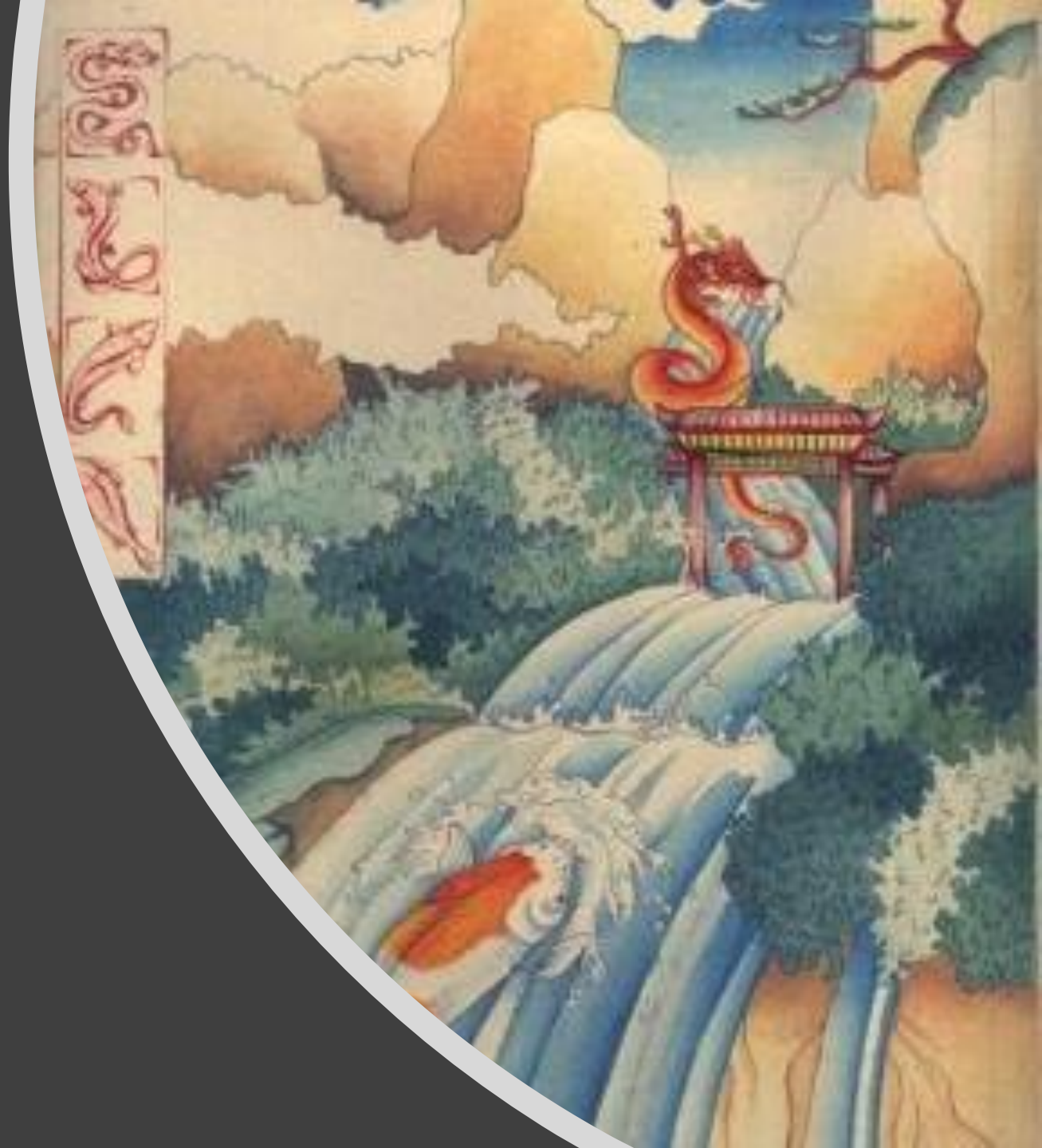




# *Jumping the Dragon Gate: Experience, Contexts, Career Pathways, and Professional Identity*

Gayle A. Curtis, Michaelann Kelley,  
P. Tim Martindell, Donna J. Reid,  
Cheryl J. Craig, and M. Michael Perez

Travelling Story  
& Chinese Metaphor



# Theoretical Framework

- Story
  - a “portal to experience” (Xu & Connelly, 2010, p. 35)
- Identity
  - “the self [as] not [being] ready-made, but something in continuous formation, through choice and action” (Dewey, 1920/1967, p. 194)
- Metaphor
  - “the essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff & Johnson, 2003, p. 5)



# We wondered

How do those we work with, who often hold fewer professional and life experiences (and whose roles/positions perhaps hold less power), cope with challenges similar to what we have encountered?



In what ways do experiences, relationships, contexts, and visions of self influence shifts/changes in career pathways and re-shape our teacher identities?

How can we improve our practice?



Setting Aside Western Interpretations

# Common Themes

*Influence of changing professional landscapes on career-pathway decisions*



*Tensions between how career pathways are viewed by others and how they actually unfold*



*Tensions between the stories we tell ourselves and the stories others tell about us*



*intersection of job positions with age/gender in both seen and unseen ways*



# Reflective Writing

- Reflect on your career pathway, reframing your experiences through the Dragon Gate metaphor.
- What challenges have you encountered in your career pathway that significantly shaped your teacher educator identity?



# Discuss in Groups

- What are two or three commonalities of your stories?
- What are the implications for our work as teacher educators?







# Group Share

- Briefly share an experience and the implications for practice as teacher educators.

# Lessons Learned

- Even after 20 years together, we have untold stories to share
- The self, having been stifled and stymied for a significant period, and having exhausted other options, is keenly aware of what is both gained and lost in life-/career-sustaining decisions
- Internal/external expectations and perceptions of position/place create tensions in one's self-image as teacher/teacher educator, often challenging one's teacher identity
- Flat trajectory of teaching in which teacher growth may be present in practice but not apparent to others





# Going Forward

- Encourage teachers to see themselves as teacher educators as they engage in mentoring others and taking on leadership roles
- Pay attention to the intersection of age at both the beginning and end of careers
- Trust your instincts about bad situations; new beginnings can be a positive move for self- /teacher identity, well-being, and career trajectory
- Being transparent about our own career pathway experiences as we work with our pre- and in-service teachers, we hope to encourage them to consider teaching not just a job but a lifelong career and future
- Just as our students are changed by our feedback, we too are changed by their feedback

# References

- Bateson, M. C. (1994). *Peripheral visions: Learning along the way*. New York, NY: HarperCollins.
- Bullough, R. V. Jr., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Research, 30*(3), 13–21.
- Clandinin, D. J., & Connelly, F. M. (1995). *Teachers' professional knowledge landscapes*. New York, NY: Teachers College Press.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Clandinin, D. J., Downey, C. A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia Pacific Journal of Teacher Education, 37*(2), 141-154.
- Clandinin, D. J., Huber, J., Huber, M., Murphy, M. S., Murray Orr, A., Pearce, M., & Steeves, P. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*. London, UK: Routledge.
- Connelly, F. M., & Clandinin, D. J. (1999) *Shaping a professional identity: Stories of educational practice*. New York, NY: Teachers' College Press.
- Craig, C. J. (2007). Illuminating qualities of knowledge communities in a portfolio-making context. *Teachers and Teaching: Theory and Practice, 13*(6), 617-636.
- Craig, C. J. (2013). Teacher education and the best-loved self. *Asia Pacific Journal of Education, 33*(3), 261-272.

# References

- Craig, C. J. (2018). Fish jumps over the dragon gate: A eastern image of a western scholar's career trajectory. Manuscript submitted for publication.
- Craig, C. J., You, J., & Oh, S. (2017). Pedagogy through the pearl metaphor: Teaching as a process of ongoing refinement. *Journal of Curriculum Studies*, 49(6), 757-781.
- Crites, S. (1971). The narrative quality of experience. *Journal of the American Academy of Religion*, 39(3), 291-311.
- Curtis, G., Reid, D., Kelley, M., Martindell, P. T., & Craig, C. J. (2013). Braided lives: Multiple ways of knowing, flowing in and out of knowledge communities. *Studying Teacher Education*, 9(2), 175-186.
- Dewey, J. (1967). *Reconstruction in philosophy*. New York, NY: Beacon. (Original work published in 1920)
- Guilfoyle, K., Hamilton, M. L., Pinnegar, S., & Placier, P. (2004). The epistemological dimensions and dynamics of professional dialogue in self-study. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 1109–1167). Dordrecht, Netherlands: Springer.
- Hamilton, M. L., & Pinnegar, S. (1998). Conclusion: The value and the promise of self-study. In M. L. Hamilton (Ed.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 235–246). London, UK: Falmer.
- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 817– 869). Dordrecht, Netherlands: Springer.
- Lakoff, G., & Johnsen, M. (2003). *Metaphors we live by*. Chicago, IL: University of Chicago Press.
- Lin, G. (2009). *Where the mountain meets the moon*. New York, NY: Hatchette.
- Lindemann Nelson, H. (2001). *Damaged identities: Narrative repair*. Ithaca, NY: Cornell University Press.

# References

- Lyons, N., & LaBoskey, V. K. (Eds.). (2002). *Narrative inquiry in practice: Advancing the knowledge of teaching* (Vol. 22). New York, NY: Teachers College Press.
- Munby, H., & Russell, T. (1994). The authority of experience in learning to teach: Message from a physics methods classroom. *Journal of Teacher Education, 25*(2), 89–95.
- Nash, R. (2004). *Liberating scholarly writing: The power of personal narrative*. New York, NY: Teachers College Press.
- Olson, M., & Craig, C. (2009). Traveling stories: Converging milieus and educative conundrums. *Teaching and Teacher Education, 25*(8), 1077-1085.
- Palmer, P. J. (1997). The heart of a teacher identity and integrity in teaching. *Change: The Magazine of Higher Learning, 29*(6), 14-21.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- Schuck, S., & Russell, T. (2005). Self-study, critical friendship, and the complexities of teacher education. *Studying Teacher Education, 1*(2), 107-121.
- Schwab, J. (1978). Eros and education: A discussion of one aspect of discussion. In I. Westbury & N. Wilkof (Eds.), *Science, curriculum and liberal education: Selected essays* (pp. 105-132). Chicago, IL: University of Chicago Press. (Original work published in 1954)
- Spence, D. (1984). *Narrative truth and historical truth: Meaning and interpretation in psychoanalysis*. New York, NY: Norton.
- Tidwell, D., & Manke, M. P. (2009). Making meaning of practice through visual metaphor. In D. L. Tidwell, M. L. Heston, & L. M. Fitzgerald (Eds.), *Research methods for the self-study of practice* (pp. 135-154). Dordrecht, Netherlands: Springer.
- Xu, S. J., & Connelly, F. M. (2010). Narrative inquiry for school-based research. *Narrative Inquiry, 20*(2), 349-370.