

Chapter 2

Annals, Chronicles, and Narratives of Collaborative Professional Growth: An Examination of a Longstanding Knowledge Community

Michaelann Kelley

Mount St. Joseph University, USA

Gayle A. Curtis

Texas A&M University, USA

Cheryl J. Craig

 <https://orcid.org/0000-0002-3190-9116>

Texas A&M University, USA

ABSTRACT

This chapter examines how interactions within an educator group contributed to their organic evolution into a knowledge community that enhanced members' professional growth and provided support systems to sustain educators in the field for 25+ years. White's concept of annals, chronicles, and narratives is employed as an analytical lens through which to examine the interactions over time of the portfolio group. Exemplars highlight how stories shared and shared stories, critical friendship, and a centerpoint of practice were at the center of the group's interactions and key to sustaining the group. The chapter also illuminates the nurturing spaces at the heart of the framework in which teachers thrive, grow professionally, and live their best-loved selves.

DOI: 10.4018/978-1-6684-7270-5.ch002

INTRODUCTION

Background

This chapter explores the professional growth of teachers/teacher educators within a long-standing knowledge community (Craig, 1995; Craig et al., 2020) situated in the mid-southern United States (US), delving into the groups' influencing factors which contribute to educators' persistence in the field. Established in 1998, the Portfolio Group was originally a PK-12 educator group with a university-based leader/facilitator, whose members currently hail from PK-20 education contexts. The authors are all long-standing members in this learning community. From the outset, the Portfolio Group has been a cross-institutional and cross-disciplinary collaborative. Formed during the school reform era of the 1990s to mid-2000s, the group's initial aim was to develop alternate evaluation documentation for grant purposes. The Portfolio Group has provided educators with trusted spaces in which to story/restory their experiences, to reflectively examine practice, to receive mindful feedback, and to share knowledge and expertise. Relational interactions within the group and the shifting focus of group projects aligned with members' career paths, practice, and particular interests have been instrumental to their individual professional growth and a key factor in sustaining the group over time.

Purpose

This chapter examines how the interactions within the Portfolio Group contributed to its organic evolution as a knowledge community that has enhanced members' professional growth and provided support systems that sustain educators in the field. White's (1981) concept of annals, chronicles, and narratives is employed as an analytical lens through which to examine group members' interactions over time. Carefully crafted exemplars (Mishler, 1990) highlight how stories shared (individual experiences retold/restored within the group) and shared stories (experiences common to the group) were at the center of the group's interactions and from which the exemplar chronicles and narratives flow. The chapter also illuminates the nurturing spaces at the heart of the framework in which teachers can thrive, grow professionally, and animate their best-loved selves (Schwab 1954/1978; Craig, 2017, 2020a).

CONCEPTUAL FRAMEWORK

Teacher Learning Communities

Teacher discussion and collaboration in learning communities as a way to improve teaching and schools has had a long presence in the professional education landscape (Dewey, 1929; Hargreaves, 2019; Wood, 2007a). Lieberman and Miller (2008) point out that "teachers who are members of learning communities develop the capacity to extend their ideas of what a teacher can do beyond the usual boundaries of the classroom" (p. 26). Teacher learning communities have been shown to foster school and institution change (Vescio et al., 2008; Wood 2007b) and lead to changes in teacher beliefs and improvements in teacher practice and student learning (Borko 2004; Tam, 2015). Leadership and teacher accountability systems, however, greatly limit or stifle the deep changes in practice that are needed in teaching and learning.

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/annals-chronicles-and-narratives-of-collaborative-professional-growth/333875

Related Content

Sites of Immanent Social Critique: HBCUs and the Generation of 21st Century Polylectical Discourse

Frank C. Martin, II (2022). *Contributions of Historically Black Colleges and Universities in the 21st Century* (pp. 221-238).

www.irma-international.org/chapter/sites-of-immanent-social-critique/309370

A Reconceptualization of Intentional Learning Communities From a Relational Perspective in a Confucian Cultural Context

Zitong Wei (2024). *Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators* (pp. 191-208).

www.irma-international.org/chapter/a-reconceptualization-of-intentional-learning-communities-from-a-relational-perspective-in-a-confucian-cultural-context/333883

Transformation of IT Higher Education Through Corporate Education

Oleg Yur'evich Kravchenko and Irina Nikolaevna Rozina (2023). *Transformation of Higher Education Through Institutional Online Spaces* (pp. 250-262).

www.irma-international.org/chapter/transformation-of-it-higher-education-through-corporate-education/326504

Relational Action Research on Preservice Teachers' Reflective Thinking and Knowledge Co-Creation

Zitong Wei (2023). *Research Anthology on Balancing Family-Teacher Partnerships for Student Success* (pp. 486-507).

www.irma-international.org/chapter/relational-action-research-on-preservice-teachers-reflective-thinking-and-knowledge-co-creation/315269

Presidential Leadership and Building a Pipeline to Increase Diversity: Considerations for Community Expectancy

David V. Tolliver, III, Michael T. Miller, G. David Gearhart and David M. Deggs (2021). *Handbook of Research on the Changing Role of College and University Leadership* (pp. 175-185).

www.irma-international.org/chapter/presidential-leadership-and-building-a-pipeline-to-increase-diversity/276605