



I was first invited to think and write about what I care about in education when I was well into my teaching career – thirty years in! I wrote that I care about my students above all else. I cared that they felt comfortable and safe in the knowledge that I loved and valued each and every one. I have since retired from both the high school and university classrooms in which I taught, and now spend my time working with teacher-researchers on various action research projects. There has been a necessary and natural evolution of my claim. I now understand that I care about working in a learning relationship with other caring teachers, and that we all feel comfortable and safe, loved and valued, as we work to put a human face on our educational endeavours. I adopted The River as a central metaphor to explain my journey using, primarily, arts-based methodologies. I welcome you to share a leg of that journey in my Living Theory Poster.

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How do I, a teacher-researcher, contribute to knowledge of teacher learning and practice in teacher education as I explore my values through self-study?

PhD dissertation in Educational Psychology, McGill University, 2005
<http://www.actionresearch.net/writings/mcbride/judymcbridephd.pdf>

Commentary: Living your values in your practice

LEARNIng Landscapes Vol. 8, No. 2 Spring 2015

Video <http://learninglandscapes.ca/rich-media/129-judy-mcbride-video>

Text <http://www.learninglandscapes.ca/images/documents/ll-no16/jmcbride.pdf>

Action Research Reports

Teacher Inquiry for Educational Change

LEARNIng Landscapes Vol. 4, No. 2, Spring 2011

Danielle Couture, Judith McBride, Sujata Saha, Denise Schellhase & Kelly VonEschen

<http://www.learninglandscapes.ca/images/documents/ll-no8/dcouture.pdf>

Inquiry Teaching and learning: An action research project

Conseil pédagogique interdisciplinaire du Québec – Apprendre et enseigner aujourd'hui
3(2), 23-27, Spring 2014

Sean Cassin, Francine Massue & Judith McBride

<http://fr.calameo.com/read/001898804fd79b7fd42fb>

The Narrative Inquiry Group

To where teachers learn: Following the Yellow Brick Road

LEARNIng Landscapes Vol. 8, No. 1, Autumn 2014

The Narrative Inquiry Group

<http://www.learninglandscapes.ca/images/documents/ll-no15/narrative.pdf>



The Blackboard Monologues: A literary métissage

Developing Living Theory Projects

- The Learning Group: Mentoring conversations across First Nation and White communities on shared values and practices
- The Portrait Project: Multi-media self-study representations of self and values as lived in practice