

Crossing borders: learning from, by working in different professional knowledge contexts

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Abstract

There is much emphasis placed on lifelong learning within the professions of teaching and teacher education. This paper explores the potential for professional learning by crossing the border between one professional knowledge context to another with reference to data arising from a number of research projects examining teachers and teacher educators' knowledge construction, work practices, partnerships and collaboration. Using the metaphors of passport and visa the notion of border crossing in these projects is further explored. Other metaphors for travelling and baggage are used to develop an understanding of the significance of purpose in understanding the potential for professional learning through border crossing. The potential benefits of such initiatives for supporting ongoing professional learning are explored.

Introduction

There is a generally acknowledged need for innovation in the provision of "life long" professional growth and development for educators. The journey begins with the initial stage of pre-service teacher education and school experience followed by beginning teaching, induction and mentoring. This is followed by reflection, professional learning, improvement in educational practice, potential research and post-graduate study. As part of this journey the educator crosses the borders between school and university, these territories are constituted as Connelly and Clandinin argue 'in terms of professional knowledge contexts constituted by professionally shared stories' (1994, 89). They argue that teachers and university academics share 'theory/practice' stories about each other 'in which the university is a place of

knowledge and reflection and the school is a place of action'. As with our journeys to new countries we seek to understand the 'stories, myths, rituals and symbols' that are part of these often taken-for-granted and silent manifestations of the professional knowledge context.

As with travel in the 'real world' educators carry a passport denoting their identity and visas to demonstrate their legitimacy to travel for certain purposes within other territories. Defines professionalism as 'an ideologically-, attitudinally-, intellectually-, and epistemologically-based stance, on the part of the individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice.' This provides a useful working definition of the nature of the passport that educators travel under in their world. The visa embodies the purpose of the travel, and 'personal practical knowledge' is carried as 'baggage' on the journey.

During my professional life I have crossed the border between learning in school and in university, university to university teacher education, to learning in a school as student teacher then as probationary teacher then qualified teacher. From there I have regularly crossed the borders between schools and universities. I traveled under passports that include those of classroom teacher, researcher, college lecturer and university academic, with visas for research on others and myself, university and school teaching, professional development, educational consultancy, as supporter for teacher research (as an academic associate), school experience supervisor, critical friend and policy adviser. My latest border crossing has been between researching within the university to researching within in a public policy context. My baggage is extensive with expertise relevant to each of these purposes.

As well as these identities and purposes I have also crossed geographical borders in the real world to work in the United Kingdom, United States and Australia. In addition within each of these countries I have crossed County or State borders learning and working within different professional knowledge contexts in each of these situations. As I reflected upon the nature of my own professional learning in each of these knowledge contexts, the question of whether opportunities to cross borders provide a significant path to enhance lifelong professional learning for educators arose.

The following account examines the outcomes of a number of research studies with reference to the concept of border pedagogy that involves:

challenging, re-mapping, and renegotiating those boundaries of knowledge that claim the status of master narratives, fixed identities, and an objective representation of reality ,, (and) recognizing the situated nature of knowledge, ... and the shifting, multiple and often contradictory nature of identity. (1992, 26)

One element of the agenda for border pedagogy identified by Giroux is the need for 'pedagogical conditions in which students become border-crossers in order to understand otherness in its own terms' (1992, 28). In the context of lifelong professional learning it would seem there is much potential for 'students' to have 'encounters with others who define themselves differently (so) that one can participate in dialogue with many voices, a dialogue in which the self can engage in ongoing definition and redefinition.' (Elbaz-Luwisch, 2001, 86)

Research Context

What actually counts as a boundary or border that might be crossed is far from clear. For Connelly and Clandinin (1994) the territories are defined by shared stories from within the

professional knowledge contexts of the 'academy' and the 'school'. Elbaz-Luwisch (2001) also identifies the significance of personal experiences of border crossing in the real world and how they colour the perceptions and expectations of those seeking to enter the territory of the other. Given that our understanding of what constitutes a border is not clear I have chosen to interrogate five research projects that are, on first inspection, characterized by some kind of border or boundary crossing. The foci of these research projects have been the investigation of teachers' and teacher educators' knowledge construction, changes in the work practices of teachers, collaborations and partnerships between teachers and teacher educators.

The first project explores the potential existence of a reciprocal learning relationship where teacher educators learn from teachers. This was an attempt to challenge the taken-for-granted relationship embedded in the descriptive language of the role, that is, as *teacher educators*, it is expected that teachers learn from teacher educators not vice versa. This project explores what teacher educators learnt from and with teachers and the interactions and relationships between teachers and teacher educators that facilitate this construction of knowledge. The teacher educators crossed the border between learning in the university through their research and teaching activities and learning through, with and from teachers.

The second project is part of my doctoral thesis where the contribution of two components: first, the study of assessment and evaluation within a college of education, and second, an associated school-based work placement are evaluated in relation to changes in teachers' knowledge, understandings and practices. Here the teachers crossed the border between their usual workplace to again become a 'student' teacher within a College of Education before crossing back to the school context to undertake a professional experience placement. Here the border is between the 'university' and two different schools, one familiar and one unfamiliar.

The third project arose from the 'Teacher Career Path project'. This is a trial project designed to develop and implement a career progression model for classroom teachers employed by the Education Department of Western Australia based on teacher professional expertise. The aim of the Level 3 promotional positions for teachers is to enhance student outcomes through the retention of competent, experienced teachers in duties directly related to the classroom. These highly accomplished classroom teachers are expected to cross the border between the classroom and its isolation, to the wider world engaging their peers, in the school, and in a wider community context. A follow up study of the work of the Level 3 Classroom teachers was conducted one year after their appointment to these new promotional positions. In this research project the outcomes for teachers crossing the border between working within the classroom and within the larger context of their peers, school and community are detailed.

The fourth research project draws upon the work of the Key School Network at the University of Melbourne. In this research the first eighteen months of the Network's existence is reviewed to explore the extent and qualities of the particular partnerships that have been developed. A document analysis was carried out and a questionnaire designed to provide data on the relative success of the Network in achieving its stated purposes. The questionnaire was sent to 115 educational settings and 59 Faculty liaison staff, and was completed in October – November 2000. The Faculty Liaison Staff here were expected to cross the border between their traditional supervisory role to a new extended liaison role within the school setting.

The fifth project arose from the involvement of teacher educators in the project: Innovative Links between Universities and Schools for Teacher Professional Development. This project involved a consortium of 14 Australian universities working with over 100 schools

(government and non-government) across all States and the Northern Territory. It used the concept of Roundtables, whereby teachers engaged in school-based projects in conjunction with an 'academic associate' from a university partner. In this project teacher educators moved from being researchers of teachers' practice to supporting teachers' own research designed to achieve teacher-determined school and professional development agendas. The border crossed here was in terms of the ownership and control of the project, as the teacher educator worked within the school to support the teachers, rather than pursuing their own agendas. The outcomes of these projects are now presented as they constitute the 'data' for this meta-analysis.

Border crossing in five research projects

1 Teacher educators border-crossing

In the findings from an ARC funded research project investigating teacher educators' construction of knowledge for teacher education are reported. In this project teacher educators involved in partnerships between schools and universities were 'characterized as living somewhere in the borderlands, at the margins, as boundary spanners or as translators between theory and practice.' (1999, 20) The research was based on interview data generated by teacher-educators and teachers in a collaborative and self-reflective inquiry. The interview was in three parts we were asked to:

1. think and talk in general terms about the learning relationship between teachers and teacher educators,
2. describe and reflect upon specific interactions we had had either as a teacher educator with teachers or as a teacher with teacher educators with reference to learning experiences for teacher educators,
3. reflect more generally upon the potential for learning by teacher educators from teachers.

A research assistant tape-recorded an individual, self-reflective, open-ended interview with each member of the research team. These were transcribed and research participants edited and revised the transcripts of their interviews to produce a statement of documented experiences and reflections in written rather than spoken form. These transcripts were the data that the research team and a research facilitator worked with during a three day collaborative workshop, a three day data analysis workshop and four subsequent writing days.

Both the teacher educators and the collaborating teachers describe the knowledge 'learnt' as being about the 'real' work of the teacher in the classroom with its focus on the practical. Learning about the 'realities' of implementation of new initiatives to both inform their own teaching practices and to help student teachers develop their expertise. As noted in Jasman et al (1999)

This renewal of experience is valuable for the opportunity for 'practice to inform theory' (TE Emily 38), to explore 'whether the theories we've been using need to be revised or rethought' (TE Emily 44) and 'affects student-teacher learning through modified programme/unit design and content.' (TE Sally, 77-9). The knowledge construction that teacher educators do through their interaction and relationships with teachers is ably described by one teacher educator as '(seeing) through the eyes of the school-based educator' (TE Sally, 78). 1999, 25

This positioning of teacher educators to learn from teachers appears to be mediated initially through our shared experience as classroom teachers – a common understanding of the professional knowledge context. In other words, a previous ‘citizenship’ or ‘residency’ in the teachers’ territory eases the teacher educators’ entry into the world of the other. Such ‘shared’ experience is not always seen as unproblematic and is, in some cases, seen as an impediment to teacher educators learning from teachers as noted by one teacher educator.

.. teacher educators have been successful practitioners themselves and are still successful practitioners in relation to their own teaching on campus, as is often the case, that may well be an impediment to learning from teachers. I mean, there is almost that sense that because I have been a practitioner I actually do know this and this is where my legitimacy as a teacher educator lies - it is in my knowledge about practice and therefore I really don't have anything to learn. It's a bit of a catch twenty-two. Unless they did actually understand and have a lot of knowledge about practice and about education and schooling and all sorts of dimensions then they wouldn't be successful teacher educators. But that then may become in some sense an impediment to us learning more. (TE Carolyn, 245-257). Jasman et al, 1999, 27.

In this case it is not the teacher educators personal practical knowledge that is informed by access to their territory but their understanding of the teachers’ professional knowledge context. As noted in Jasman et al (1999)

It is a critical part of the knowledge they need to travel and translate between the worlds of the school and practitioner, and the world of the university. This contextual knowledge appears to be a critical feature of the borderland between theory and practice. ... Much of the data reveals the knowledge that teacher educators construct from and with teachers is framed by the concerns of both parties to bridge the divide between theory and practice – between the school and the university. 1999, 28-9

However, even though there is evidence of a reciprocal learning relationship here, whether there is a borderland and the nature of its distinguishing features is still unclear. It seems more likely that teacher educators are **tourists** in the territory of the teacher. Their passport is their identity as teacher educator and they travel under visas where their purpose is clear and they are undertaking a familiar role. They observe and learn about the other's professional knowledge context through visiting schools and talking with teachers. This then translates into change in their personal practical knowledge to be enacted within their own professional knowledge context.

2 Teachers border-crossing

During the 1980's the BEd (Hons.) in-service program at Worcester College of Higher Education in the UK was a full-time program to which teachers were seconded on full pay to convert a three to a four year teacher education qualification. The rationale underpinning the program was to promote teacher self-evaluation and classroom-based research. The strand evaluated in this study was one of four that made up Part 1 of the degree program and focused on methods of assessment and evaluation. In Part 2 of the degree program teachers studied areas such as reading development or special needs education complimented by a strand that focused on research methods appropriate for school-based studies.

A major feature of the program was that these experienced teachers completed a placement in a local school for one day a week during the taught course (one year). Thus these

experienced teachers crossed the border between the school in which they worked and understood the professional knowledge context to a different school where they were characterized as 'learner teachers' and also had no knowledge of the professional context. During this placement the teachers were expected to identify needs within the school and to investigate these with reference to the theoretical and methodological issues which formed the basis of the college-based course. Thus these teachers were also expected to cross the border between the school and the 'academy' as well as between being the classroom teacher to working in a different way within another school during their placement.

The teachers participating in the course included twelve females and seven males with the majority (twelve) employed in the secondary sector in high schools (11-14 and 11-16) and upper schools (13-18 and 14-18). Of the remaining seven teachers two were from first schools (5 - 9), two from middle schools (9-13), one from a primary school (5-11), one was employed in a remand centre and one came from the private sector (5-16). Areas of subject expertise represented in the group included: physical education; remedial and basic skills teaching; home economics; science; mathematics; rural studies; history; geography; social studies; health education; humanities; art; craft, design and technology. The number of years spent in teaching ranged from three to over twenty. Two teachers had less than five years teaching experience, whilst three had between five and ten years. The remaining fourteen teachers had spent between ten and twenty-five years in schools. The teacher group thus represented a wide range of backgrounds and experience.

The investigation of teachers' professional learning drew on a variety of sources of data including teacher self-reports; contributions within the tutorials, lectures and workshops; line-labeled concept maps; oral and written presentations of pupil case studies; school and course files. This evidence was used to explore the development of teachers' expertise in relation to the theory and practice of assessment. Analysis of the data at the time suggested that two aspects of the teachers' experience prompted them to confront and reflect on their own teaching.

One of these, as suggested earlier, was the opportunity to observe and assess individual pupils. The unexpected result .. was the way in which some teachers when confronted with a different age group or subject emphasis went through a similar process of reappraisal of their teaching. Jasman, 1987, 31

In terms of the metaphor of border crossing these teachers were **migrants**. The first priority was to acquire the skills necessary for survival in a new territory since they expressed their professional learning 'as a need to acquire new knowledge and skills for teaching' (Jasman, 1987, 31) rather than developing existing skills. Crossing the border into a new professional knowledge context defined as different by virtue of working in a different subject area or with a different age level promoted critical reflection, self-evaluation and professional learning. Here the relevance of the teachers' personal practical knowledge was called into question first rather than their knowledge of the professional context.

Another significant theme echoed throughout the evidence collected on the professional learning of these teachers. This was that they could only cope with so much. Teachers in relatively familiar situations, even though the children and school may have been different, experienced less anxiety about their own teaching abilities, that is their personal practical knowledge. They were also less threatened by the expectations implicit within the course and school placement, made greater progress towards achieving the aims of the program and became self-evaluative at an earlier stage of the course. This would suggest that border crossing for effective professional learning, at least initially, is more likely to happen where the differences between the professional knowledge contexts are less pronounced. In this

way the personal practical knowledge that teachers bring to the situation is more likely to match in part their previous context and experience. In the same way just as migrants face greater challenges where there are larger differences between old and new 'homes' so too do teachers. Similarly if teachers are reluctant travelers then they are likely to resist the learning opportunities that are afforded within a new professional knowledge context. The passport they carry is that of teacher but they need no visa to provide legitimacy within the school classroom even though their purposes were different.

3 Level 3 Classroom Teachers border-crossing

Within Western Australia a trial conducted in 1997 resulted in the appointment of approximately 225 teachers to Level 3 promotional positions within their own schools. These positions are similar to the original conception of the Advanced Skills Teacher. The role is defined around the induction of new teachers, supporting team building among staff and the wider community through informal and formal means such as through action research and curriculum development. On appointment these teachers continued to work within their own schools and negotiate their role with the principal or nominee(s). This negotiated role was expected to enable teachers to continue to demonstrate professional expertise within the classroom, ongoing professional learning and a leadership role within the wider school context. In this way teachers were expected to use their personal practical knowledge by crossing the border between their own personal professional knowledge context (the classroom) to the wider school based professional knowledge context.

argue the 'privacy norms characteristic of the profession undermine the capacity for teacher learning and sustained professional commitment' (1996, 127). However, they suggest that conditions for shared professional 'standards' to emerge are apparent where teacher communities promote collegial discourse and collaboration such as is required in the Level 3 Classroom Teacher role. Data arising from the survey of these teachers suggests that the wider school professional knowledge context is critical to the teacher's success in negotiating an appropriate role and their ability to successfully use their personal practical knowledge to support their own learning and that of others.

Level 3 Classroom teachers identified a number of factors that contributed to the successful implementation of their role. 64% of all teachers commented that the support of the principal, deputies, administrative team and/or district office contributed to the successful implementation of the role. Many teachers also noted the importance of the support and collaboration of staff, students and/or parents to the successful implementation of the role (48%). Teachers also commented that their personal commitment, previous standing in the school community and professional expertise also contributed to their success in implementing the role (31%). Time available for (12%) and the freedom to determine their role (10%) were also identified as significant factors. The clarity with which the role was defined, the principles, information provided by the Department and the quality of the documentation also contribute to successful implementation (10%). Jasman, in press.

What is of interest here is that recognition, support and collaboration within their professional knowledge context are by far the most often cited reasons their success in the Level 3 role. Factor that are related to individual concerns such as time, the freedom to negotiate the role and information about the role were not often cited as supporting their success and were more likely to contribute to these teachers being less successful. For example, of 81% of teachers who identified constraining factors, 39% noted the lack of time available to undertake the role. It is obvious from this data that dimensions of the professional knowledge context that enable the teacher to work collaboratively with other were the single

more important factor for these teachers to successfully undertake their negotiated role. This type of context enables teachers to share their experience with others through the exchange of personal practical knowledge shared within a common professional knowledge context characterized by communication and collaboration.

Thus the most common positive outcome identified by half of the Level 3 Classroom teachers was the opportunity to work with colleagues and share professional expertise. These opportunities to work collaboratively with colleagues were seen to improve professional expertise, morale, self esteem and confidence, for both Level 3 Classroom teachers and other teachers within the school and district. Here it seems the level 3 classroom teacher is the **travel agent** or **tour guide** – offering to others opportunities to experience the different professional knowledge context of another's classroom and share in someone else's personal practical knowledge. These teachers need no passport or visa to work in school territory but they do have to have some form of identification and recognition of who they are and what they are able to do, to legitimate their knowledge claims so that other teachers take what they know seriously. They do not have the passport of the teacher educator or the visa of professional development provider. Their status as Level 3 classroom teachers provides formal recognition of their claim to know about teaching and learning and about being able to work with adults (teachers) as well as students in their classes. It is also their passport and visa into the professional knowledge contexts of the teacher educator even though they are still physically located within the school.

4. Academics border-crossing

The educational aims of partnerships such as the Key School Network are usually agreed as being to

provide exemplary education for pre-service teachers, support continuing professional development of experienced teachers, and involve schools and universities in collaborative research.

At the University of Melbourne a Memorandum of Agreement was drawn up between Key Schools and the University designed to

1. Enhance the School placement experience for both students and the Key School
2. Result in innovative programs for students
3. Establish worthwhile professional development programs for teachers in Key Schools
4. Provide the Key School with the public recognition of being associated with the University and
5. Develop a relationship in research beneficial to both the Key School and the University.

The study described here seeks to identify the extent to which the principles outlined in the Memorandum of Understanding were achieved within the first 18 months of operation of the Key School Network. Two questionnaires were used to survey all 115 key schools involved in the Network of which approximately half are primary sites and half are secondary sites. A similar questionnaire was sent to all 52 Faculty liaison staff, of whom 25 were male and 27 were female. The response rate was 36% with 5 males and 14 females returning completed questionnaires. The Faculty liaison staff was asked to indicate what the benefits of the partnership were for the teacher education students and the school. The remaining questions focussed on the effectiveness of the role of the Faculty liaison person, constraints, strengths and suggested improvements.

One of the key features of the Key School Network is that all tenured Faculty should be allocated at least one and if necessary up to three Key Schools. In this way it is hoped to enhance the status and value of developing and enhancing the school-university partnership. However, in practice this responsibility is not always given the time and attention expected within the Memorandum of Understanding. Those who are committed to such partnerships often take on additional schools that may lead to a reduction in their effectiveness within each school. In other cases casual or temporary contract staff are sent to the schools in place of tenured Faculty.

Faculty liaison staff are certainly concerned about the workload, time management and the value placed on this aspect of their work. However, benefits such as access to the 'professional knowledge context of the Key Schools and the capacity to use this knowledge in the planning and delivery of on-campus courses' are noted by a few respondents. However, there are some issues arising from each professional knowledge context of the 'school' and the 'academy'.

For example, schools have typically been in a position where the focus of their relationship with the university was the supervision and assessment of school experience with the support of Faculty staff. The extension of the partnership to include other activities such as research and professional development is taking some time to realize and most schools have not yet taken the initiative to negotiate such activities. This may have been in part due to the lack of match between school and Faculty liaison staff interests and concerns.

Using the metaphors of border-crossing, passports and visas it is clear that there are barriers at the border that impact on the successful implementation of the Key School Network. For example, University of Melbourne academics normally travel on the visa of school experience supervision. Whilst this is still a part of the Key School Liaison role it is now an extended role and includes other dimensions such as school and professional development and collaborative research. In order for this to happen members of the school professional knowledge context as well as the university academics have to cross the border. They must move from a relationship embedded in the professional and practical knowledge associated with school experience supervision to the new territory of collaboration, partnership and shared agendas where there is a sharing of the stories that characterize the two professional knowledge contexts of school and the academy. The visas that are carried by the liaison person were not clear enough to alert the members of the school communities that there was a change in purpose and the teacher educators were travelling under a different passport. Thus in the case of the Key School Network a proportion of participants from both the school and the University appear to be **reluctant travelers**, whilst others are making the slow and arduous journey as if they were **trekkers** through unfamiliar terrain and with inadequate maps to negotiate their way.

5 Academic associates border-crossing

In this research six 'academic associates' and two teachers from the Murdoch University Roundtable formed a collaborative research group to investigate issues arising from their work in the 'Innovative Links between Schools and Universities' project. Innovative Links emphasizes collaborative, team and partnership approaches. argues that this type of project provides the opportunity to increase the involvement of the classroom teacher in determining the agenda for improving teacher quality and professionalism, working collaboratively in partnerships to create learning communities. Using such strategies enables and enhances the professional learning of teachers as well as, it will be argued here, impacting on the

understandings of teacher educators with respect to their own and other professional knowledge contexts and personal practical knowledge.

The research is collaborative and self-reflective and conducted by teacher educators studying their own work as 'academic associates'. It is an example of university academics engaging in practitioner research where the practice under investigation is their own. The small-scale study reported in is intended to make inroads into the study of partnership formation and development through an exploration of the researchers own work as academic associates.

It explores what we brought to our work with, in and for schools as academic associates and the changes in our expectations and assumptions about the work which occurred as the partnership between ourselves as university academics in teacher education and teachers in schools developed. (Grundy et al, 1999, 40)

During the data analysis phase we became aware that we shared certain elements of professional history. For example, we were all women working in teacher education, but more importantly for our work in border-crossing we all had been classroom teachers and therefore part of the teachers' territory.

We perceived this is to be of particular significance in establishing our 'credentials' when we made contact with teachers in schools - it was our passport to entry into this emerging landscape.

As a group of teacher educators we shared certain experiences other than teaching, for example, in teacher education, school experience supervision, curriculum and professional development that provided different knowledge, abilities and skills from those of the classroom teacher. We also shared certain values such as a commitment

'to working with, in and for the profession and community where the goals of the project are shared, (and) there is mutual exchange of expertise and parity of esteem among partners.' (Grundy et al, 1999, 46)

Thus we shared 'personal practical knowledge' in the knowledge, abilities and skills we could use as academic associates and a 'common professional knowledge context' in our shared commitment to working in partnership with teachers. Our personal practical knowledge was important in establishing our credibility – our passport into the school, although the visa we carried of 'academic associate' was unfamiliar to the teachers. How then did we find the 'emerging landscape' of Innovative Links within the school? As noted in Grundy et al (1999) the metaphor of professional knowledge landscapes and/or contexts proposed by was particularly relevant to our understandings of our journey. As academic associates we all knew we were going somewhere 'else', and we had some sense of what it would be like based on our histories but we were not quite sure what it would really be like. Moreover, we were willing participants in this journey. Responses of teachers to our 'trek' into and exploration of their professional knowledge context gave rise to wariness, based on

.. assumptions about the roles of university academics in schools - both as researchers and as professional developers - which are pervasive in the field of education .

Our visas as 'academic associates' were not valid in the eyes of the teachers. In order to enhance our legitimacy in this different role we waited at the border.

'Holding back' was a strategy used by all of the academic associates to enable teachers to set the direction of the project, own it and to provide the space for individuals to determine when and in what ways they might be involved in The Innovative Links Project. It enabled teachers and academic associates to negotiate the barriers caused by the wariness expressed by schools in their involvement with universities and concerns that the university would impose its agenda for the research on the school.

Having waited at the border we were eventually allowed to enter the emerging landscape, to extend the metaphor we were travelling on a temporary visa. As Grundy et al (1999) describe it took time to establish that we were carrying legitimate and valid visas.

Our credibility and legitimacy after our initial entry to the school were largely achieved through the particular abilities we demonstrated through the work we did with, in and for schools.

On our travels through this new territory of The Innovative Links Project we realized that this was a new professional knowledge context for both schools and universities, for teacher and teacher educators. Both teachers and teacher educators were required to cross borders, carrying different passports and visas from before. This has, however, enabled professional learning to occur, as described by Grundy et al (1999) 'we are now aware that the new terrain has necessitated the creation of new maps, or changed practices.' (1999, 53). Whilst the border-crossing and nature of teachers' professional learning is not explored here provide stories of this work from the teachers' perspectives.

So what kind of travelers were we in the Innovative Links project? This is perhaps the most problematic case for the metaphor used in previous examples. Perhaps this project did actually create a borderland at the margins where members of school and university knowledge contexts could travel and learn together. Thus academic associates are **explorers** in a new territory, they are **cartographers** as they chart their journey and create new maps for others to travel in the borderland.

Discussion:

... we continue our research into the question of how the embodied, narrative, relational, knowledge teachers carry autobiographically and by virtue of their formal education shapes, and is shaped by, their professional knowledge context.

In this meta-analysis of five research studies the metaphors of border-crossing, passports and visas into new professional knowledge contexts are explored. The questions of what and how border-crossings shape the knowledge of teachers and teacher educators, and thus create new professional learnings are also addressed. In addition, it is suggested that metaphors such as tourist, migrant, tour guide, trekker and explorers can provide a useful framework to understand the way the traveler and residents of the territory that is being visited might view the purpose of the journey. Similarly the baggage that is carried is discussed. The role of border pedagogy for lifelong learning in education, is then used to explore how such activities may support (or not) the professional learning of teachers and teacher educators.

There are different borders that are crossed, for example, between schools with different 'stories, between schools and universities and vice versa. Not only are there different borders to cross but the visa under which we travel in the other territory is an important factor in the ease of access, familiarity with, understanding of and comfort within the other

territory. Thus the way in which the border-crossers journey within the new territory impacts on the ease with which the new knowledge context can be 'known' and 'learnt'. As with border-crossing there are rites of passage, gate-keepers may subvert or ease the passage from one professional knowledge context to another.

In the case of teacher educators and teachers in the first two cases the degree of familiarity eased the border-crossing. Both had been **resident** in the 'other' territory and were familiar with the culture, language and life within this professional knowledge context. With the Level 3 Classroom teachers, their promotion provided a visa that clearly identified the capacity to work in different ways within the same professional knowledge context. They could be the host opening the border for others to cross into their territory. They were the travel agents and tour guides enabling others to become border-crossers.

The nature of the professional knowledge contexts and the situated knowledge of the people who work within them are largely taken-for-granted in our professional working lives. The notion of 'interruption' as explored by Grundy (2001) is one way in which different ways of working can impact on the professional knowledge context of the 'other'. This is well illustrated by the example of the Key School Network where the 'academy' is attempting to interrupt the understanding of the school of the academy. However, with the Key School Network the border-crossers were not familiar with the new visas nor were the teachers aware that they were travelling under a different passport. In this situation the opportunities for professional learning are limited.

The conditions for this to be effective require the traveler to be adequately identified by carrying the right passport and a visa providing a clear indication of purpose. The lesson here is perhaps to wait at the border and 'hold back' until the papers are checked so that new relationships are formed as a result of the interruption. For example, by holding back, the academic associate waited at the border enabling the school to interrogate the documentation (passports and visas). This period helped prepare the school for the new relationships envisaged in the Innovative Links project. Temporary visas enabled the academic associates and teachers and teacher educators to explore this new territory and both engage in professional learning.

In conclusion, the use of metaphors for people who travel through space is explored here to try to illustrate the features of a professional learning journey. During a lifetime of travelling through professional knowledge contexts, professional learning and the acquisition of personal practical knowledge is shaped by the professional knowledge context but also as can be seen in the following summary by the way in which the traveler engages in the journey. Thus there is the

- **tourist** – as in the case of the teacher educators where they visit, observe, enjoy and learn from being in a different place. They have a vested interest in appreciating the differences between their own knowledge context and that of the other. They learn within the existing culture but are not primarily there to try to change it.
- **migrant** – as in the case of the teachers pursuing further study where they emphasis is on developing new skills or personal practical knowledge to use in this different situations and for different purposes rather than learning from the new professional knowledge context.
- **host or tour guide** – as in the case of the Level 3 Classroom teachers who open their doors to others or arrange for learning journeys in their own territories so that other can become border crossers.
- **reluctant travellers** – as in the case of academics who are required to travel away from their familiar territories, they resist making the journey and seem unable to

appreciate the destination. They do not understand the language and culture and see no value in learning about it.

- **trekkers** – as in the case of academics who are doing the journey the hard way, it is slow and arduous through unfamiliar terrain and with inadequate maps to negotiate their way.
- **explorers/cartographers**– as in the case of the academic associates in the Innovative Links project. They journey into unfamiliar territory and began to chart their travels, they record the nature of their professional learning, identifying what they brought with them and the changes in practice that are coming from making the journey.

Thus way in which the traveler approaches the new territory and their experiences of border crossing both geographically and between professional knowledge contexts impacts on the nature and quality of the learning that arises. The nature of the professional learning and knowledge construction is therefore influenced by a number of dimensions:

- The similarities between the two territories or professional knowledge contexts.
- The adequacy of the passport and visa.
- The baggage that is carried by both the traveler and the 'host'

There are always limitations in the use of metaphors. However, in this exploration of border-crossing for professional learning the metaphor of travel has been used with reference to travelers, and the passports and visas they travel under, their baggage and the territories through which they travel. This analysis captures in part the role of border-crossing between different professional knowledge contexts in enabling lifelong professional learning. However, it also highlights the importance of the degree of difference between personal practical knowledges and/or professional knowledge contexts for learning to occur. Thus if we are to learn about the working lives of the other it is necessary to cross the border between the 'academy' and the 'school' and in doing so share in the others' 'institutional stories, myths, rituals and symbols'. Grundy, 2001, 205. The learning that has been described here has resulted from such opportunities to cross borders. However, as notes

'The metaphor of border-crossing often highlights issues of voice. Who is entitled to speak where, in what language and to what audience, and who needs to listen are all brought to the fore by consideration of border-crossing.'

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These elements remain to be explored within these projects and it is hoped will shed further light on border-crossing for professional learning. Similarly the nature of the border needs further exploration. For example, speak about borders of ownership, of positional power, of sameness and distance, of arrogance, judgement and silence. The nature of the borders that exist between these professional knowledge contexts also needs further investigation.

Bibliography