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Professional renewal through cross-generational mentoring and research

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Internationally, normative discourses about literacy standards have rapidly proliferated and spaces for teachers to engage in serious intellectual inquiry seem to be shutting down. What counts, in current times, is increasingly only what can be counted. The onslaught of political and media attacks about standards has left many teachers with low morale and low energy. Many experienced teachers are doubting their own wisdom, despite years of successful practice; many novice teachers are wondering why they entered the profession.

Our concern about the impact of these forces on teachers – those suffering near burn out and disenchantment with the profession and those just embarking on their careers lead Barbara Comber and I to develop a project entitled *Teachers Investigate Unequal Literacy Outcomes: Cross-generational perspectives* (ARC 2002-2004). The project brought together 20 early and late career English/literacy teachers in Victoria and South Australia to consider the problems of literacy, poverty and the changing demographic of the teacher workforce. It was designed to create spaces for professional dialogue between different generations of teachers and to reposition teachers as researchers of the intractable problem of unequal literacy outcomes. In the process of collaborative practitioner inquiry, these teachers not only made a demonstrable difference to their students (for which they have evidence), but rekindled their faith in and energy for the political, intellectual and emotional work of teaching in hard times.

In this paper I focus on professional renewal– how the project kept teachers resilient and connected to their profession. In particular, I examine how the cross-generational partnerships in our teacher researcher collective energised teachers and enabled them to make new knowledge in their workplaces. The paper begins with an analysis of the design for building and sustaining a research community across generations of teachers. It then discusses interview data where teachers reflect on their cross-generational partnerships. I argue that such models of cross-generational inquiry hold enormous potential for building capacity and sustaining a profession that both values and uses the knowledge of older and younger generations of teachers.

Design of the project

The project recruited five early career teachers in both South Australia and Victoria and asked them to invite a colleague with considerable experience (twenty-five years of teaching or more) to work with them in a reciprocal mentoring arrangement to study the problem of unequal literacy outcomes as it manifest in their particular contexts. The study was carried out in two sites: at the university, where we ran research training workshops to support teachers' research; and at their schools, where cross-generational pairs researched their classrooms and professional knowledge together.

In the workshops, teachers read and discussed educational research and theories that tackled questions related to poverty, class, race and literacy outcomes (eg. Dyson 1993, 2003; Freebody and Luke 1990; Moll et al 1992; Thomson 2002; Kamler 2001; Comber and Simpson 2001). We collected, considered and tried out different

conceptual resources - the four-resources model of reading, virtual school bags, permeable curriculum, funds of knowledge, critical literacy, productive pedagogies. We developed analytic resources for dealing with their research data (transcripts, case studies, classroom video observations) and sustained these conversations through teleconferences and visits to their schools by the research assistants.

The teachers' research was conducted in three phases. In the first year, teachers worked together to co-produce an historical archive and retrospective analyses of their literacy teaching. The early and late career pairs interviewed each other about inequitable outcomes – their own experiences of this at school, as student teachers, as teachers across their career, and, importantly, from their perspectives, the kinds of interventions that have made a difference. We developed analytic protocols and discussed their interview transcripts in workshop. One of the most experienced teachers reported that in all the years he'd been teaching (since 1969) this was the first time anyone had *ever* wanted to know what he did and how he did it. No-one had *ever* asked before.

In the second year, the focus shifted to the teachers' classrooms. Teachers conducted a classroom audit of their current literacy practice and its effects on different children. They selected a child whom they had identified in the audit as 'at risk' and closely examined how this child responded to the curriculum and pedagogy on offer. From this close study, reading related research and through intense conversations with their colleagues and the university-based researchers in workshops, teachers began to consider what might help this child (and others in the class) better connect with the literacy curriculum. As a result, they redesigned an aspect of their literacy curriculum or pedagogical delivery to make a positive difference to students at risk.

In the third year, teachers documented their research-based designs and pedagogical interventions. We held writing workshops to support their writing and created opportunities for teachers to publish. Four teachers submitted articles to *Practically Primary* (Stonehouse and Burn 2005; Gray 2005; Mcrauld 2005); five teachers wrote for *English Teaching, Practice and Critique* (Boyer, Maney, Kamler, Comber 2004; Comber, Kamler, Hood, Moreau, Painter 2004); nine teachers (Duck and Hutchison 2004; Moreau and Sharrad 2004; Petersen 2004; Fuller and Hood 2004; Pickering and Painter 2004; Maney 2004) wrote chapters for an edited book *Turn around pedagogies: Literacy interventions for at risk students* (Comber and Kamler 2004); two of the secondary English teachers (Maney 2006; Rochford 2005) wrote masters theses based on their research.

In retrospect, we believe there were five key aspects that made this research design for cross-generational mentoring successful:

- **a persistent and serious social problem with no apparent solution.** Unlike most mentoring, where the late career teacher always takes the lead because of her greater field knowledge and experience, our project had no predetermined answers. Unequal literacy outcomes is a shockingly persistent problem that years of research has not ameliorated greatly. The result was a democratising of expertise. Neither early nor late career teachers in our study had THE answer about how to engage at risk students. Both knowledges were required - as were the resources of the university researchers to create a synthesis and something new.
- **an equal valuing of the knowledges of both generations.** The design of the teacher interviews (in the first year) and the kinds of questions we asked were reciprocal. They allowed older teachers to historicize their practice and look back reflectively (in the presence of a younger teacher). They allowed younger teachers to mobilise what they knew, articulate it and become more conscious of their resources and views (in the presence of an older teacher).

The embodied nature of these conversations was important, in spurring teachers to reflect in greater depth than school life allows. Treating these conversations as data allowed us to analyse them together and make these knowledges useable for the research collective.

- **greater agency than normal for the younger teachers.** We invited the early career teachers to select their late career partners, rather than do it for them. Our design also provided opportunities for them to lead by example, especially in using technology and new forms of literacy to re-engage at risk students, where they had significant expertise to share (see for example Comber and Kamler, in press for the innovations of two early career teachers with digital literacies). In this way we disrupted generational hierarchies in teacher mentoring where it is always the younger teacher who has a problem the older teacher helps them solve.
- **a cross institutional partnership, where the status of the more powerful institution is used to offer training, and foster analytic research-based conversations that value the perspectives of teachers.** The teachers were given paid leave to attend the university research workshops. The workshops created: a 'safe conversation space' – outside benchmarks, discourses of blame, and pressures for performance; a social space where status meant less, being right meant less, and where teachers were given the full attention of their colleagues; an intellectual space, where theorising was encouraged and new intellectual resources were made available to enhance the work of teachers in their classrooms.
- **public textual accountability, where occasions are created to present teachers' research and findings to each other and the wider profession.** The opportunities to get into print and present at conferences enabled a professional valuing and extended sense of the worth of teachers' contributions. Learning to write and argue for a wider readership was significant in repositioning teachers as more than data collectors who fit their bit into the university researchers' work. Showing their own research to the wider profession impacted on self esteem, promotion opportunities and professional credibility.

In fact, many of teachers took up key leadership and promotional positions as a consequence of participating in the project. Of the ten early career teachers, six won new positions in different schools: one as Assistant Principal, one as ICT coordinator, one as a Humanities and Pastoral Care teacher responsible for integrating ICT's into the Year 7 literacy curriculum, one as a Middle/Senior School English and Psychology teacher, and two to promotion positions in primary schools. Three late career teachers also achieved significant promotions; one as a principal in a rural primary school; one as an 'Innovation and excellence educator' for a district cluster of schools; one as an Acting Principal.

In the remainder of this paper, I consider what the teachers themselves say about the effects of engaging in a cross-generational research collective. The interviews on which I draw, were conducted by our research assistants in the third year of the study (2004) with cross-generational pairs. Teachers were given the questions in advance and talked together about the effects of the project on their working lives and professional identity. We felt it important that they speak together rather than individually to capitalise on their different perspectives and make the interview itself a site for renewal and cross-generational reflection. The preliminary analysis offered here is organised around four emerging themes:

- (1) an energy transfer across generations

- (2) reciprocity of knowledge production
- (3) the vulnerability of not knowing
- (4) the significance of professional talk

An energy transfer across generations

Many of the teachers talked about their cross-generational relationships in terms of energy flow; of being energised by each other, by the broader research collective and the university researchers. This process is conceptualised as a flowing back and forth, across bodies, across generations, across school sites. But the benefits of this exchange appear to be differentiated by generation, so that late career teachers talk more about feeling enlivened or rejuvenated; while early career teachers talk about gaining confidence and a greater sense of their capacity to act.

Freda, a late career teacher who began teaching in 1975, worked at The Learning Centre, one of several institutions established in South Australia for students with challenging behaviours who have found it difficult adjusting to the structures and routines of mainstream schooling. At the beginning of the project, Freda felt physically isolated, drained at the end of her career, as if it was all going against her. Here she talks about being re-energised through her interaction with early career partner Lorraine and the research collective.

Freda: But we've talked about the **energising** process of the project. I mean for me that's been the thing that the project has **re-energised** me... I think after 30 years you get a little **tired**, and while every situation is new, there's not a lot that is new...and you sort of think 'I've been there, done this ...'. I guess for me this project has made me say, 'That may well be the case, but what do you want to do? Do you want to stop now or do you want to keep going? And if you want to keep going, you're going to have to get some **more energy and vitality** here somewhere'...

I do see myself differently and I don't see myself as quite as **tired** as I was, although I am **still tired**, so I guess I am not as unhappy with the whole thing as I was... It's actually made me realise that the work I do for those kids is important, and anything I can offer for those kids, even though it's not always successful, every little bit helps, and so while I can do that I'll stay. So I guess in that way it's reaffirmed my commitment to the sort of job I do, if not a sense of my school.

For early career teacher Nola, the energy flow also brings greater optimism and hope. But crucially, as for many young teachers, gaining confidence is the key benefit that she names – the kind of confidence that helps her believe she has the capacity to act and make a difference. The L-plater image captures how marked she feels by her beginner status, perhaps more so as she had worked previously as a publicist at a state theatre company where she felt in charge.

Nola: I suppose because I've very much felt like an L-plater being a beginning teacher, you sort of feel like 'What am I doing?' You're not really sure what you're doing and I suppose that building relationships with Sam and the others in the project has led to feeling a bit **more confident**, and the way that I am approaching things is OK, there's no right or wrong way, and just the support from others.

I feel more stimulated I think as a teacher, and more willing to be a **risk-taker** myself, and because of that allowing the students to develop their **risk-taking** I suppose, and that sometimes I'm scared of the challenges of future students and what they bring, and also really anticipate that as well because **I know that teachers can effect change**, and the way that we work in the classroom can really **make a difference**. I suppose that's the key thing that we can **make a difference**, and not to listen to what other

people say about a particular child in your class that may be at risk, and take everything on board but work through it, and that there is hope and that there are a lot of things that you **can do**.

In both these self-narratives, Freda and Nola ask themselves questions. For Freda, what do you want to do? (with the rest of your life). For Nola, What am I doing? (how can I cope?). Both come to understand that they do and can make a difference to students, a phrase repeated by Nola several times. One might expect Freda to already know that she can effect change, but the years have worn her down and she has forgotten. Learning there are things she can do to effect change for her students is new knowledge for Nola, and an insight which gives her agency and strength.

Freda's early career partner Lorraine makes a similar point about gaining confidence and an increased sense of her value as a teacher. Crucial to this process is the feedback and response she received from OUTSIDE the school. The institutional authority of the university is named in her narrative as significant and more trustworthy than school-based response.

Lorraine: Do I see myself differently? I think I do. I think in myself I'm settled. I think I'm more confident as a newey at this in terms of knowing that I can tap into what the kids are like and make that work, even when I feel like I'm beating my head against a wall, like today... If nothing else it's made me feel **more confident**, and it's made me feel **more valued**. I'd say in terms of this project and literacy, **more valued** out of here than in here, and that's just the nature of schools I suppose...

...for me to get the feedback of being valued as a teacher, and perhaps acknowledged that what you do is good, is important, and to get it from **outside** I think has more value than getting it **inside**, because sometimes the **inside** is lip service, do you know what I mean? So for me being able to share and talk and communicate with others, of a range of ages and experiences across a range of areas, and then in Melbourne, and you yourself Lyn, and Barb and Barb feeding back, yeah 'This is great' and 'That's great', and 'I like the way you did this' or whatever, all that is fairly positive stuff, and to be noticed, I suppose, to be acknowledged like that is important, from an **outside source**.

Reciprocity of knowledge production

All the cross-generational pairs stressed the importance of reciprocity in their relationships and framed knowing as a non-hierarchical interaction. Freda and Lorraine highlight the importance of learning from each other, of sharing information. The shift in language from *one way* to *two ways* to *ten ways* privileges collaboration over advice-giving as their preferred mode of operation.

Freda: I don't think there's been anyone in the group that's sort of been better than anyone else, and we've all seen ourselves as learning from each other, and that's been really important.

Lorraine: That's been really important I think, it hasn't been one way.

Freda: It hasn't been the older teachers teaching the younger teachers, and it has been sharing experiences but it's been two ways, actually it's been ten ways at those days when we all met together and that's the really great part... it doesn't matter what you're doing or where you're doing it, we've all got the same basic understanding. It tends to be we have a very two-way thing you know – 'Fred is getting me down.' 'Have you tried this, can we do that, I did this with Mary', and we just go backwards and forwards... it's not really offering advice, it's sharing ideas.

Late career Ethan and early career Marc not only name the reciprocity as essential, but remark on their refusal to enact a relationship of status and authority. There is a joint recognition and perhaps some bravado in the claim that the early career teacher will not benefit unless the exchange is democratised.

Ethan: Our sort of relationship grew up because we really haven't done a great deal of formal mentoring, have we, it's bouncing ideas off each other, and I think that's possibly where we haven't come in as 'I've been teaching 20 years, I know it all believe me, listen.' I haven't done that sort of thing.

Marc: What's the point? I wouldn't have listened!

Ethan: Exactly right!! If you set up mentoring in the wrong way, that's the exact reaction we're going to get and we'll go nowhere.

Such interactions represent professional knowledge as malleable, changeable, in-process, rather than fixed. It is not the case that older teachers know everything or need to represent themselves primarily as knowers. In fact, the more experienced teachers show themselves willing to become significant learners later in their careers. Here late career Joanne and early career Jill are quite specific in articulating what have they learned from each other.

Kirsten: Can you summarise what you think Jill's taught you?

Joanne: To ask difficult questions, to be really, really ... to pick and pick and pick away at things for sure, and not be satisfied with just anything...and to fit a really lot into your day.

Kirsten: And for you Jill?

Jill: Joanne has taught me to always go that extra mile, to take the time to stop and reflect, and to ask big questions – that's always been good.

The vulnerability of not knowing

Closely related to the reciprocity experienced by early and late career teachers in the research collective, was their willingness to be vulnerable enough to admit to not knowing all the answers. This is an expected subject position for new teachers, who are widely seen as novices who have a great deal to learn. Increasingly, however, new accountability measures and modes of hiring are making it more difficult for even 'newbies' to be seen as lacking in expertise. Here early career Nola gives herself permission to not know, which is significant in countering feelings of isolation.

Nola : If you don't share your experiences with others, teaching can be quite insular, especially as a beginning teacher because you feel sometimes **you don't want to ask questions because you may feel ...**

“Oh, what's she doing teaching, she doesn't know anything”

Sometimes you feel, I suppose initially you can feel a little bit alone in that respect so yes it is, it's just knowing that taking a risk is OK, and that it's OK to **make mistakes** as well, that along with the students we're learning as well...**making mistakes** is ok.

For older, more experienced teachers, position and status in schools often rests on being seen to know. Late career Freda was highly critical of the role education systems play in constructing this notion of the teacher as all knowing.

Freda: ... one of the hardest things for me as a teacher has been to try and explain to new teachers that there isn't a magic answer – 'you can try

this, have you done this, look at this, but it could all blow up in your face', and it annoys me that the department as a whole doesn't say that. They have this image that we can deal with every child that comes through the door, and we will progress through and everything is wonderful. So you have new teachers coming in who hit these children, and they think 'If I can't do it then I'm no good as a teacher, and usually it's the really good teachers who get hit the hardest, because the others just don't bother, and that really worries me that the Department – I'm using the term globally- has that image of 'We can handle any child'.

A key outcome for many early career teachers of participating in the cross generational research collective was the explicit understanding that teachers never stop learning. While early career Marc suggests this may be an *obvious* point, in fact it really is a significant revelation to understand oneself as part of a profession (rather than just a vocation) that it will take a lifetime time to master. This takes the pressure off having to know all the answers 'now' and feeling inadequate when one does not.

Marc: I know it's an obvious thing, but I've learned that you never stop learning, you never stop growing as a teacher, and I really think that the more you get involved in your own research within the classroom in a self-reflection process, the more you will grow. I know that's been a steep learning curve for me, but I want to keep it that steep. Its very surprising how steep the learning curve has been...

Early career Jill suggests it was her close-up relationship with her late career mentor Joanne that shattered the invincible illusion Freda spoke of earlier. She is allowed to see first-hand that Joanne does not have all the answers. She learns that what is key is taking an analytic research stance to teaching, and being evaluative in order to find the answers anew in different situations and contexts. There is no such thing as knowing it all.

Jill: I looked at Joanne when I started at the school and thought 'Yep, she's got it all together, she knows all there is to know about literacy, and it all makes perfectly clear sense to Jane, and she's got all the answers packed away in her head, and it's just fantastic and one day I'll be like that'. What I've learnt by being in the project is to stop and reflect because you never know all the answers. It is through reflection and self-evaluation and evaluating your program, and coming to understand each student as an individual, and how they interact with the curriculum that helps you develop an understanding.

While older teachers are not widely recognised or acknowledged as learners –except perhaps at PD sessions where their knowledge base and funds of knowledge may be ignored - the late career teachers in our project spoke of learning a great deal about research and about new approaches to literacy curriculum and pedagogy. Many were excited about the new things they were learning about teaching, even at the end of their careers. Here late career teacher Frances talks about how her new understandings allowed her to see herself differently and make a new career transition.

Frances: I don't think I would have gone for this job if I hadn't done the research project because I knew an aspect of the job was to do an action research, and if I hadn't actually been physically involved and mentally involved in the last two years I was doing it, I don't think I would have even thought of going for the job. I was quite happy where I was. I had a lot of freedom to do what I wanted, I

was very respected, but this was a new challenge and it was something that I ... Well, I had my eyes opened about people, about critical literacies and making a difference to at risk children, and I thought that maybe I could do something in the district...

Kirsten: So do you see yourself differently now?

Frances: Well in a more professional way I think, not just as a teacher now, which is as I said, led me to take that next step in my profession. I see myself differently in that way – I'm an educator now!!

For late career Joanne, the shift is somewhat subtler but no less profound. She articulates a change to her future due to new ways of viewing and knowing. She is now the *why person*, a researcher who interrogates all aspects of experience and is no longer satisfied with the pat answer or status quo.

Joanne: It's affected my future in that I now want to know more, which is driving everyone around me crazy.

Kirsten: You mean your colleagues?

Joanne: Yes, my family and my colleagues. I've become known as the 'Why?' person, because someone will make a simple statement about such and such happened in my classroom today, and I will be the person who will sit there and go 'Why? What happened to make that happen? What did you see? What was happening in your classroom that brought it to that conclusion instead of another conclusion?' And if they haven't got an answer for that I just continue with the questions.

The significance of professional talk

All of the interviews contained numerous references to the importance of talking with other teachers. Teachers appreciated having a forum for professional discussion outside their schools. While teaching workplaces are sites that are saturated in talk, they do not appear to foster the kind of talk that is energising or renewing. From my analysis of the interviews, one might be excused for thinking these teachers never had the opportunity to talk at all. But clearly it is talk of a particular kind that they are after. Talk that allows admission of doubts, genuine questions, provisional evaluations about what was and wasn't working in classrooms promoted a truly reciprocal exploratory talk that is unusual in schools. Here late career Sam foregrounds teacher talk as a refuge and a site for increasing her sense of professionalism and pride.

Sam: I think I really appreciated having a forum so we could **discuss** educational issues, and I think it's probably made me feel that teaching is a profession. You tend to get bogged down in the day-to-day of children, and very child-oriented issues, but I think it's actually nice to **discuss** it, and to have the time to actually **discuss** what you're doing with other adults who are in the profession, and also people who are involved in the profession at university level... to see the whole different array of people involved in education **getting together and talking together**... It's not until you actually get in there and start talking about teaching, it makes you value what you do more.

I've felt quite proud of myself for having pushed my boundaries in things like joining in the **discussions** in those groups at uni. At first it was quite daunting to go along there and actually think, 'What am I going to **say**?' and 'Does anybody really want to listen to any of this?' And then something like the conference in Melbourne, although I didn't feel particularly happy with what I did, but the fact that I actually got up and **spoke** and organised the PowerPoint

presentation, I really did. I pushed the boundaries of what I've been doing, and I just feel pleased that I had the experience and the opportunity to do it.

Professional conversation was also critical to early career Marc's growth and development as a teacher. It is conversation that he recommends new graduates seek out.

Marc: There's no way I would be the teacher I am today if I hadn't participated in the project. The amount of growth that I've seen over the last two years, just through conversations we've had. The conversations are what I'd be telling new teachers about. You learn so much from them and, as I said before, I probably only picked up about 10% of what's been put on the table, but that 10% has affected my teaching greatly, and more so the thinking about teaching, and all the theory behind what this could do.

Early career Riley also questioned whether such conversations might be facilitated within school contexts. He highlights the importance of feeling safe, of being able to problem solve collaboratively and to experiment without penalty – conditions he suggests do not currently operate in schools.

Riley: It is important to consider the conditions of your workplace, and whether it's one which can nurture **collaboration** and is sort of a **safe place** for people to work together and share ideas and try things out. I get the sense that that's maybe not so much the way things are done, like people pretty much do their own thing don't they?... I mean if you think of all those times we sat around and had a yarn around that table in Room 202 [at UniSA], think of how many ideas were generated out of that for each of us. Like can you imagine if in schools, if there was a time set aside for teachers just to get together and thrash out the things that are bugging them, and the problems and the curiosities. And if they could then have this talk about different perspectives, different experiences, to try and help solve the problem. That was perhaps one of the really most powerful experiences.

From our perspective, professional conversations were crucial to developing researcher dispositions in the teachers in our project. In the right circumstances (such as supportive leadership, collaborative colleagues), a research perspective should sustain early and late career teachers' approaches to pedagogy and their capacity to bring theoretical resources to their everyday work. Sustaining their confidence and preparedness to do more than simply survive was clearly contingent on the inside and outside-of-school professional learning communities teachers could access.

Conclusion

The interviews suggest that joining a cross-generational research collective was a significant move in building a professional identity and assembling repertoires of practices for early career teachers. Having people with insider institutional knowledge and years of practice wisdom, virtually on-tap, plus sympathetic yet critical outsiders from the university proved an ideal set of resources. For more experienced teachers participating in a research community resulted in renewed feelings of professional self-respect and rejuvenation, but importantly, the renewed motivation for serious critical analysis of what they know and do. Participating in these teacher-researcher communities and having extended conversations with their in-school mentors gave both early and late career teachers the dialogic space to ask questions, check assumptions, test the limits of the constraints and their own potential for inventiveness and innovation.

I would argue that cross-generational models of practitioner inquiry hold great promise for the professional renewal of the teacher workforce. Elsewhere (Comber 2005) we have noted how frequently teacher-researchers move on to become school

leaders, advisers, curriculum writers and so on. In this project we have seen how much difference practitioner inquiry can make to teachers' learning, ability to articulate their beliefs and practice and to become catalysts for school and policy change.

I would stress that involving early and late career teachers in mutually satisfying, reciprocal research enterprises requires that we make time and space for educative inquiry and conversation. Moreover, this research should provide genuine opportunities for in-depth investigations of children's learning, because ultimately that is what must inform teaching. For this to occur, time is needed to induct teachers into research repertoires – interviews, audits, case studies, observation, analysis and writing. Schools and systems need to build the time and space for such research activities to be authorised as part of the infrastructure of professional in-service learning. Reciprocal relations between practitioner inquirers and the university could be further fostered and sustained through credit arrangements for such work. The importance of institutionalising safe and educative research spaces for interrogating teaching practice in these times cannot be underestimated. It is a fundamental move in sustaining teacher innovation and improving students' learning.

A postscript

Marc: When you ask me to think of an image, I'm thinking of a picture of a railroad track, and in the picture of the railroad track it's sort of in a desert and it's heading out to the horizon, so that the foreground part of that railroad track is Eddie on one side and me on the other, and sure, we're heading in the same direction, and the direction is this project, but as you look we're fairly far apart, we've got this big age thing and it's like we barely knew each other at that stage, that's my first year of teaching and probably in the first couple of months I said 'Hey you're old!' But as you look up, there comes a point where that railroad track moves to the same line, and I see us both as being on the same line and we're on the same track... There comes a point in that picture where it's just one line and we're both walking together.

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