

Dilemma: “...dealing with a diversity of needs in an inclusive educational environment seems to remain difficult for teachers. A lack of appropriate training is reported worldwide by teachers as a fundamental cause for this.”

Optentia, North West University, Symposium Correspondence, June, 2015

HOW I HAVE DWELLED ON THIS AS A NOVICE
ACADEMIC SCHOLAR...



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The *situatedness* of professional learning of teachers who teach for inclusion

Situated
within
knowing

By Karlien Conradie

Epistemological
development

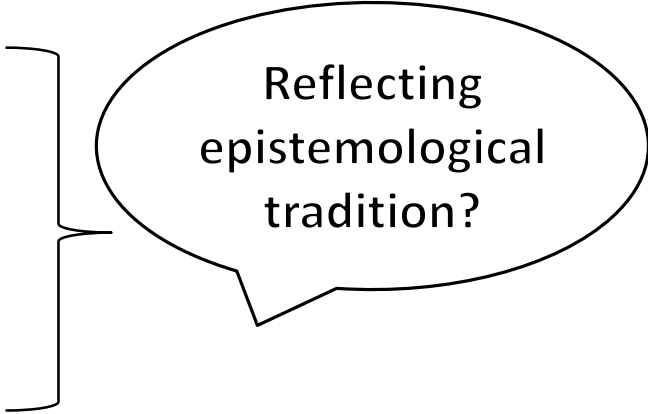
1 OCTOBER 2015



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Students: “What are we going to learn?”

- ❑ What counts as knowledge?
- ❑ What counts as sources of knowledge?
- ❑ What counts as methods of knowing?



Reflecting
epistemological
tradition?



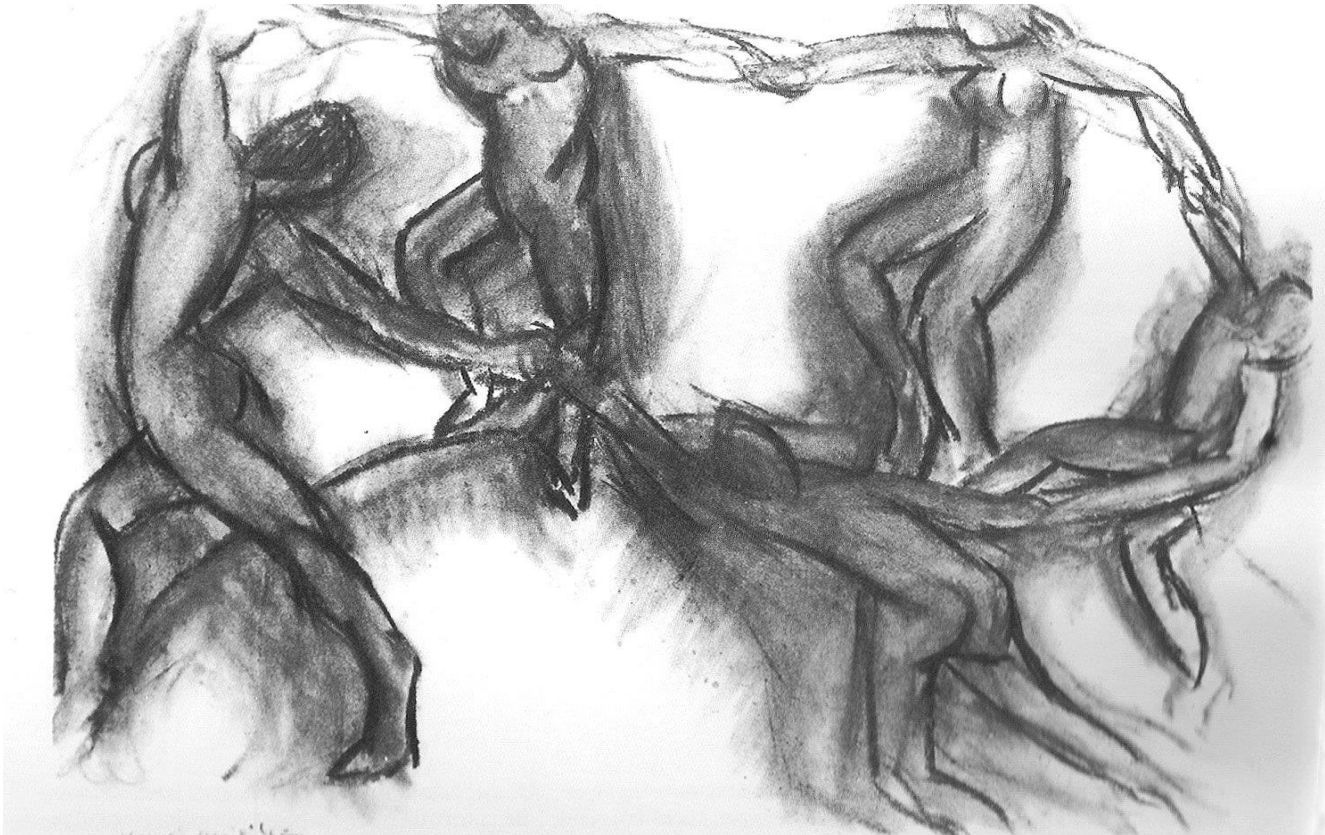
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Themes: inclusive thinking and knowing

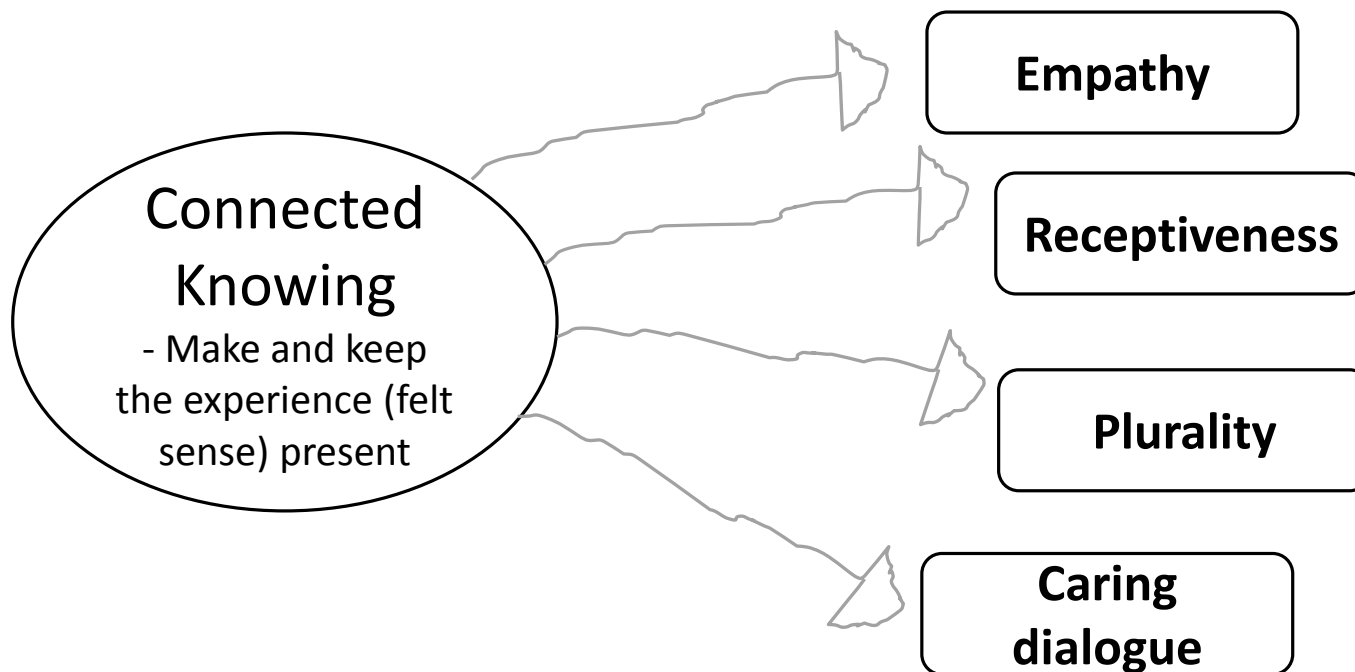
(With specific reference to the work of Nancy Goldberger, Blythe Clinchy, & Ann Stanton)

- ☐ Constructivism
- ☐ Connected and procedural knowing
- ☐ Teaching as phenomenological inquiry
- ☐ Midwife teaching: teaching as a practice

Constructivism: going beyond the “calculus of justification” (Blythe Clinchy, 1996)

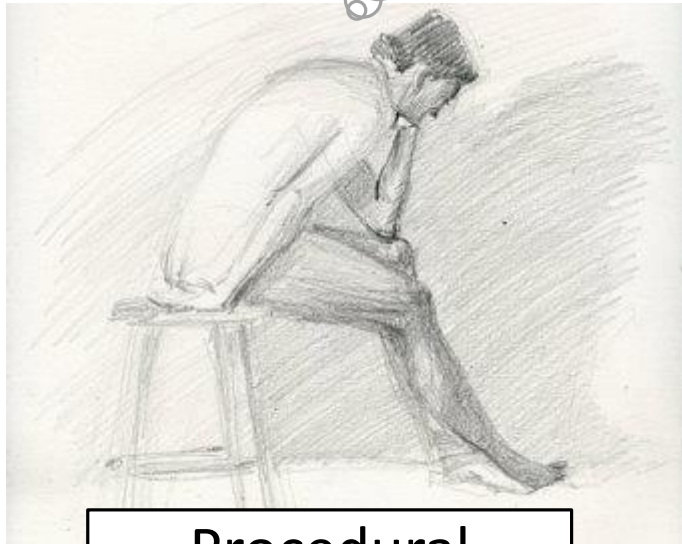


Constructivism: going beyond the “calculus of justification” (continued) (Blythe Clinchy, 1996)



Continuum of knowing

- Nuanced understanding
- Variety of perspectives



Procedural



Received

- Uncritical acceptance of expert claim
- Absolute knowledge



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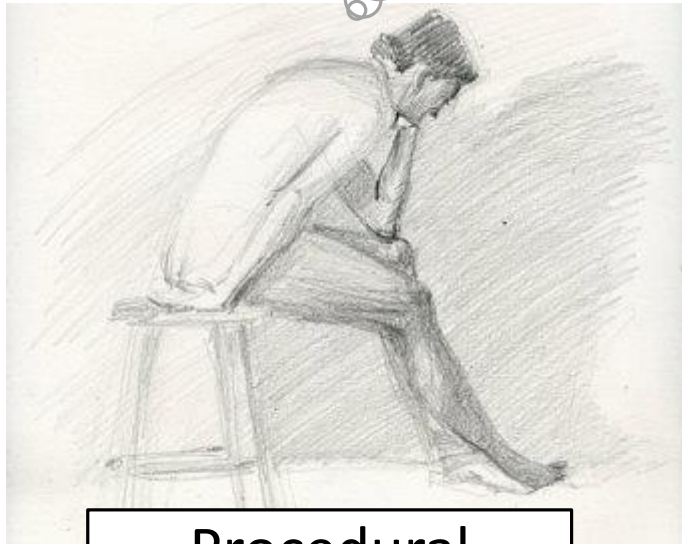


I CAN'T EXPLAIN
AND
I WON'T EVEN TRY

Students became resistant and confused: another dilemma of practice or a legitimate (current epistemological development) way of creating order for themselves?

Continuum of knowing

- Nuanced understanding
- Variety of perspectives
- Relational understanding



Procedural



Received

- Uncritical acceptance of expert claim
- Absolute knowledge
- Detached



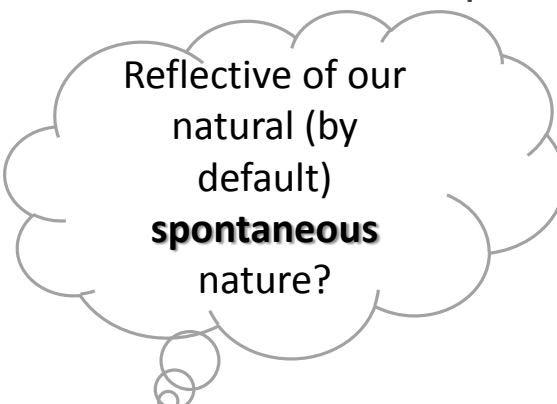
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Learning as a human endeavour: inclusive of the personal realm

☐ Question 1: *When last have you experienced yourself as someone who is capable of knowing more and articulating with confidence?*

☐ Question 2: *How would you describe your inner experience within that moment of being fully receptive of new learning?*

☐ **Excitement, competency, confidence, recognition, acceptance and creativity** (connectedness of the personal knower with the process of knowing)



Reflective of our
natural (by
default)
spontaneous
nature?



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Voice: cypher of epistemological identity

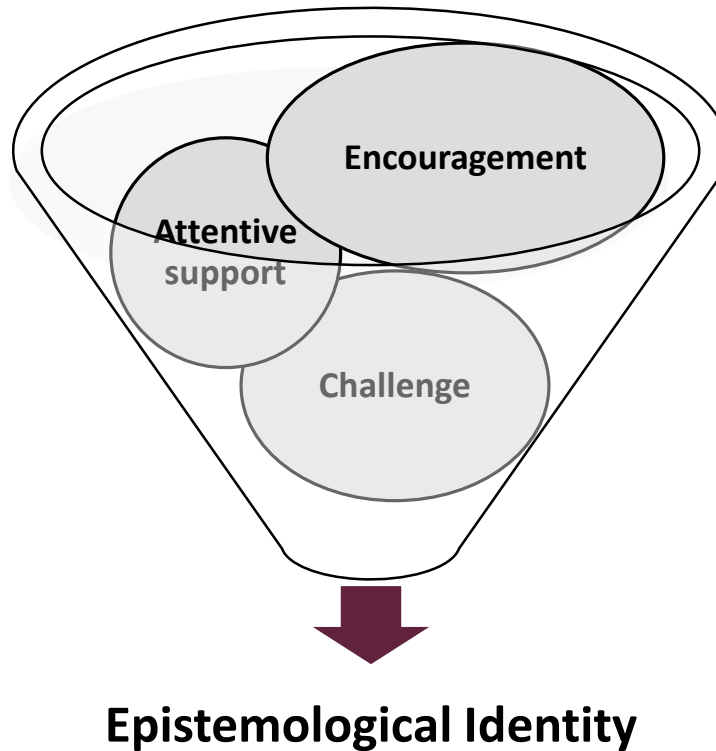
- ☐ In which ways do my teaching as well as the students' learning allow for the relationship between the personal knower and the process of knowing to be inclusive of each other?
- ☐ Does the space allow us, as partners, to simultaneously hold both in order to transform our thinking, our knowing, our being?
- ☐ Intellectual quest: Developing a public voice, which springs from an inner voice embedded in constructivist knowing
- ☐ An ever unfolding conversation and dialogue in order to know truthfully in ways inclusive of mutual confirmation of both inner voice and the voice of reason, reciprocity and plurality
- ☐ Students' voices of truth can grow in confidence when they reason with each other for understanding and meaning and not just challenging each other's perspective demanding logical justification

Teaching as a mode of phenomenological inquiry

Martin Buber (Sikkema, 2012), to “boldly swing...into the life of the other” – embracing contraries and forge insightful new connections, in relationship with my students as partners, within a co-constituted scholarship of epistemological development.

https://www.youtube.com/watch?v=QXf95_EKS6E

Midwife teaching: teaching as a practice



Midwife teaching: teaching as a practice (continued)

- ☐ What do the human bonds look like – firstly amongst my students themselves and secondly between me and my students?
- ☐ Are we allowed to be vulnerable and less bounded in our thinking?
- ☐ “*Midwife teaching*”: medium of practice for teaching in a relational way where it is safe enough for students to explore and experiment with new ways of knowing and experiencing themselves as gracious articulators of knowing



Engaging
conversation &
dialogue:
recognition &
acceptance

The unique trajectory of epistemological
development of each student can become his or
her secure base.

Future directions: Implications for my own research

Questions reflective of a critical consciousness:

- ☐ Which knowledge is valued and by whom?
- ☐ How do you make sense of yourself as a thinker and a knower?
- ☐ What gives you a sense of knowing? What do you know?
- ☐ And how did you come to know that?
- ☐ How does my ways of knowing inform my professional identity as a teacher?

Future directions: Implications for my own research (continued)

Such questions may serve to provide an index of the possible *situatedness* of my students' current epistemological learning. Consequently, together with a psychological secure base it might offer me a significant link to the way in which my students' negotiate formation of their identity as teaching professionals.

Ultimately, if my students could become more aware of how their own epistemological *situatedness* influences their identity formation, it might stimulate more powerful ways of knowing – therefore, creating **epistemological inclusivity**.

Thank you

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References

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