

# Reaching out to people and communities through international research collaboration

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CARN OCTOBER 26-28, 2023

# Cultures of Inquiry: affordances

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- A virtual space to connect our local contexts and influences globally
- Be part of its expanding circles of influence internationally through meetings such as AERA and CARN

# Culture of Inquiry: A polyphony of voices

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Unity in diversity: Speaking different dialects of the same language

- Common language/ the overarching object that binds us: The common good of promoting human flourishing
- Diverse dialects: situated form of actions emerging from the specific concerns that speak to our diverse values (in Jackie's intro)—realizing our values through our unique LET (involving cycles of action and reflection—both practical and theoretical )
- the plurality of unmerged voices in dialogue co-create a rich polyphonic resonance.
- Our co-created meanings are validated by
  - a) the mutual influences we exert in our community
  - b) sharing with wider audience for their *responsive understanding*

# Action/research in response to my concern

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- Concern—a teacher paradox: Teacher reluctance to change in a world that is changing rapidly calling for flexibility in teaching to diversity and preparing them for an uncertain future
- Common cultural assumption of teachers being excessively entitled (unwilling or unable to change to respond to the needs of diverse students)

vs

Teacher intention: expression of their commitment to students' success in school and life

Vs

Teacher practice: *Inspite of explaining the lesson many times and giving notes they [students] fail to learn.*

- My research to unearth the roots of excessive entitlement opened a Pandora's box exposing the sociohistorical, cultural and political sources of teachers' excessive entitlement that place unreasonable demands on them eroding their values.
- My efforts to help teachers reclaim their values through developing their agency

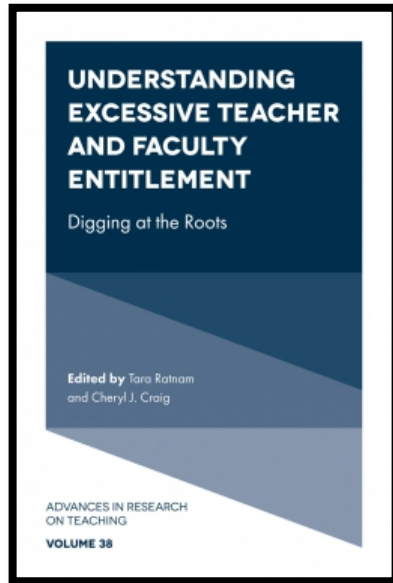


# Influence of this work on my learning and the learning of others

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- Resonance of the topic for international scholars
- to share the various sources of oppression experienced in the workplace
- pinned the phenomenon for investigation
- Leading to an edited volume

# Understanding Excessive Teacher and Faculty Entitlement



9781800439412 | HB | 356 pages  
£85 | €110 | \$132  
30 September 2021

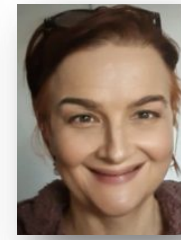
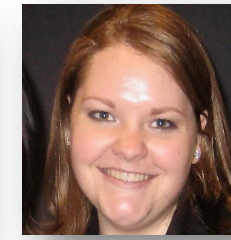
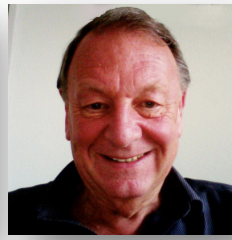
## Digging at the Roots

- Volume 38 of Emerald's *Advances in Research on Teaching* series.
- Develops a significant body of professional knowledge by providing a deeper and sympathetic understanding of what manifests itself as 'excessive entitlement'.
- Presents a theoretical framework within which one can investigate and articulate issues and helps those concerned with education and teacher education internationally to get a sense of the complexities surrounding teachers' work.
- Bringing together researchers from diverse geographical contexts, this timely book primarily addresses educators and researchers with a spin-off to human resource management in diverse organizational settings.

Edited by:

**Tara Ratnam**, Independent Teacher Educator and  
Researcher, India

**Cheryl J. Craig**, Texas A&M University, USA



## Consequential Research:

# Opening to Relational Dialogue in Pursuit of What Is Just and Therefore True.

83.039. SIG-Narrative Research; Virtual Symposium SIG Virtual Rooms, Narrative Research SIG Virtual Session Room; 2:30-4:00pm

## Participants and presentations

Chair: Magdalena Kohout-Diaz, University of Bordeaux

Participants:

- 1) When Not Getting Your Due Is Your Due: Excessive Entitlement in Action. **Cheryl J. Craig, Texas A&M University**
- 2) Unearthing the Roots of "Excessive Teacher Entitled Behavior" for Fostering Change. **Tara Ratnam**
- 3) A Feel for the Game: Confronting Power Asymmetries in Research Supervision. **Marie-Christine Deyrich, University of Bordeaux**
- 4) Generating Living-Educational-Theories With Love in Transforming Excessive Teacher Entitlement. **Jack Whitehead, University of Cumbria**
- 5) In the Shadow of Traditional Education: A Currere of School Forces That Hinder or Facilitate Multiple Epistemologies and Dialogues. **Richard D. Sawyer, Washington State University - Vancouver**
- 6) The Treatment of Teachers as Nonpersons as an Expression of Society's Excessively Entitled Attitude. **Eliza A. Pinnegar, Learning Adventures Child Care Centre; Stefinee E. Pinnegar, Brigham Young University**

Discussant: Hafdis Gudjonsdottir, University of Iceland



Thank You