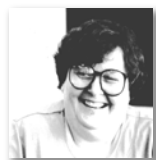


## Recalling Moments of Revelation



## [Living Theory Poster](#)

Well into my teaching career, **Jack Whitehead**'s thinking redirected me from *What should I do?* to *How might I be?* as a teacher, asking *What do I care about in education?* With Jack's ideas on educational research, I began and continue becoming a teacher. Voices other than Jack's have influenced me, foremost, those of my disenfranchised special needs students, who always kept me on task, improving my practice. There are powerful others as well.



**Frances Halliday** was/is my mentor. We met in graduate school at McGill while she was sowing the seeds of inquiry wherever she saw an opportunity. I was fertile ground. With her nurturing, I began action research, bringing inquiry into my classroom and ultimately to my school.

**Eliot Eisner**, in his seminal article *The Promise and Perils of Alternative Forms of Data Representation* (1997), asks ... *how can we perform the magical feat of transforming the contents of our consciousness into a public form that others can understand?* And, I am learning to use visual and digital representations in my inquiries.

*Teacher Dream, Teacher Nightmare, Teacher Awakening* – self-portraist



**Carl Leggo** (2019) wrote of searching for community, yearning for opportunities to commune, to tell stories that might transform our lives. He advised me to *always live in the fecund places of the ampersand, &* so I am finding my way, but not alone. Within the relational interplay of experience, language, knowledge, and story, I-you, you-I grow. *Building Bridges Over Walls* is a a métissage (braid) of voices created from reflections written by members of the Narrative Inquiry Group, of which I am a member. The poem is a an outcome of relational interplay.

*Building Bridges Over Walls*  
*They were laying the bricks one-by-one –*  
*Students could be great architects –*  
*And like feral cats, you swatted the bricks out of their hands.*  
*From the other side of the wall*  
*You heard the distant echo of*  
*Stories desperately wanting to be told.*  
*Up, across and down into unknown terrain,*  
*You come together to destroy isolation.*  
*Sometimes, you have to wade in, forget the bridge, and hope you don't drown.*  
*One piece at a time,*  
*Building smaller communities, until, ultimately*  
*Yous.*

**The Living Theory Post-Doc Skype Group** is a conversation space, a source of energy, understanding, knowledge and hope. I feel privileged to be a member of like-minded yet diverse group researchers, living their values, sharing their knowledge, providing support and validation.



<https://www.youtube.com/watch?v=gvpf-kJMJeA&feature=youtu.be>

I know these moments to be true to my/our story. We evolve as teachers, as people with a common care for teachers and learners, teaching and learning, and a common purpose of (re)claiming our sense of ourselves as educators, (re)formulating the role of teacher – simply *being* in order to make this world better.