



If we  
'teach who we are'  
how do we know who that is?

Pip Ferguson  
Teaching Enhancement Unit  
National Institute for Digital Learning  
Dublin City University, Ireland

Think of a time when things in your field of practice didn't go the way you hoped they would, and you were involved.



Did it challenge your self-perception?  
How did you feel/respond? Did you seek  
any other views on the situation?





It is reflection that is able to turn experience into informed and committed action.

*Moana Shortland, Midwifery tutor, Waikato Institute of Technology*

**Teaching Excellence  
Portfolios work**

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graph TD; A([Teaching Excellence Portfolios work]) --> B[New Zealand – for University of Waikato + Ako Aotearoa]; A --> C[Ireland – for Dublin City University]; B --> D[Joint paper for Durham Conference with Dorothy Spiller]; C --> E[Paper for Value and Virtue in Practice-based Research Conference, YSJ]; F[http://tinyurl.com/k6gyqev] --> D;
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**New Zealand –  
for University  
of Waikato +  
Ako Aotearoa**

Joint paper for  
Durham  
Conference with  
Dorothy Spiller

<http://tinyurl.com/k6gyqev>

**Ireland – for  
Dublin City  
University**

Paper for Value  
and Virtue in  
Practice-based  
Research  
Conference,  
YSJ



# Some examples from portfolios



*At the moment in short my belief is that if I treat my students as junior associates starting their careers with me to assist them, as opposed to student/teacher, I develop a better relationship with them. The teacher/student relationship seems an unequal one, there is too much power on one side to form genuine relationships and encourage a relaxed atmosphere to stimulate learning.*

*(Senior tutor, Biology)*



Deep down I was reacting to the publish or perish culture and my heart was not engaged. Deep personal reflection on my teaching practice, led me to actively seek ways to bring my teaching and research together as a way of resolving the polarisation and tensions that were leading to personal discord. I realised I needed to breach the teaching research divide (Marsh & Hattie, 2002) that was being created from both my internal mindset and external forces. I now try to align teaching and research wherever possible *(lecturer, Business)*

# Who am 'I' who teaches?

**I put a huge amount of myself into my teaching. Certainly, I teach what I know and share the skills that I have, but fundamentally I teach who I *am* (Communications tutor)**



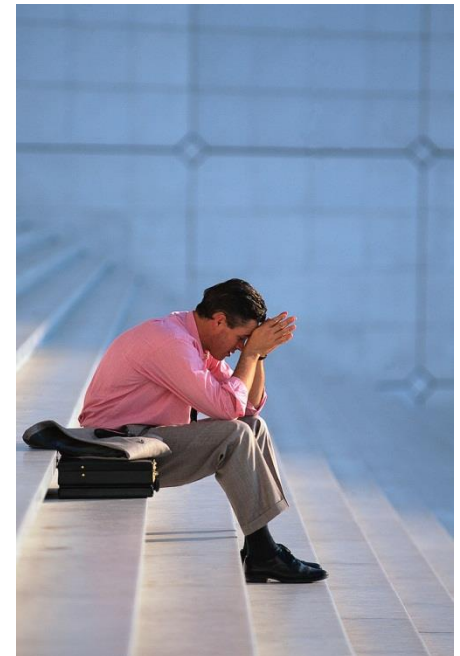
*The deepest vocational question is not “What ought I to do with my life?” It is the more elemental and demanding, “Who am I? What is my nature?”*

*Parker J. Palmer, 1999, Let Your Life Speak: Listening for the Voice of Vocation*

**Sometimes we learn who we are through grim experience...**

“Today I serve education from outside the institution – where my pathology is less likely to get triggered – rather than from the inside, where I waste energy on anger instead of investing it in hope. This pathology, which took me years to recognize, is my tendency to get so conflicted with the way people use power in institutions that I spend more time being angry at them than I spend on my real work”

*(Palmer, 1999:28 – 29)*



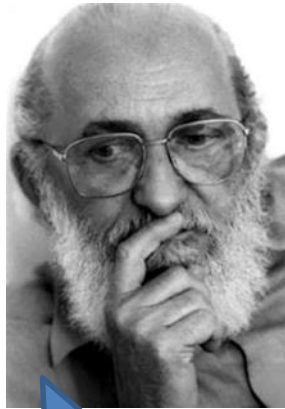


# What influences who we are?



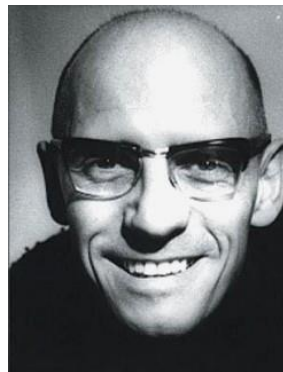
# We reflect on these, and draw conclusions...

[Photo from www.ideiacriativa.org](http://www.ideiacriativa.org)



*I like Freire's  
liberatory  
education.  
Keeps me  
from being a  
'banker'!*

[Photo from www.philosophybasics.com](http://www.philosophybasics.com)



*Foucault has  
some excellent  
tools for critical  
analysis and  
encouraging  
action....*

We need to be clear about our own values and how we hold ourselves to account for these



# How do we know we are practising what we preach?

From students' body language and appraisal feedback



By using some form of lecture capture



From inviting peer responses



We need 'to see ourselves as others see us',  
both the good and the bad.

[https://www.youtube.com/watch?v=wO\\_tdp8pYxg](https://www.youtube.com/watch?v=wO_tdp8pYxg)

***Ah, wud some pow'r the giftie gie us  
To see ourselves as others see us  
It wud frae mony a blunder free us  
And foolish notion (Burns, To a Louse)***



“It is an affirming experience to see our gifts at work in a real-life situation – and it often takes the eyes of others to help us see. Our strongest gifts are usually those we are barely aware of possessing.” (Palmer, 1999:52)





Rosa Parks  
challenged  
injustice...sparked  
a movement

“...the people who plant the seeds of movements make a critical decision: **they decide to live “divided no more”**. **THEY DECIDE NO LONGER TO ACT ON THE OUTSIDE IN A WAY THAT CONTRADICTS SOME TRUTH ABOUT THEMSELVES THAT THEY HOLD DEEPLY ON THE INSIDE.** They decide to claim authentic selfhood and act it out – and their decisions ripple out to transform the society in which they live, serving the self-hood of millions of others”

(Palmer, 1999:32).

People like Rosa Parks “have transformed the notion of punishment itself. They have come to understand that no punishment anyone might inflict on them could possibly



be worse than the punishment they inflict on themselves by conspiring in their own diminishment.

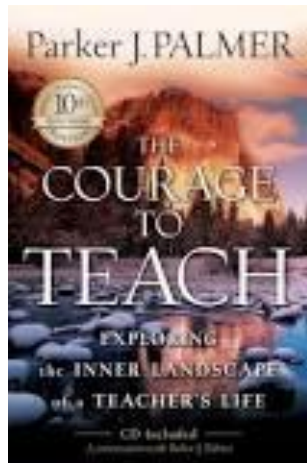
The converse is true as well: no reward anyone might give us could possibly be greater than the reward that comes from living by our own best lights.” Palmer, 1999:34



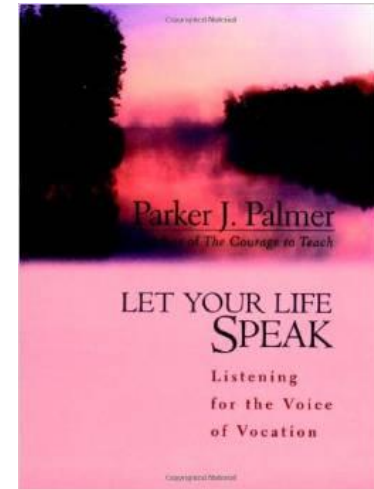
**‘Self-care is never a selfish act. It is simply good stewardship of the only gift I have, the gift I was put on earth to offer to others. Anytime we can listen to true self and give it the care it requires we do so not only for ourselves but for the many others whose lives we touch.’ Palmer, 1999:30 - 31**

**How might each of us seek to discover the  
“I who teaches”?**

**How do we express our values, and hold  
ourselves to account for these?**

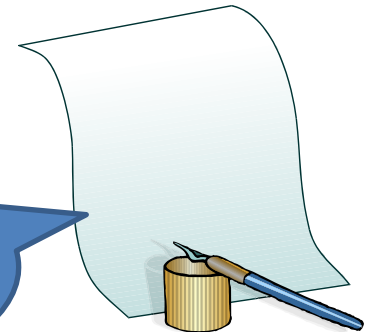


Palmer writes open  
and honest books...



**Some make time  
for reflection**

**Others write papers  
and portfolios....**



What will *your* method of self-exploration and accountability be? What will you count as data? How will you make it public?





