiative influences ways of thinking and

acting within the professional community of a school. Consideration of the databases for Research Questions 1, 2 and 3 does indeed shed light on this complex topic.

Most notably, it can be concluded from the two case study bricolages that the apparent integrity of the IDEAS process, particularly its grounding in concepts such as parallel leadership, schoolwide pedagogical development and collaborative individualism, provided licence and confidence for participating individuals to view themselves as actors within a mature, empowered professional context. The constantly growing sense of professional confidence that is documented in the case studies in turn added a dimension of new life to the IDEAS process itself, resulting in forms of learning and creative development that extended the basic conceptual model. This insight was initially evident throughout the recording and interpreting of the stories at each case study site.

The two case study bricolages of Chapter 4 were created to represent the living form of the data and an understanding of how teachers collaboratively create significant new meaning of contextual relevance in an environment of developing trust and hope. Finally, it was the multiperspective view that revealed a complex interplay of membership intelligently building capacity for the creation of significant new meaning with mutual acknowledgement and celebration of lived experience - hence the definition:

> Lived experience in school-based professional learning occurs when members of an educational community seek both a heightened sense of purpose and personal and professional fulfillment. They develop a sense of resonance with one another and with a common vision that culminates in celebration of an 'aha' learning juncture of significant new meaning.

7.3   The significance of this study: A response to the final research question
Research question 4
How does this construct [i.e., collective intelligence] contribute to the current/emerging body of literature about collective intelligence in schools?

Research question 4 extends consideration of the findings of Research Questions 1, 2 and 3 by relating those synthesised findings to extant bodies of authoritative professional knowledge. In response to Research Question 4, two concepts provide the focus: collective intelligence in schools and teacher professionalism. The findings of Research Questions 1, 2 and 3, as they have emerged from the two case study bricolages, suggest that these two concepts are in fact likely to be inseparable in the practices of 21st century knowledge-generating educational institutions.

Numerous researchers have wondered over the past decade how best to address the difficulties of implementing widespread and sustained educational change in teaching and learning practices (Leadbeater, 2000a; Levin & Wiens, 2003; Lewis, 2003; Louis, 2007; Warren Little, 2003). It is in this context that the final research question is considered.

7.3.1   New insights into collective intelligence in the work of the teaching profession

The concept of *collective intelligence* has been dominated by technological and business world views of human and digital connections (Burud & Tumolo, 2004; Halal, 1998). Organisational systems have thus tended to develop the concept on the premise that having a large number of people contributing to a whole in an economically-driven move toward centralised decision making would enhance their effectiveness. However, throughout this study I have argued that intelligent, professional teachers are the core of collective intelligence in schools, and should not be reduced in meaning and status to an instrumental agency for building a centralised collection of knowledge. Leadbeater (2000a) is amongst the authorities who support the view that has guided my thinking. He says: "Human intelligence is networked. If companies want to become more intelligent they need to develop networked forms of intelligence. The brain is central to this network " (p. 88).

As evidenced in responses to Research Questions 1, 2 and 3, this study revealed that collective intelligence in schools is more than just the sum of individual processes or capabilities, it is the capacity of collaborative individuals to collectively grasp, synergise and create meaning together. It is in this sense that collective intelligence has emerged from the study as a form of dynamism that is at the core of

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sustainability in educational quality. It manifests capacity that is built on the strength of intelligent professionals collaborating, creating, co-constructing and connecting over time through their personalised professional learning processes.

The earlier work of Brown and Lauder (1992) discredited the notion of collective intelligence as merely a pool of knowledgeable and technically competent people. Those researchers focused on *balance of creative and innovative people with the skills of collaboration to seek and solve problems*. More recently, as cited in Nash (2005), Brown and Lauder have presented the concept of collective intelligence as the "capacity created by a community able to apply its organized cognitive resources to the solution of shared problems " (p. 5). My argument, as a result of this study, is that the capacity of collaborative individuals goes beyond the solving of shared problems, as articulated by Brown and Lauder. Collective intelligence as I have observed and experienced it manifests a capacity to deal with discontinuous change within the unknown complexity of a 21st century institution. And, more particularly, it manifests the capacity to generate significant new knowledge in response to temporal demands of the knowledge society.

This study has built upon the works of Levy (1997), Limerick, Cunnington and Crowther (2002), Leadbeater (2000a) and Liang (2004c) but has extended them to focus on ways in which teachers build capacity for creating and sustaining significant new meaning for pedagogical knowledge. It can be claimed, I believe, that new insights are now available into how schools can adopt professional learning processes and in so doing contribute to the creation of significant new meaning for pedagogical knowledge.

Brown and Lauder's (1992) definition, forward-looking though it undoubtedly was, did not encompass such depth of meaning. It is in this sense that this study has, I submit, indicated that the teaching profession is poised to demonstrate capabilities that go well beyond what authorities like Brown and Lauder had in mind for knowledge-generating professionals. Indeed, on the basis of this study it is reasonable to surmise that the proactive work of intelligent professional teachers epitomises a construct of collective intelligence that might be applied in ingenious ways in a range of other 21st century institutions.

7.3.2 A new image of the professional teacher

This study gives credence to the argument that a new image of the professional
teacher may be emerging. As evidence of this prospect, the study suggests that a
new framework for teacher professionalism that incorporates meta-thinking is
discernible in the work of at least some teachers. It involves:

- a shift in mindsets about thinking and acting, with particular emphasis on
  collaboration;
- the explicit recognition of the capabilities of teachers to contribute to the
  formation of significant new meaning;
- the application of self-critical reflection, with particular consciousness of
  presuppositions; and
- the use of visual and metaphorical representation of shared understandings.

The new image of the teacher professional that emerges from this study also
highlights the multidimensional nature of value orientations and individual
personality types within any single workplace. Of particular significance in this
study was the juxtaposition of a multiperspective analytical approach in the search
for the meaning of new knowledge. The notion that healthy educational
communities comprise relatively autonomous individual professionals, each with a
strong value orientation, linked through a commitment to collaborative thinking and
acting, implies a view of the teacher professional that is not yet well-recognised in
the educational literature. Moreover, analysis of the research data through the lens of
one ideological perspective would not have revealed the richness of the complex and
multidimensional bricolages. Inherent in the notion of multiperspective
professionalism is an assumption that analyses of teachers' work should themselves
be multidimensional.

In summary, the image of the professional teacher that results from this study is one
of confident individuals who are committed to synergistic connections with others
because they are deeply conscious of their need to contribute meaningfully to a
school-based whole. What emerges is an image of a profession that, through its
capacity to generate new knowledge and significant new meaning, has the power to
inspire hope to new generations of citizens. Terry Wrigley's recent assertion that

teaching is the 21st century profession of hope takes on particular meaning in this context:

> Teaching is a profession of hope. We are driven by desires - for our students to discover a taste for learning, a feel for justice and care for each other. We aspire to turn children into thoughtful, creative and concerned citizens. Inspirational teachers are motivated by their dreams of a better world. (Wrigley, 2003, p. 1)

Hope, as an observed dynamic in this study, extends beyond the confines of wishful thinking, dreams or expectations of something desired. It manifests in confidence played out with conviction by professionals demonstrating that they can create something better in their own lives, their students' lives and their broader worlds. Of all the professions, teaching seems most suited to the achievement of this ideal. The significance of the study resides more than anything else in its conclusion that this ideal is possible.

7.4   Recommendations for future research

Three constructs that appear critical to successful 21st century school development and revitalisation have been explored, framed and presented in this study - significant new educational meaning; processes of meaning creation; and collective intelligence. As with any exploratory scholarly study, it is incumbent upon the researcher to propose ways in which the completed study might be extended into new and fruitful research initiatives. Three specific recommendations are offered for the consideration of scholars, researchers and postgraduate students whose specialised interests include successful school improvement.

Recommendation 1:

> *That the construct of collective intelligence in schools be further examined in terms of the ways in which individual values, beliefs and personality types contribute to its dynamics and meanings. Such studies might encompass the impacts of changes in personnel during processes of school-based revitalisation.*

On the basis of just two case studies there is evidence that the personalities and facilitation styles of individual teacher professionals influence the way in which a

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process of school meaning creation is initiated, framed, developed and implemented. It was not within the scope of this study to consider this factor in specific detail but, as the researcher co-constructing with case study participants, I observed the potential of individuals to influence the process and its outcomes through the power of their personal capabilities and talents. Further study might be conducted in terms of how individuals contribute to the harmony and creativity of a dynamic and organic process, and what personal characteristics, if any, appear most conducive to facilitating sustainable school revitalisation.

Recommendation 2:

That the construct of collective intelligence, presented in this study as a product of a particular process of school-based revitalisation (the IDEAS process), be explored in a range of different educational development settings.

This study has used as its basis for conceptualising collective intelligence the experiences of just two schools that had adopted the IDEAS process of school revitalisation. The construct of collective intelligence that has resulted from the study needs to be tested in a range of different school situations and different school revitalisation approaches. This recommendation stems from the researcher's curiosity as to how schools sustain revitalisation processes over time and whether the concept of collective intelligence in schools might in fact be the key to sustainability.

Recommendation 3:

That the characteristics of significant new meaning, and the professional learning processes that have been observed leading to the creation of significant new meaning in educational settings, be examined in different organisational contexts within a knowledge society.

It is postulated that the construct of collective intelligence that has emerged from this study has implications for an enhanced understanding of knowledge creation in organisational contexts of society other than schools. Corporate offices, hospitals, churches, volunteer associations, community agencies, bureaucracies, unions, government departments and political parties come to mind as potential foci for

study. The explanatory framework contained in Figure 12 might be employed as a starting point for such investigations.

7.5   Final reflections

As the end to this study drew near I was anxious about how, and at what stage, to draw closure. In particular, I was confronted with the challenge of *getting it right* and assuring myself that the study contributed to enhanced understanding of knowledge creation as it occurs in highly successful school development and revitalisation. My anxiety was confounded by a desire to receive commendations for a job well done while also ensuring that the wonderful work of the participants in the case study schools was recognised as the essence of anything that I had created or achieved as a researcher.

In reflecting on my own unsettled state of mind at that time, I grew to understand myself better. In particular, I came to see my research-self as an extension of the case study participants whom I had observed so intimately. The stories, reflections and passions of the participants, as they continuously sought to live and make meaning in their settings, had illuminated my understanding of myself as a phenomenologist. As the study drew to a close, I appreciated increasingly their ongoing and unfolding stories and that these would continue beyond the finishing line of this dissertation. Each school's story I came to see as a revelation - that meeting changes in society can be both exciting and grounded in forms of wisdom where the whole is more than the sum of its parts.

Also increasingly apparent to me, as the study drew to a close, was the realisation of the importance of a multilayered professional view - of keeping the big picture of whole school, organisational learning in mind whilst being critically aware of the levels of power and influence at play as multifaceted individuals developed confidence in their functions of teacher leadership and knowledge creation.

On reflection, the construct of collective intelligence as I have lived and experienced it has affirmed and enriched my personal beliefs about ways of working collaboratively and co-constructively. I have seen the particular benefits to be derived from the experience of striving to create significant new meaning through

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professional learning processes. I have also seen the complexities and subtleties of lived experience in the lives of dedicated teacher professionals. I feel empowered that, as a result, I can now envision a future in which professional teachers are leaders in a knowledge society that is grounded in the enhancement of student well-being.

Another dimension of this thesis journey has been my increasing realisation of the tension between adhering to protocols of academic research and writing, on the one hand, and expressing myself in ways that acknowledge the complexity of my lived experience, on the other. Inherent in my phenomenological worldview is a strong inclination toward metaphorical thinking and expression that is inclusive of visual, kinesthetic, spatial and sensory stimulation. Thus, the challenge of academic writing of sufficient formality and rigour to convince others has been an ongoing frustration and dilemma. Suffice to say this final chapter is presented with some licence in the use of my natural writing style.

My experience in conducting this study has also affirmed my worldview that opinions are too often formed through rose-tinted lenses. There are many different tints and it is well to remember that the choice of a single tint will not likely reveal the richness of differences. The use of a range of ideological perspectives in the analysis of the data for this study has highlighted the importance of not only recognising difference but also of celebrating it as a contributing factor in dynamic wholes.

As a result of this study I now see that there is much to be celebrated in the realisation that, as the 21st century unfolds, growing numbers of knowledge generating professional teachers will build capacity for their communities and new generations of students. For that I am thankful!

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APPENDIXES

Appendix 1   Ethics approval from the University of Southern Queensland

The University of Southern Queensland

TOOWOOMBA   QUEENSLAND   4350
AUSTRALIA
TELEPHONE (07) 4631 2100
www.usq.edu.au

Office of Research and Higher Degrees

Postgraduate and Ethics Officer
Telephone: 0746 312956
Facsimile: 0746 312955
Email: bartletc@usq.edu.au

11 May 2004

Ms Joan Conway
C/- Faculty of Education
USQ

Dear Ms Conway

Re: Ethics Clearance for Research Project, *Collective Intelligence in 21*st *Century* *Schools; teachers engaged in the process of creating, developing and sustaining* *shared pedagogical meaning within their organisation*

The USQ Human Research Ethics Committee recently reviewed your application for ethics clearance. Your project has been endorsed and full ethics approval is now confirmed, subject to written permission from Education Queensland to conduct the research in specified schools. Reference number **H04STU373** is assigned to this approval that remains valid to 10 May 2005.

The Committee is required to monitor research projects that have received ethics clearance to ensure their conduct is not jeopardising the rights and interests of those who agreed to participate. Accordingly, you are asked to forward a **written report** to this office after twelve months from the date of this approval or upon completion of the project.

A questionnaire will be sent to you requesting details that will include: the status of the project; a statement from you as principal investigator, that the project is in compliance with any special conditions stated as a condition of ethical approval; and confirming the security of the data collected and the conditions governing access to the data. The questionnaire, available on the web, can be forwarded with your written report.

Please note that you are responsible for notifying the Committee immediately of any matter that might affect the continued ethical acceptability of the proposed procedure.

Yours sincerely

Christine Bartlett
Postgraduate and Ethics Officer
Office of Research and Higher Degrees

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Professor F Crowther

Appendix 2   Ethics approval from Education Queensland

Queensland
Government

Strategic Policy and Education Futures
Department of Education and the Arts

9 June 2003

Ms Joan Conway
PO Box 316
DARLING HEIGHTS Q 4350

Dear Joan

Thank you for your application seeking approval to conduct research titled *"Collective Intelligence in 21st Century Schools"* in Queensland State Schools. I wish to advise that your application has been approved.

This means that you can approach principals of the schools nominated in your application and invite them to support your research project. As detailed in the research guidelines:

- You need to obtain approval from the relevant principals before your research project can commence.

- Principals have the right to decline participation if they consider that the research will cause undue disruption to educational programs in their schools.

- Principals have the right to monitor any research activities conducted in their facilities and can withdraw their support at any time.

At the conclusion of your study, you are requested to provide the Department of Education and the Arts with a summary of your research results and any published paper resulting from this study. A summary of your research findings should also be forwarded to participating principals.

Should you require further information on the approval process please do not hesitate to contact Ms Carmel Davis, Principal Policy Officer, Strategic Policy and Education Futures Division on (07) 3237 0158. Please quote the file number 550/27/225 in future correspondence.

Yours sincerely

Bronwen Griffiths
Director
Education Futures
Strategic Policy and Education Futures Division

Trim ref: 04/43659

Encl:

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Appendix 3   Letter of information to school principal

Joan Conway
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June, 2004

Dear Principal

Re: Teachers making shared pedagogical meaning in an IDEAS school.

Your school is currently involved in the IDEAS process. As a researcher working towards the completion of a doctoral thesis, I would like to explore with members of your IDEAS School Management Team (ISMT) how teachers collectively engage in the process of creating, developing and sustaining shared pedagogical meaning in their school.

In my researcher's role, I am requesting permission to attend meetings of the ISMT in your school and to personally conduct group and/or individual interviews, negotiate and collect individual reflective writing and interact with individuals as required for interviews. My data collection will be in the form of observation notes, audio recorded conversations/interviews, participants' reflective writing and artifacts of the school's IDEAS process. I estimate that this process might span the months of June to November, 2004.

This letter is to outline my intentions and to seek your permission to invite members of the ISMT as participants in my research study. **As consenting participants they will be involved** in group and/or individual recorded interviews/discussions and may be asked to contribute some personal reflective writing.
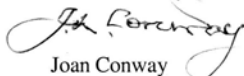
All reference to your school, the location of the school or the names of any participants will be anonymous. All researcher's notes, recordings, transcriptions, participants' writing and artifacts will be securely stored and accessed only by myself and my supervisors.

Participation in this research will be voluntary and participants may decide at any time to withdraw from the study. However, participation will also provide opportunities to reflect on the experience of the IDEAS process and it is anticipated that participants will appreciate their involvement as a valuable professional development exercise.

I invite and strongly encourage you to support this initiative. If intended participants agree to participate under the conditions outlined above, they will be asked to sign an agreement as indicated on the attached letter for participants. Please also find attached the approval for this research to be conducted in Education Queensland State Schools.

If you have a concern regarding the implementation of the project, you should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956.

Yours sincerely,

Joan Conway

Encl: 1.   Letter of information and consent for participants
       2.   Approval to conduct research in Education Queensland State Schools

Appendix 4   Letter of invitation to ISMT members

Joan Conway
Faculty of Education
University of Southern Queensland
Phone: (07) 4631 2350
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June, 2004

Dear Participant,

Re: Teachers making shared pedagogical meaning in an IDEAS school.

Your school has been involved in the IDEAS process for three terms and you are a member of the ISMT. As a researcher working towards the completion of a doctoral thesis, I would like to explore with you and your colleagues how teachers collectively engage in the process of creating, developing and sustaining shared pedagogical meaning as you progress through the *ideas* phases of the IDEAS process.

In my researcher's role, I am seeking permission to attend meetings of the ISMT in your school and to conduct group and/or individual interviews, negotiate and collect individual reflective writing and interact with individuals as required for interviews. My data collection will be in the form of observation notes, audio recorded conversations/interviews, participants' reflective writing and artifacts of the school's IDEAS process. I estimate that my regular contact and specific meetings might span the months of June to November, 2004.

As a participant you will be involved in group and/or individual recorded interviews/discussions and may be asked to contribute some personal reflective writing.
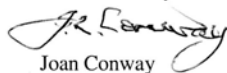
All reference to your school, the location of the school or the names of any participants will be anonymous. All researcher's notes, recordings, transcriptions, participants' writing and artifacts will be securely stored and accessed only by myself and my supervisors.

Participation in this research will be voluntary and you may decide at any time to withdraw from the study. However, participation will also provide opportunities to reflect on the experience of the IDEAS process and it is anticipated that participants will appreciate their involvement as a valuable professional development exercise.

I invite and strongly encourage you to be involved. If you agree to participate, under the conditions outlined above, please sign the agreement below.

If you have a concern regarding the implementation of the project, you should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956.

Yours sincerely,

Joan Conway

I, ……………………………………………………accept that I have read the above and of my own free will agree to participate in group and individual audio recorded conversations/interviews and personal reflective writing. I understand that my involvement is of a voluntary nature and I may withdraw at any time.

Signed: ……………………………………………………………… Date: __/__/2004

Appendix 5   The researcher's invitation for the ISMT to attend a focused-reflection session

AN EXPLORATION OF TEACHER ENGAGEMENT IN THE MAKING OF SHARED PEDAGOGICAL MEANING

The participants are trying to make sense of their world: the researcher is trying to make sense of the participants trying to make sense of their world (Smith, 2003, p. 51).

Aim: the purpose of this activity is to gather, share and begin to form understandings about how teachers make shared meaning in their specific setting.

Participant invitation:
Members of the IDEAS ISMT are invited to participate in this workshop of reflection and planning. Whilst the basic intention of this session is to give me the opportunity for further data collection for my doctoral work, it is offered also as an opportunity for the team to take stock of the IDEAS process to date and to plan ahead for 2005. Your participation will be very much appreciated.
Yours sincerely,

Joan Conway
USQ researcher

Individual Preparation:
   ✓ **SOME PERSONAL REFLECTIONS**
This activity asks that you recall and write about a significant occasion or a series of events that has been memorable for you in the life of IDEAS at your school.

In this writing you might refer to what happened, who was involved, when it occurred, what other happenings might have surrounded this recall, how you were feeling, how you were thinking, how you responded and of what significance it has had in the life of the school community.

The Group Activity:
   ✓ **SOME SHARING OF THESE REFLECTIONS**
Time to share these reflections in a forum of skilful discussion. (approx. 30 mins)

   ✓ **SOME CRITICAL THINKING ABOUT THESE SHARED REFLECTIONS**
Time to analyse the critical junctures, positions of influence and power that can be identified throughout the recalled journey. (approx 30 mins)

   ✓ **SOME FOCUSED CONVERSATION ABOUT THE ORGANISATIONAL KNOWLEDGE**
Time to participate in a focused conversation that will work with a question of relevance for your school, particularly in relation to organisational learning and the journey ahead. (approx 45 mins)