

Inside the Whale : Deep Insider research. (EDW 99006).

Paper for AARE Conference, Melbourne, November 1999.

Brian Edwards

La Trobe University

This paper will seek to outline the advantages and pitfalls/concerns/doubts of deep insider qualitative research. I define 'deep insider' research as that undertaken by a person who has been a member for at least five years of the organisation/ group under research.

Background:

Insider research in the literature is usually described as participant observation or variations of the same. That is to say the observer/researcher is a part of the case study organisation/group for some period of time varying from a day or two to some months. It may also include observations at intervals over some years.

Research which might be described as 'get in-get the data-get out' has attracted the unhappy epithet of 'blitzkrieg ethnography' (Rist, 1970). By contrast deep insider ethnography might be equally unhappily described as 'Watergate ethnography'.

The peculiar benefit of deep insider research is the knowledge the researcher brings concerning history and cultures and an awareness of body language, semiotics and slogan systems operating within the cultural norms of the organisation/group.

Three further observations might be made about a person coming to research an organisation/group of which they have been a part for some time:

firstly, the researcher/member has been in a position for some time whereby emergent theory (Strauss & Corbin, 1991) , perhaps less academically informed previously, has been a daily part of the member's working life. The organisation and group memberships have been for some time under scrutiny, review and adjustment.

Secondly, now that the member is also a researcher a process of self-interpretation is initiated with the change in role in relation to others. As Walker warns the '*...insider has to establish an authority not ascribed to the role(s) he (sic) normally occupies*' (Walker, 1981,64). While authority may be appropriate I would suggest rapport and trust are of greater significance which the deep insider should not take for granted given the role change.

Finally the member/researcher is aware of the organisational history and personal relationships which are interwoven with that history. Much of this may be undiscoverable to outsiders apart from the organisational elements. The deep insider has been and is still a part of that unfolding history and the research being undertaken may indeed have a significant impact on that ongoing story and relationships . (Rowan & Reason,1981).

The focus.

The study which is the subject of this paper is of a single secondary school's English staff, a number Key Learning Area Managers and the school's Administration implementing the centrally mandated curriculum changes in Victoria known as the Curriculum and Standards Framework.(CSF). I have been a member of the school teaching staff for over twenty years holding various positions on committees, school Council and the like. Until quite recently the staffing was extraordinarily stable with some years seeing at most one or two staff out of fifty moving.

The research seeks to examine the ways and whys of teachers – people – grappling with centrally mandated change. Being at the end of the policy skeleton teachers have developed a reputation for resistance to change – centrally mandated or gently suggested. (Gitlin & Margonis,1995,380-381). Ducking, weaving, rewriting for local conditions, ignoring, resisting, whole-heartedly embracing – these and more are their responses. I believe these are universal responses, not limited to 'chalkies stuck in a rut'.

As a deep insider-researcher I have watched and participated with my colleagues as we '*...continually, construct, manipulate and even recast the social worlds*'. (Muir & Ruggiero, 1991,viii.) . The richness and texture of that awareness is well expressed by Ginsberg when he speaks of the '*"evidential paradigm"* (which)suggests that unknown objects can be identified through single, seemingly insignificant, signs, rather than through the application of laws derived from repeatable and quantifiable observations'. (Luria,1986, 86).

In this case as a deep insider I possess a rich, shared history of humour, the lingua franca of the organisation and its sub-groupings. Slogans, organisational short-hand and 'native' talk (Spradley, 1979) are daily currency. Individuals met in the corridors and staff-rooms are emblematic of past successes, failures, trust, courage, spinelessness, collaboration, affection, conspiracies and more . This extraordinarily rich under-texture to the organisation is the particular realm of the deep insider and carries with it a potential for deeper understanding and greater insights.

'Here is where the importance of our phenomenological , semiotic and ethnographic forms of qualitative research become so important to the teacher researcher. They provide the tools with which we reveal the forces which make schools what they are, which tacitly construct the goals of education in an industrial society. '

(Kincheloe, 1991,164; see also Cherryholmes, 1988, 15)

Despite such privilege for the deep insider it is also timely to note Kincheloe's caveat concerning the neutral, dispassionate observer/researcher which applies with particular force to the deep insider researcher. He asserts that '*...we come to recognize that there are no value-free, privileged knowers who ask ideologically unfettered questions about the methods they will employ in their studies*'. (Kincheloe,1991,173). Indeed Patti Lather raised this question to a new level when she opened up to question (and defended) the validity of research which was openly ideological (Lather,1986). The deep insider may or may not be aware of pushing ideological barrows but there are issues of concern in such research which will be explored later in this paper.

What are the advantages of deep insider research?

1. The information provided through interviews/conversations is based on long-standing

relationships between participants and researcher. Because of the long-term observation and participation it satisfies retrospectively Glaser and Strauss' description of grounded theory. (Glaser & Strauss, 1967). The establishment of trust and rapport (Glesne, 1989; Marshall & Rossman, 1989) crucial to the success of case-study research is a product of the deep insider's long term relationships and membership of the organisation though this may be a problem as will be seen later in this paper. So much of the understanding already exists for the deep insider that the advice of Maykut and Moorhouse is something of a given.

'...this kind of persistent involvement (in-depth, multiple interviews) makes it more likely that the researcher will come to understand at a deeper level their perceptions related to the phenomenon under study'. (Maykut & Moorhouse, 1994,81)

In the context of the school the deep insider will have participated in a very wide range of activities with colleagues from all areas of the school. Serving on committees of all types, writing units of work together, organising and running excursions (some beauties, some disasters), end of year programs, staff functions, card tables, dinners, social outings, staff meetings, writing submissions for funding, working in teams to help students, recesses & lunches in activities or recovering, shared interests, births, deaths, marriages, divorces and departures. Such is the stuff of a daily working life and the deep insider brings all this to bear. It can at the same time provide marvellous insights and be a burden.

2. There is an element which validates the data as being 'charade-proof'. The interviewee

suspects/knows that the colleague/researcher will possibly/probably know when posturing is taking place. The deep insider has no need to learn the 'native' talk – the lingua franca of the organisation or groups within it. The sustainability of 'cover stories' (Clandinin & Connelly, 1998, 151) becomes dubious when conversing with a long-term colleague/researcher who previously may well have been a party to the development of these 'cover stories' to provide 'evidence' of policy implementation.

Additionally, there are meanings and histories which are shared through idiosyncratic local slogans and body language. For example, in an effort to not let union policy stifle open debate the union branch president would usually make such policy comments towards the end of the discussion. Another example is where the vice-Principal (minute keeper) assiduously sharpened a pencil during some staff meetings which indicated annoyance at the direction the discussion was going.

3. The researcher knows or possesses reasonable beliefs about the landscape, the

territory, the unspoken agendas of groups within the organisation. There will be an awareness of old scar tissue and incipient attitudes not readily available to outside researchers. For example,

- following an amalgamation between two colleges, a Tech and a High, the Tech operated as the junior campus and the High as the senior or VCE campus. The staff were blended. But the staff of the English faculty at the senior campus were almost entirely from the High, with only two Tech English teachers accepted. This caused

and continues to cause five years later resentment and **silent** division within the English faculty.

- An amalgamation of two schools ten years ago continues to haunt some teachers who believe themselves to be have been 'losers' in that process. They have decided now to do the job required and no more. The good-will has evaporated.
2. The researcher knows or possesses reasonable beliefs about the history, the corpses,

the heroes, the skeletons, the failures/successes, the behaviours and attitudes of individuals within the organisation/group. These may emerge for an outsider. The deep insider knows them and has confirmation from others over years. (Note: all names and genders are fictional)

- 'Mr. Noisy' is a member of staff who speaks very loudly and strongly of his disapproval of various initiatives. When pressed for alternatives he responds with promises of future action but it is rare for anything to come of these promises.
- 'Mr. Strange' keeps very much to himself but has a circle of very close friends with shared interests outside of education. Friendly and obliging he views the entire school with amused detachment and is weary of zealots and reformers.
- When Beryl leaves staff meetings quickly she is registering her disapproval of some aspect of it. If Ron is silent during the staff meeting he too is registering his disapproval.
- Jenny is ambitious but an 'outsider' as far as the ruling faculty clique is concerned. Her proposals and numerous suggestions are steadfastly ignored. She says nothing publicly about this.
- Following the amalgamation Ray at the High was shifted to the Tech campus as part of a deliberate policy to merge the two staffs. He was very upset and talked loudly of transferring to another school. Four years later he was still at the Tech and an enthusiastic advocate of the "Tech" way of doing things.
- Marilyn was passed over for internal promotion. She is known as a 'bushfire' expert because of her skills at putting out spot-fire dramas with kids before they get too big. Her focus is on individual kids not 'flashy' programs but kids didn't rate in the promotion interview. (Marilyn's view)

These pen-pictures are intended to display the types of deep insider knowledge which help greatly to understand the motivations and responses of these individuals to centrally mandated change. For some the response will be lip-service, socially acceptable 'noises' with little intention of following the instructions. Others will enthusiastically embrace the changes but as in the past over time their responses will falter and they will revert to usual practice. Others again will sift through the changes, accommodate, adapt and integrate what they gather into their normal practices. Some will loudly condemn the changes, fulminate at staff meetings at the incompetence of the bureaucrats driving the changes but in time they will do what is required, still complaining. I would suggest the deep insider researcher is in a position to reasonably predict these responses by individuals, shape the research to check these predictions and track changes. Such insider knowledge also provides the researcher with an opportunity to create what John Smyth has described as a '*genuine space within which teachers as educational practitioners can reveal what is real for them*'. (Smyth, 1998, 13).

2. The researcher knows or has reasonable beliefs about the cultures operating within the organisation/ group. Such knowledge and beliefs about an organisation's culture for the deep insider will reflect Morgan's observation that an organisation's culture always runs much deeper than its published aims and its members' behaviour. The characteristics that '*decorate the surface of organisational life*' are clues to a '*much deeper and all-pervasive system of meaning*'. (Morgan, 1986,133).

The exploration of the organisational culture demands a sensitivity to and awareness of histories and the slow tidal changes which may work their way through organisations over a decade or more. Not all change is rapid, visible and explicable. As Ball warns, '*It is one thing to consider the "effects" of policies upon abstract social collectivities... It is another to attempt to capture the complex interplay of identities and interests and coalitions and conflicts within the processes and enactments of policy*'. (Ball,1997,271)

3. The researcher knows the 'balkanised' sub-cultures operating within the organisation/groups (Hargreaves, 1994). Such fragmentation can be along faculty lines, based on office membership, long-time friendships/collegiate relationships, campus membership, shared interests outside school and so on. Long-term collegiality and enmity, with all their inter-related and inter-dependent facets add deeply to the insider's awareness of verbal and non-verbal clues to the 'the way things are done' group by group, office by office, faculty by faculty in some cases over sustained periods of time. 'Balkanisation' may be by geography, gender, age, subject, level taught, shared external interests or combinations of these. For example, one such group consists of older, male, card-playing, golf-playing teachers of a particular subject who reinforce each other in their vocal disaffection for their CSF.

While such aspects of insider research help in the gathering of 'rich' data there are some other aspects of this approach which are of concern and these centre generally on ethical considerations.

What are the doubts/ uncertainties/ dilemmas of such research?

1. Overlooking the familiar.

Koestler writes of Kepler's efforts to define the orbit of Mars during which calculations he made several mistakes in simple arithmetic, '*...errors in division which would bring bad marks to any schoolboy*'. (Koestler,1968,321). In Kepler's case the errors all but cancelled each other out leading to his 'solution' to Mars' orbit. This at the end of five year's work on the problem! The very familiarity of the material can produce data blindness or myopia.

The strength of insider research is also potentially its greatest weakness. The territory, the characters, the body languages and tacit understandings are known over a long period of time and form a texture, a weaving (a patch-work quilt ?) for the researcher. The changes operating within the organisation have their own pace and imperatives and as Ball cautions, '*structural change is only one part and one moment in the reform process; change in consciousness, adaptation of practices, the arts of resistance and manoeuvre, "values' drift"* (Gewirtz et al 1995) *take place slowly, sometimes almost imperceptibly over time*'. (Ball, 1997,266). It is just this imperceptibility which endangers the perceptions of the insider researcher. (Yates, 1998). In relation to contemporary accounts of Renaissance Italy Burke raises further doubts when he asserts that '*...insiders are rarely conscious of their own cultural*

codes'. (Burke, 1989, 15.) The material is so commonplace, so normal, so everyday for the insider-researcher that the nuances, subtleties and indeed the 'bleedin' obvious' can escape observation.

2. Responding: which way?

The choices of response facing insider-researchers when conducting interviews are neither fixed nor given. A simple example of an interview situation might serve to illustrate some of the problems with the response options available to the deep insider researcher. Suppose the interview is with a colleague of long-standing and close relationship. The question of why the interviewee missed out on promotion comes up in a discussion of the organisational culture operating within promotions. The interviewee is distressed at missing the promotion. Put briefly the insider-researcher might choose any of the following responses :

- a. Offer supportive comments : *'yes, I can imagine what you must be feeling'*.
- b. Observe and record the interviewee's comment and distress.
- c. Probe the circumstances: *'What reason was given? Why do you think you missed out?'*
- d. Engage personally: *I thought you missed out because ...'*
- e. Disclose: *'I was told by one of the panel (name?)that you missed out because...'*

Each response carries with it a view of the interviewee, the purpose of the research and the role of the researcher. (Reay,1996,62). The researcher also adopts a position which carries with it personal and organisational repercussions depending upon the response. Observing and recording (b) may be viewed by the interviewee as an unfeeling and somewhat heartless response by a friend/researcher to personal distress. Alternatively disclosing (e) may be in breach of organisational Regulations and subject to inquiry and possibly disciplinary action.

1. Does the researcher's new role change the relationship?

The researcher is no longer simply a colleague within the organisation but an observer / questioner conversations with whom, even the most seemingly trivial, may be noted and possibly published. Additionally, *'The change in role may mean that the insider researcher is no longer privy to the kind of inside information previously enjoyed'*. (Humphrey,1995,31). The shift in relationship may be a subtle one, but the filters are potentially inserted by the interviewees given the shift in the power relationship as a result of the research. (Outhwaite, 1987; Codd, 1988). It is important that such shifts in relationships are monitored particularly in naturalistic, emergent research. As Hammersley and Atkinson observe , *'...assuming we understand how the presence of the researcher may have shaped the data we can interpret the latter accordingly and it can provide important insights, allowing us to develop or test elements of the emerging analysis.'* (Hammersley & Atkinson,1995,131)

2. How much does the researcher disclose in writing up the research?

How much impinges upon anonymity? Does the researcher reveal group secrets? McTaggart (1989) points up such dilemmas by asking how can we *'encourage the productive use of information gained from insider research to avoid dangers to informants?'* The whole point of insider research is the 'privileged' nature of the insider's

knowledge. It rests upon long-term relationships often extending well beyond the boundaries of work-place affiliations. Given such a context accusations of betrayal of confidences or managerial attempts to edit reporting of unattractive organisational features are not unknown to insider research. (Humphrey, 1995). It might also be noted that reporting unpalatable information about individuals or organisations may carry with it its own dangers for the insider researcher's career within the organisation. Whistle -blowers generally have an unhappy history. (Senate Select Committee, 1994; Dempster, 1997; Goodson, 1992, 15).

In attempting to create some 'space' between myself and my colleagues I stayed away from the school for six months. Upon my return my absence from the staff-room, despite genial chiaccking, was noted and I found some comfort in Zavella's cautionary observation when she suggested that *'..rather than assume some type of panfemale solidarity (with inevitable betrayal)..we should realize than we are almost always simultaneously insiders and outsiders...'*(Zavella, 1996, 141). The issue of *'inevitable betrayal'* will be discussed below in dealing with the ethics of intrusion and, disclosure as a limitation of the study.

But for the teachers in this school the concept of a Heideggerian crew, an 'us', was in part an outcome of the way in which the curricula changes were wrought upon the teachers and have been over many, many years. For me the proposition that these colleagues are 'Others' is alien. For my colleagues the suggestion that faceless Education Department officials were 'Others' was axiomatic.

A further development of the definition of the 'Other' is that undertaken by Levinas which posits the ethical imperative of care as essential to such a view. He held that *'the tie with the Other is knotted only as responsibility'*.(Levinas, 1985, 97). Indeed Levinas views this responsibility as the essential base for human ethics which finds its expression in *'I am my brother's keeper'* as Edgoose asserts. (Edgoose, 1997, 2). Framing this research then is an ethical view of my colleagues as 'others' towards whom it was difficult at times to maintain the supposedly removed, detached eye of the dispassionate observer. Levinas' ethics of a responsibility of care for these 'others' was far closer to my own feelings about these people.

-

The Ethics of Intrusion

Researching the lives of others carries with it onerous ethical implications. Quite apart from matters of disclosure and anonymity there is also the need to justify such intrusions, willingly though they may be granted by participants.

Measor & Sikes, cite three major values with which they believe researchers should operate:

- *respect for the person*
- *self-determination and*
- *confidentiality* (Measor & Sikes, (1992, 211).

They further add that *'researchers have an obligation to protect people from being managed and manipulated in the interests of research'* and that *'we should not initiate situations that we are not prepared to see through to their potential conclusion'*. (Measor & Sikes, 1992, 211 and 226.).

Thomas while refusing to justify such '*probing*' on grounds of '*novelty or rarity*' offers three justifications for biographic work with teachers:

- i. *helps with their professional development*
- ii. *has positive advantages for pupils*
- iii. *where the work is professionally and politically transforming, it has the potential for helping more systemic changes.* (Thomas, 1995, 11)

I would add that in this case it seeks to elucidate teacher responses and feelings within a climate of trust and confidentiality based on long-term co-operative relationships. As such, this approach by a deep insider offers something to one's colleagues (and most surely me) in the opportunities it provides to reflect and comment over time in a collaborative and sensitive environment. Several teachers commented that they simply had no time for such conversations with colleagues in the daily hurly-burly of teaching and were glad of the chance to do so in this research, thus reflecting again Smyth's concern for 'genuine space' for teachers and their real stories.

The intrusion exists in this research not solely in the time and conversations which the interviewing involved but also the personal and organisational 'histories' which I carried about in my head. Insider knowledge means as much as anything an awareness of people's failures, humiliations, official warnings and foibles which it could be argued directly influence their responses to top-down change. They would be aware that I knew of these histories and so I would need to exercise considerable tact and sensitivity in my research with them. Thus, with certain teachers, I sought to put them at ease in the early interviews which I tried to make closer to conversations rather than formal questions and dialogue. With others the questions changed over time into conversations and in this they reflected Ball's '*interactive research*' (Ball, 1984, 81-2). Both approaches operated within a flexible framework of focus issues and questions.

The intrusion I believe is further justified in the light of the view that '*Many studies of educational change...have tended to reproduce dire flaws...The first of these is the single change focus. That is, the single unexplained assumption that one facet of change...can be addressed in isolation...The second flaw is the neglect of institutional history*', (Bowe et al, 1992, 141. Underlining added by me) and that '*Louden's (1991) work indicates that long-lasting, meaningful teacher change is a slow process and very much woven in with the personal history and life experiences of an individual teacher*'. (Robinson, 1994, 37). Similarly Hammersley and Atkinson note that '*some sorts of qualitative research rely very heavily if not entirely on interview data, notably life-history work*'. (Hammersley & Atkinson, 1995, 131; see also Bertaux, 1981 and Plummer 1983). So, this research, though intrusive, sought to operate within an ethic which was sensitive to not only the institutional histories of the participants and myself but also to the personal, life experiences of all involved.

The work of Emmanuel Levinas (1985) has proved most helpful in resolving the ethical quandaries of intrusion and subsequent disclosure in research. Levinas offers two ways in which human beings might pursue 'the truth', a pursuit much in debate. (Luria & Gandolfo, 1986, 100). He writes of *heteronomy* and *autonomy*. Levinas views the pursuit of autonomy as defensive of the self, as seeking 'truth' to form a bulwark against the 'other', as a means of control over the studied. The ethical corollary of such a position is, at the very least, questionable. Whatever satisfies the needs of the researcher in terms of '*possession by grasping and containing (the teachers) within a theory, a concept, a class, a category, and so forth*' thereby reduces them (the teachers) to '*discrete and certain knowledge*'. They are thus '*controlled, comprehended, and contained*'. (Birch et al, 1995, 170-1).

Heteronomy, Levinas' preferred choice, involves the 'face' of the other. He proposes that our daily face-to-face encounters with other human beings involves a questioning of our very selves, a measuring of the me. (Levinas, 1985, 58). Birch (et al) interpret Levinas to argue that such an encounter is a '*summons to moral responsibility*'. (Birch et al, 1995, 178). The response I make to the absolute other is bound by an ethic of care and a hesitation which calls for '*cautious steps towards understanding*'. (Edgoose, 1997, 6) .

In the light of these comments the intrusion into the personal, past Smith's 'professional persona', (Smith, 1998, 34) is not only desirable but clearly essential to gain any understanding of teachers' responses to centrally mandated curriculum change.

Conclusion

As can be seen I have not satisfactorily resolved these questions. They continue to be matters of debate about the ethical dilemmas peculiar to insider research but which relate in many ways to the ethical dilemmas of other forms of naturalistic research. Further, a development of insider research approaches the workplace adopting an emancipatory methodology which according to McTaggart (1991) should '*...transform situations which place obstacles in the way of achieving social goals, perpetuate ideological distortions, and impede rational and critical work in social situations*'. (McTaggart, 1991:179). Related to such an approach is that supported by Angus who argues that stable institutional meanings need to be challenged. (Angus, 1986) .

The deep insider researcher should not be expected to exercise missionary zeal in enlightening colleagues. Such vanity and arrogance should be rightly condemned for it lacks Lather's intent in her notion of catalytic validity. Kincheloe and McLaren in explaining Lather's (1991) idea of catalytic validity state that,

'...catalytic validity points to the degree to which research moves those it studies to understand the world and the way it is shaped in order for them to transform it. ..it will not only display the reality-altering impact of the inquiry process, it will also direct this impact so that those under study will gain self-understanding and self-direction'. (Kincheloe & McLaren,1994, 152).

Unfortunately they neglected to complete their statement of Lather's idea by omitting the last and I believe crucial part of her sentence which should read in its entirety,

*'The argument for catalytic validity lies not only within the recognition of the reality-altering impact of the research process, but also in the desire to consciously channel this impact so that respondents (participants?) gain self-understanding and , ultimately self determination **through research participation**'*. (Lather,1991,68. My emphasis).

She argues for the researcher to join '*the participants in a theoretically-guided program of action over an extended period of time*'. (Lather,1991, 65). My research is at the point where I feel I will have to make such a decision about its future direction in the light of Lather's arguments for '*social knowledge useful in the struggle for a more equitable world*'. (Lather,1991,68)

References

Angus,L., (1986), 'Developments in ethnographic research in education', **Journal of Research and**

Development in Education, 20 (11),59-67.

Ball, S.J., (1984), 'Beachside Re-considered: Reflections on a Methodological Apprenticeship', in R.G.

Burgess, [ed], '**The Research Process in Educational Settings: Ten Case Studies**', London, Falmer.

Ball,S.J.,(1997),'Policy Sociology and Critical Social Research: a personal review of recent education

policy and policy research', **British Educational Research Journal**, 23 (3),257-274.

Bertaux,D., (1981), '**Biography and Society: The Life History Approach in the Social Sciences**'

Beverly Hills, Sage.

Birch,A.J., et al, (1995), 'Autonomy or heteronomy? Levinas' Challenge to Modernism *And* Postmodernism', **Educational Theory**, Spring, 1995, 45 (2), 167- 189.

Bowe,R., Ball,S.J., with Gold,A., (1992), '**Reforming education and changing schools: case studies in policy sociology**', London, Routledge.

Burke, P., (1989), '**Historical Anthropology of Early Modern Italy : essays on perception and communication**',Cambridge [Cambridgeshire], Cambridge University Press.

Cherryholmes, C., (1988), '**Power and Criticism: Poststructural Investigations in Education**', New York, Teachers College Press.

Clandinin, D.J., & Connolley,F.M., (1998), ' Stories to Live By : Narrative Understandings of School reform', **Curriculum Inquiry**, 28 (2), 149- 164).

Codd, J., (1988), '**Knowledge and control in the evaluation of educational organisations**', Geelong,

Deakin University Press.

[Dempster, Quentin](#), (1997), '**Whistleblowers**', Sydney, NSW : ABC Books.

Denzin,N.K.,& Lincoln,Y.S.,(1994),'**Handbook of Qualitative Research**', Thousand Oaks, Sage.

Edgoose,J., (1997), ' An Ethics of Hesitant Learning: The Caring Justice of Levinas and Derrida', **Philosophy of Education**, 1997.
<http://www.ed.uiuc.edu/EPS/PESYearbook/97_docs/edgoose.html#fnB5>.(19 January, 1999).

Evans, R., (1996), '**The Human side of school change**', San Francisco, Jossey-Bass.

Gewirtz, S., Ball, S.J., and Bowe, R., (1995), '**Markets, choice and equity in education**', Philadelphia, Open University Press.

Gitlin, A., & Margonis, F., (1995), 'The Political Aspect of Reform – Teacher Resistance as Good Sense',

American Journal of Education, 102 (4), 377-405.

Glaser, B. G., & Strauss A. L., (1967), 'The discovery of grounded theory; strategies for qualitative research', **Chicago, Aldine Pub. Co.**

Glesne, C., (1989), 'Rapport and friendship in ethnographic research', **International Journal of**

Qualitative Studies in Education, 2 (1), 45-54.

Goodson, I.F. [ed], (1992), '**Studying Teachers' Lives**', Routledge, London.

Hammersley, M., & Atkinson, P., (1995), '**Ethnography: Principles and Practice**', London, Tavistock.

Hargreaves, A., (1994), '**Changing Teachers, Changing times: Teachers' work and culture in the**

postmodern age', London, Cassell.

Humphrey, B., (1995), '**Insider Research, the Process and Practice: Issues arising from professionals conducting research within their own working environments**', unpublished Ph. D.,

Geelong, Deakin University.

'In the public interest / report of the Senate Select Committee on Public Interest Whistleblowing', (1994) Canberra : The Committee.

Kincheloe, J. L., (1991), '**Teachers as Researchers: Qualitative Inquiry as a Path to Empowerment**',

London, Falmer Press.

Kincheloe, J.L., & McLaren, P.L., (1994), 'Rethinking Critical Theory and Qualitative Research' in N.K. Denzin & Y.S., Lincoln, '**Handbook of Qualitative Research**', Thousand Oaks, CA: Sage.

Koestler, A., (1968), '**The Sleepwalkers**', London, Hutchinson & Co.

Lather, P., (1986), 'Issues of validity in openly ideological research', **Interchange**, 17 (4), 63-84.

- Lather. P., (1991), '**Getting Smart: Feminist Research and Pedagogy With/in the Postmodern**', New York, Routledge.
- Levinas, I, (1985), '**Ethics and Infinity: Conversations with Phillipe Nemo**', translated by R. Cohen Pittsburgh, Duquesne University Press.
- Louden, W., (1991), '**Understanding Teaching**', New York, Teachers College Press.
- Luria, K., (1986), 'The Paradoxical Carlo Ginzburg', **Radical History Review**, 35.
- Luria, K., & Gandolfo, R., (1986), 'Carlo Ginzburg: An Interview', **Radical History Review**, 35.
- McTaggart, R., (1989), 'Bureaucratic Rationality and the Self-educating Profession: The Problem of Teacher Privatism', **Journal of Curriculum Studies**, 21 (4).
- McTaggart, (1991), 'Principles for participatory action research', **Adult Education Quarterly**, 41(3), 168-187.
- Marshall, C., & Rossman, G., (1989), '**Designing Qualitative Research**', Newbury Park, Sage.
- Maykut, P.S., & Morehouse, R., (1994), '**Beginning Qualitative Research: a philosophic and practical guide**', London, Falmer Press.
- Measor, L., & Sikes, P., (1992), 'Visiting Lives : Ethics and Methodology in life history', in I. Goodson [ed],
' Studying Teachers' Lives', London, Routledge.
- Morgan, G., (1986), '**Images of organisation**' , Newbury Park ,Sage.
- Muir, E., & Ruggiero, G., (1991), '**Micro-history and the Lost peoples of Europe**', Baltimore, The John Hopkins University Press, citing Renato Rosaldo, (1980), 'Ilongot Headhunting, 1883-1974: A study in Society and History', Stanford.
- Outhwaite, W., (1987), '**New philosophies of social science: Realism, hermeneutics and critical theory**', Houndmills, Macmillan Education.
- Plummer, K., (1983), '**Documents of life: An Introduction to the problems and literature of a Humanistic Method**', London, Allen & Unwin.

Reay, D., (1996), 'Insider Perspectives or Stealing the Words out of Women's Mouths: Interpretations

in the Research Process', **Feminist Review**, Summer, 53, 57-73

Rist, R., (1970), 'Student social class and teacher expectations', **Harvard Educational Review**, 40(3), 441-451.

Robinson, H. A. ,(1994), '**The Ethnography of Empowerment: The Transformative Power of Classroom Interaction**', London, Falmer Press.

Rowan, J., & Reason, P., (1981) ' Issues of validity in new paradigm research' in P. Reason and J.

Rowan [eds], '**Human Inquiry: A sourcebook of new paradigm research**', Chichester, Wiley and Sons.

Schein, E.,(1992), '**Organisational culture and leadership**', (2nd.ed). San Francisco, Jossey-Bass.

Smith, B., (1998), ' For the Teacher Researcher: Reviewing Some of the Preconditions to Curriculum reform', **Curriculum Perspectives**, 18 (3), 33-40.

Smyth, J., (1998), '**Researching the Cultural Politics of Teachers' Learning**', Paper to the Annual Meeting

of the Australian Association for Research in Education, Adelaide, November-December.

Spradley, J.P., (1979), '**The Ethnographic Interview**', New York, Holt, Rinehart & Winston.

Strauss, A., & Corbin, J., (1991), '**Basics of Qualitative Research**', Newbury Park, Sage.

Thomas, D., [ed], (1995), '**Teachers' Stories**', Buckingham, Open University Press.

Walker, R., (1981), ' On The Uses of Fiction in Educational Research', in D. Smetherham [ed], '**Practising Evaluation**', Driffield Studies in Education.

Woods, P., (1979) ,'**The Divided School**', London, Routledge & Kegan Paul.

Yates, L., (1998). Personal correspondence with author.

Zavella, P., (1996), ' Feminist Insider Dilemmas', in D.L. Wolf, '**Feminist Dilemmas in Fieldwork**',

Westview Press, Boulder, Co.
