# Tertiary Teaching Excellence Awards

# 2011



# Nomination for:

# Professor Robin Kearns

## School of Environment
## The University of Auckland

# Contents

## Preamble

I am an enthusiast. I believe in either giving 110% to a task or declining to take it on. This has been an enduring personal philosophy that has pervaded my academic career, especially with respect to teaching. One of my long-time mentors at the University of Auckland once memorably said "*bite off more than you can chew ....then chew like hell*". I have incorporated this dictum into my teaching philosophy. It sums up my involvement with students. I believe in 'going the extra mile' and, in my estimation, there is nothing more satisfying than maintaining and sustaining co-learning relationships with students.

*Educare* (to draw out) lies at the Latin root of education. To me, the best context for creativity and discovery is when we 'draw *ourselves* out' into new territory, and not draw back to the comfort of our own specialties and the way we've always taught. Collaboration is what keeps teaching exciting and the prerequisite is fostering dialogue among colleagues and students.

## My teaching journey

After a mixed experience at high school, I went to the United States in 1977 as a Rotary Exchange student. Living in a small Mississippi town exposed me to the socio-political geographies of the American South, and alerted me to the importance of field-based learning.

Returning to New Zealand and enrolling as an undergraduate student at The University of Auckland, I reaped the benefits of time away; suddenly I was getting A grades. Experiences such as Shakespeare tutorials held in a lecturer's office and accompanied by his dog Portia and freshly brewed coffee; or geography staff and students roughing it together for a week in a motor camp while on field work, affirmed that the lecture theatre is only one context within the learning journey. My open-door policy and readiness to use contexts conducive to conversation (e.g. cafes) have been influenced by these early exposures to the links between practice, place and pedagogy.

I stayed at The University of Auckland for a Masters in Geography and my first experience of research supervision. This experience was foundational. First, my supervisor, Warren Moran made it clear his expertise was in the discipline rather than the particular area in which I proposed to work, but we would develop an understanding of it together. Second, I would be part of a team of postgraduate students exploring socio-political aspects of land-use change in Northland. Third, just knowing his door was always ajar was comforting during the more daunting parts of the journey. Fourth, he was meticulous in his feedback when I began to write. He emphasised that good research is only as powerful as the way it is written. Lastly, upon thesis completion he offered me work as a research assistant and encouraged me to look into going overseas for a PhD. In essence, he fostered *collegiality*.

In 1983 I went to McMaster University in Canada where I encountered some similarly influential supervision styles. My PhD supervisor's door was invariably open; he

connected me with a wider research group, and offered opportunities that, in retrospect, comprised an apprenticeship in academia. He was also insistent that we co-publish from my fieldwork and since then co-publishing has been a personal goal to future-proof postgraduate students' prospects as well as place our collective endeavour into a broader scholarly context.

In sum, these experiences were formative in impressing upon me that positive learning is built on strong mentoring and collaboration.

## Classroom-based teaching

### a) Scope of involvement

The School of Environment was formed with the combination of Geography, Geology and Environmental Science in 2009. This restructuring has brought opportunities and challenges in teaching with colleagues across the spectrum of social and physical science. All of my class-based teaching is collaborative. Within the School, I routinely make major contributions to:

GEOG 104      Cities & Urbanism
GEOG 202      Geographies of Social & Economic Change
GEOG 305      Population, Health & Society
GEOG 315      Research Design & Methods in Human Geography
ENVSCI 701   Research Practice in Earth, Environmental & Geographical Sciences
GEOG 714      Population, Mobilities & Health
GEOG 712      Land, Culture & Place

I was centrally involved in developing the last two of these courses in 2009 and guided a process of shaping their identity through dialogue with colleagues.

While 'flavours' of delivery style and content particular to individual lecturers are inevitable in a team-taught course, my view was we needed to integrate our contributions so that there would not be distinct parts to a course. The goal was offering students a seamless learning journey, while also allowing them to witness, and participate in, debates over key issues of theory and method.

When designing collaborative courses, I believe one needs a generosity of spirit – to meet colleagues halfway and be willing to stretch ourselves as well as our students. For example, the new *Population, Mobilities and Health* course is providing an opportunity for my colleague and I to read and think through (together) the 'new mobilities' literature. A key initiative I have developed in this course is deconstructing the conventional 'major essay' component of coursework and introducing regular 'concept reviews' in which students are asked to concisely define and discuss key ideas, for which we offer fast-turnaround feedback.

Beyond my own School, I maintain a deep commitment to interdisciplinary teaching that strongly reflects my research and international journal editorships. In 2001, I was co-developer of the BA in Social Science for Public Health, for which I am currently

completing my second term as Head of Programme. This involves oversight of the programme as well as contributing to the core courses which attract both Arts and Health Science students. In tandem with this involvement, I annually contribute to POPLHLTH 712 (Foundations in Public Health), the core course taken by all Masters in Public Health students, as well as the annual Population Health Intensive Week which is designed to engage fifth-year medical students with real world problems.

### b) Approaches

My approach to classroom-based teaching can be summed up in three inter-connected concepts which have become my mantra: *communicate, stimulate, and consolidate.* I will elaborate on these, before commenting on a further concept which continuously informs the others: *evaluate.*
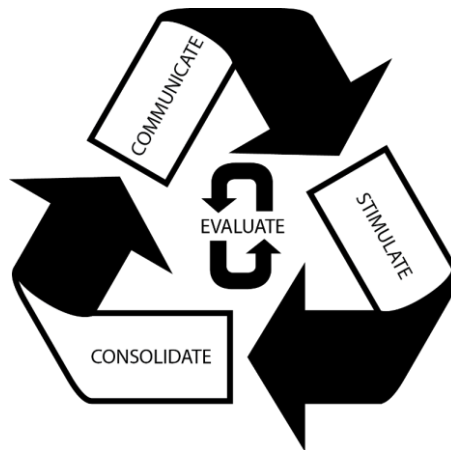


Communicate!

For me teaching, especially in large groups, involves not only preparation but also performance.

Every lecture or tutorial needs a take-home message. While I never begin a lecture without a communication plan and set of take-home points, I seek to capture students' attention through spontaneous humour and anecdote. Taking a course in Theatresports in 2004 was a personal turning point; an epiphany that endorsed the importance of being comfortable in one's own skin, being willing to embrace the unexpected and recognising that good humour can oil the wheels of insight.

C*ommunicate* is a word closely aligned to *community* and hence implies being *with* others and forging connections. My enduring goal is to formulate learning objectives for each lecture that connect with students' everyday lives in some way. I seek to convey ideas and novel ways of seeing the world that will inspire students to seek out information themselves.

Earlier in my career, I primarily sought to convey information. I initiated a change in approach both through feeling more at ease with the performance aspect of lecturing and with the realisation that students easily panicked about whether they retained all

the information that I was including in lectures. After trialling what I call a 'concept-rich/data-light' approach, I increasingly found (through formative feedback) that students retained key ideas and could be encouraged to sustain this learning by seeking data and their own case examples to augment lecture content in essays and exams.

Effective communication involves understanding where students are coming from. I encourage international students to consider their home environment and what the concept under discussion (e.g. 'Not in My Backyard' syndrome) might mean in that context, and then work back to the New Zealand context.

As further evidence of the effects of interweaving research and teaching, I have found that collaboratively researching the experience of multiculturalism in Auckland (e.g. Friesen et al, 2006; Lee et al, 2010) has deepened my appreciation for the lived experience of diversity within the student body.

> *Thank goodness for Robin! ....Love his witty comments & examples, his lecturing style was relaxed but still completely informative and clear.*
> -   *GEOG 202, 2010*

> *Robin Kearns' enthusiasm, great vibe, straight forward & clear lectures with excellent examples!!...Robin is an awesome lecturer, so interesting!*
> -   *GEOG 202, 2010*

Stimulate!

In lecturing I seek to inform, provoke and captivate.

Whether engaging with 20 or 200 students, the key is to be stimulating. I believe some of the best teaching is spontaneous. Hence I tell students 'miss my lectures, and you'll miss the boat' – the boat being the unexpected and mutual discovery that lies at the heart of co-learning.

> *...As a student in several of his classes, Professor Kearns' openness, along with his accessibility meant that the discussions that I had with him were stimulating and often involved identifying new connections between seemingly unrelated subject areas.*
> -   *GEOG 726, 2006*

A key aspect to stimulating students is drawing on examples most can relate to. Last September my lecture in *Population, Health & Society* on 'therapeutic landscapes' conveniently followed a weekend during which I had visited Hanmer Springs. A few strategically placed images in the lecture gave students a fresh case example. Being transparent about why I was there (a family gathering) highlighted the ways learning need not stay 'on course' but that we are 'always, and everywhere' in the field. A huddle of students was keen to discuss this example further after the lecture and numerous exam answers addressed the history of this spa town.

*Stories of Robin's experiences that linked with the key ideas and topics, as examples made me understand the theory.*
- *GEOG 104, 2010*

*The lecturer was enthusiastic, vibrant, funny, the subject matter was interesting. He's the man!*
- *GEOG 202, 2010*

Consolidate!

One cannot be stimulating and spontaneous at the expense of structure. At the outset of any class I outline the purpose of the day's encounter as well as reflect on what ground covered on the last occasion. In the last five minutes, as well as highlighting points of conclusion I offer a set of 'focussing questions' to assist students to reflect on the key messages.

Developing a ratio of one lecture slot in six devoted to reviewing material and addressing queries is a further approach I employ towards consolidating learning.

*Clear concise delivery of content. The way Robin imparts his extensive knowledge in a logical and easily understood way.*
- *GEOG 305, 2010*

*Clear aims.*
*Coherent arguments.*
*engaging style. Just all round amazing ☺*
- *GEOG 305, 2010*

<u>Evaluate!</u>

Teaching is an imperfect art. There is never a complete course or a final version of a field trip. Evaluation lies at the heart of the connected processes of communication, stimulation and consolidation.

As I have written in a recent analysis of assessment, it is too easy to only assess student learning when a teaching occasion is over (Kearns, 2010a). I seek to build in informal mechanisms to assess student progress as well as gain their views to assess *my* progress in facilitating their learning journey. A useful technique I have adopted is to ask students to write down what they think a key term means and collect the working definitions as a barometer to indicate the collective state of thinking and forecast where to move next.

Generating opportunities to provide candid feedback is important to me. For instance, inviting undergraduate students to submit a brief proposal prior to their research report or essay allows formative feedback on their thinking. So too short 'conceptual overview' exercises where students grapple with key concepts in their own words early in the course allows assessment of progress prior to their working on a larger essay examination.

The simple process of slowing down and not being in a rush to leave the lecture theatre yields dividends in conversations with students who would otherwise be too whakama to raise their hand in a class.

An annual review of each course is a key opportunity to review class performance against the overall learning objectives laid out in the course outline. For instance in GEOG 305 (*Population, Health & Society*) a key learning objective is: "be able to locate the New Zealand experience of population, health and social policy within an international and theoretical context". A useful activity in reflecting on the course is to consider the degree to which *both* New Zealand case study material and the theoretical context are considered in examination responses.

### c) Student evaluations

*Course evaluations*

In summative University course evaluations students are asked to indicate their level of agreement with statements on course content, design and delivery.

Statement: Overall, I was satisfied with the quality of this course

| Course Name | Course Code | Year | Mean Value/5 |
| --- | --- | --- | --- |
| Population, Health and Society | GEOG 305 | 2005 | 4.24 |
| Population, Health and Society | GEOG 305 | 2007 | 4.23 |

| Population, Health and Society | GEOG 305 | 2008 | 4.21 |
|---|---|---|---|
| Geographies of Health and Place | GEOG 726 | 2008 | 4.44 |
| Research Design and Methods in Human Geography | GEOG 315 | 2009 | 4.45 |
| Population, Health and Society | GEOG 305 | 2009 | 4.02 |
| Geographies of Health and Place | GEOG 726 | 2009 | 4.80 |
| Population, Health and Society | GEOG 305 | 2010 | 4.49 |
| Population, Mobilities and Health | GEOG 714 | 2010 | 4.67 |

*Lecturer evaluations*

In summative University lecturer evaluations students are asked to indicate their level of agreement with statements on teaching practice.

| Course Name | Course Code | Year | Mean Value/5 Overall, the lecturer was an effective teacher | Mean Value/5 The lecturer stimulated my interest in the subject |
|---|---|---|---|---|
| Cities and Urbanism | GEOG 104 | 2007 | 4.39 | 4.26 |
| Population, Health and Society | GEOG 305 | 2009 | 4.41 | 4.02 |
| Cities and Urbanism | GEOG 104 | 2009 | 4.40 | 4.08 |
| Cities and Urbanism | GEOG 104 | 2010 | 4.42 | 4.23 |
| Geography of Social and Economic Change | GEOG 202 | 2010 | 4.65 | 4.47 |
| Population, Health and Society | GEOG 305 | 2010 | 4.70 | 4.68 |

The regular use of class-wide course and lecturer evaluations provides a useful overview of the level of agreement among students regarding various criteria such as my 'approachability' and 'responsiveness' as a lecturer.

In 2009, I received feedback from some students in the final course evaluation that they could not see how 'bits of the course fit together'. This observation led me to reflect on the possibility that whereas *I* could see the logics of the course they could not. My response has been to use CECIL, the on-line teaching delivery system, to compose regular 'Friday Updates' in which I include observations about the links between the preceding week's lectures.

## The importance of the Field

The dynamics of the lecture theatre must always be complemented by interactions in a more fundamental learning environment: the field. Fieldwork is the glue that cements relationships between learners and the research journey.

My commitment to field-based pedagogy has a history. When I served as coordinator of our core third-year course 'Research Design and Methods in Human Geography', I initiated a marae stay-over as an integral part of taking students to another North Island region to hone their research skills. I did this to ensure our graduates were able to get to know a region through dialogue with tangata whenua. This move drew on my commitment to teaching cultural safety (see Kearns and Dyck, 2005).

A belief in our enduring immersion in 'the field' has inspired research within my own neighbourhood investigating problems such as traffic-congestion and parental reluctance to allow children to walk to school. This work underpinned the establishment of Auckland's first walking school bus (Kearns et al, 2003) and continues to provide a compelling example of neighbourhood-based research that easily resonates with students' experience. This concern to connect education, urban design and healthy lives informs my involvement in major Health Research Council grants. These grants support postgraduate research and summer studentships which provide a bridge between undergraduate and postgraduate study.

### Resources for teaching ethics

A further initiative, and enduring teaching interest, is encouraging ethical awareness among novice researchers. A 1996 University of Auckland Teaching Improvement Grant offered the opportunity to codify innovation and develop an on-line ethics teaching resource with colleagues which is still used in our programme (Kearns et al, 1998). This initiative has strong synergies with my work on applying and promoting culturally safe research practice (Kearns & Dyck, 2005).

GEOG.315

## Ethical Issues in Geographic Research

## Case 15: FINANCIAL INFORMATION, CONFIDENTIALITY AND ANONYMITY

**[Contributor: Sarah Boswell]**

My thesis involved finding out quite detailed financial information from students about their weekly incomes, student allowance entitlement, expenditure, loan amounts - etc - all relatively sensitive information, especially with some students earning extra money through part time jobs which may have taken them over the allowed limit. My survey went through the ethics committee three times for review - and they suggested I take the name and address questions off to promote confidentiality and anonymity. I was unable to do this as I needed to contact the students at a later date for a follow up time-diary questionnaire. The outcome was that only people who wanted to partake in the follow up survey provided their name and address and others completed the survey anonymously. It was therefore up to me to use the information safely and carefully.

### Questions for study

a) What points would you include in your explanation of the research to those initially approached regarding how the research was to be used?

b) You find from the time-diaries strong evidence that several students are breaching the allowance limit. How would you justify to yourself reporting/not reporting the general tenor of your find?

c) If you decided (because of particular details) that you had to do 'something', what steps and with whom would you broach the matter?

d) If you decided that you could not 'do anything', what steps would you personally take to 'use the information safely and carefully'?

### Acknowledgements

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## Advancing co-learning: postgraduate supervision

I am passionate about postgraduate supervision. Over my 21 years at The University of Auckland, I have supervised 67 thesis and dissertation students and 19 recipients of summer studentships. My journey as a supervisor has been shaped by a range of influences: being supervised through MA and PhD degrees; my unfolding understanding of the academic vocation; reading and hearing key thinkers who write about pedagogy and leadership; and, most of all, those I have encountered on supervision journeys (both students and colleagues). My views about supervision have developed through critical refection and through presenting research findings with colleagues and postgraduates (e.g. Le Heron et al, 2010).

In 2010 I supervised 16 postgraduate students. This might be considered a challenging load, but these experiences have amounted to a deeply fulfilling, if time-consuming, process. This fulfilment is because supervision presents an opportunity to develop a collegial relationship with the supervisee and enjoy seeing them develop intellectually and personally over a more sustained and intense period than classroom teaching permits.

My supervision practice involves a rich synergy with my research interests. Over the last two decades, my research programme has converged on two themes:

*(i) understanding the meanings and dynamics of places and their influence on human wellbeing; and*

(ii) *the downstream effects of policies and political practices on the cultural dynamics of places*.

My inquiries have ranged across rural (e.g. school closure), urban (e.g. suburban trans-nationalism), coastal (community resistance to capital-intensive residential development), and health-system (e.g. hospital) spaces. The postgraduate research I supervise both reflects, and extends, my understanding of these spaces.

My enthusiasm for supervision is fuelled by knowing that the process is much more than its literal meaning (over-seeing). I prefer to frame supervision as 'research accompaniment'— a co-learning journey that must be professional but personable; a journey given direction by a quest for knowledge by both parties. This approach invariably results in a subtle shift over the course of supervision with the student moving from regarding me as expert to seeing me as a colleague. This shift, I contend, is facilitated by de-stablising the expert role and seeing the postgraduate research journey as involving the co-construction of knowledge.

**An A+ Approach to Supervision**

The quality of supervision cannot be evaluated by the usual metrics of rating scales and feedback sheets. Each instance is unique and individual. Too easily, success can be assumed by the product (number of completions) rather than the nuances of what occurs within the *process.*

I characterise my practice of supervision as an 'A+ approach'. While not all students attain excellence in academic outcome, I strive for excellence in the process of research accompaniment. This involves five dimensions:

**Acceptance:** Postgraduate students bring to their research journey a range of skills and experiences. This recognition is the first step for a supervisor in accepting who the student is as a person. Relationship lies at the heart of the supervisory dynamic, and I strive to maintain frank discussions regarding mutual expectations and aspirations. At the heart of this acceptance is the core value of compassion. Too easily, compassion is equated with pity. I prefer to acknowledge its Latin roots (*cum patior*) 'to suffer with'. The research journey is a demanding road. Journeying with the supervisee and empathising with the challenges faced is of great importance.

> *...he created a safe environment in which students were given plenty of leeway to take radical approaches, follow intriguing detours, and realign the resulting complexities and rich discoveries into a meaningful and high-quality thesis.*
> - *Former Masters student, 1995-1996*

**Accessibility:** The key to maintaining healthy supervisory journeys is to be accessible, which means ensuring that there are minimal obstacles interrupting an ongoing dialogue of co-learning. I encourage students to maintain contact with me by a range of means— in-person, email or text-message.

**Availability**: If accessibility is about ensuring minimal barriers to communication, availability is concerned with the temporal dimensions of engaging with students: literally 'being there'. I attempt to be available at all times for postgraduate students. I strive to develop a position of trust, meaning that if an approach to meet and talk is made, it is done so out of genuine need; and that if I simply cannot respond right away, then the student will respect my reasons.

**Affirmation:** The research journey is one laced with emotion. For the student, it can be a time of loneliness, frustration, trepidation and elation. At times, I have experienced a range of these emotions as supervisor. As supervisor, I believe that my role is to affirm not only tangible achievements but also the range of other 'emotional spaces' students find themselves in along the way.

**Adaptability:** I strive to be adaptable. Supervisory arrangements that will work for the student, and flexibility in mutually exploring a topic area new to both parties, can pay dividends. Had I constructed myself as a narrowly defined specialist in one or two areas of scholarship early in my career, I would have had only a fraction of the enriching supervisory experiences that have widened my professional networks and contributed to reshaping my own scholarly interests.

## Re-framing supervision: the practice and performance of research accompaniment

In my view, there can be 'chapters' of engagement in the supervision journey. I sketch these below.

**Chapter 1: Introduction**. This is the time the prospective student expresses, often with some diffidence, their intentions to enter the journey. This is the beginning of a dialogue that may extend over weeks or months to get to know the candidate and reach a mutual sense of readiness for them to enrol and commence the journey proper.

**Chapter 2: Context and questions**. Where the student is coming from geographically (international or domestic?) and metaphorically (expectations, experience?) are important matters of context that shape the ongoing dialogue and may influence the frequency and nature of discussions as the early months of supervision proceed.

**Chapter 3: Theory**. How the research question is to be understood and framed is central to any inquiry. Thinking theoretically is the most challenging dimension of the research journey. This is a stage that requires extended conversations, perhaps via pen on whiteboard, and perhaps over multiple flat whites at a café. Talk is fundamental to developing a theoretical framework. I undertake to achieve rapid turnaround of written comments. I am concerned if I take more than a week to get comments back to a thesis-writer.



I am a believer in students *writing through* rather than *writing up*. That might mean having the student offer me just a page or two of text while they are grappling with the literature. This turnaround can pay dividends with a thesis-writer subsequently feeling on the right track to continue writing.

**Chapter 4: Method**. As part of embracing the qualitative turn in human geography, my supervisory practice has been to allow students the freedom to exercise creativity

in their method. While it remains important to offer a steer if students are entering blind alleys or pursuing unproductive directions, it has become increasingly important to me to allow methodological practice to emerge out of the performance of research accompaniment. This guided freedom approach is fruitful and I was able to draw on numerous thesis students' work in a recent chapter on observation as a research method (Kearns, 2010b).

**Chapter 5: Findings**. Invariably those I supervise are conducting research within New Zealand and I ensure I have familiarity with the field area or issues being researched. Most funded social science research is now conducted in teams and identifying and clarifying findings does not have to be a solitary process. Rather I see this as another deeply dialogical phase of the research journey in which students' interpretations are affirmed and strengthened though discussion.

**Chapter 6: Conclusion**. The conclusion to the thesis journey is a time of intense emotion and focus. However the elation witnessed in a student submitting to the bindery is, for me, both an end and a beginning. I always anticipate seeing supervisees cross the stage at graduation, and maintaining contact as they take their place in an ever-expanding web of contacts. This contact sometimes involves ongoing collaboration in writing from the platform of their research journey; at other times I have them come back to give a guest lecture or provide contacts for a further generation of in-coming postgraduate students.

**References**:  It is always a pleasure to write in support of people whose company I have enjoyed over a critical period of their personal and professional development.

## Mentoring: extending the reach

While commonly recognisable forms of teaching end with the graduation of students, there are a number of other contributions that comprise my commitment to co-learning. Mentoring fellow researchers is one such opportunity.

In 2006 I was one of only two male mentors supporting the Women in Academic Leadership Programme at the University of Auckland. I have also served as an international mentor for the Health Care Technology and Place training program, based at the University of Toronto (2000-2005) and locally mentored a number of postdoctoral fellows. In addition, I take pleasure in regularly offering informal support to junior colleagues in the School of Environment. Currently, for instance, I am accompanying a Senior Tutor through the process of becoming research-active. A further type of important informal mentoring is providing ongoing advice to former postgraduate students now in academic careers.

A final and more formal form of mentoring within the academic community is the process of promoting postgraduate excellence within the University-at-large. Academic citizenship is centrally concerned with participating in the reproduction of the community that lies at the heart of university life.  To that end I have been a regular contributor to initiatives that promote best practice supervision across the University.  These opportunities have involved speaking on panels to varied audiences of colleagues and doctoral students.  Contributions have ranged from speaking on enhancing the quality of the PhD experience at the VC's Symposium on Teaching and Learning (1998), to, most recently, being filmed discussing supervisory practice for a Student Learning Centre web-based resource (2010).

> *Robin Kearns has not just been unstinting in replying in the affirmative to requests over almost seven years for his input: he does so with enthusiasm and intelligence and his input is always illuminative. ...His contribution benefits those students involved, the research output of the institution, and the international academic community.*
> *-   Colleague,  3 December 2010*

Summary

As a geographer, undergraduate teaching is the primary portal through which I can reach out and inspire people to 'read' the landscapes of everyday life, to critically reflect on the state of the world and to consider creative alternatives to the status quo. For me, it is no coincidence that the usual arena of these interactions is termed a lecture *theatre*. To teach effectively in this space one must perform and fill the stage with a memorable presence and passion for new perspectives on the world. Yet to complicate the challenge, students must not be rendered passive spectators but rather be engaged as active contributors in the drama of discovery. Too easily, in my estimation, a lecture theatre can be like an operating theatre – the expert in command, holding all the instruments; the audience rendered passive by the power of his/her presence, anesthetised by fear of disrupting the expert. I believe dialogue is central to learning in whatever context, and the key in the classroom is to invite questions, and, most of all, encourage conversations during the ongoing course of study.

Without being able to accompany (particularly postgraduate) students in their learning journeys, academic life would be arid indeed. Their presence in my doorway and via email, troubling over ideas and presenting written drafts enlivens the privileged position of being a professor. Whatever wisdom I can impart is more than returned by the novelty, curiosity and dedication I witness on their journeys to completing theses and dissertations. I believe my own capacity to offer supervision is, however, shaped by a personal journey of self-knowledge and willingness to be transparent about my own strengths and limitations. As one of my guides on the teaching journey, Parker Palmer states in *The Courage to Teach: Exploring the Inner landscape of a Teacher's Life* (1998) "...good teachers must live examined lives and try and understand what animates their actions for better and worse". Preparing this statement has been another useful moment in the necessary self-examination that underlies the learning journey an effective teacher must undertake.

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