Chapter 1

Empowering Educators: Promoting Enabling Teaching and Learning in Research and Practice

Kevin Larkin, Marta Kawka, Karen Noble, Henriette van Rensburg, Lyn Brodie and Patrick Alan Danaher

Introduction

An abiding ambivalence attends the work and identities of contemporary educators. On the one hand, few informed and well-disposed commentators would doubt the importance of teaching and its transformative potential, encapsulated in representations of the teaching profession both in films (Ellsmore, 2005) and in novels (Carr, 1984). On the other hand, teachers are seen as increasingly pressured and under threat, including through (albeit often reluctant) complicity with high-stakes standardised testing (Au, 2011), responding to individual accountability and school league tables (Perryman, Ball, Maguire, & Braun, 2011), engaging with school leaders who have varying degrees of competency (Tschannen-Moran, 2014) and sometimes experiencing feelings of not belonging at school and of emotional exhaustion (Skaalvik & Skaalvik, 2011).

All of this accentuates both the urgency of, and the value in, analysing the broader contexts framing the work and identities of contemporary educators and also of articulating the principles and strategies that can facilitate more positive and productive outcomes for

teachers as these contribute directly to their empowerment. Doing so is important in its own right for members of a crucial yet often undervalued profession, and can also strengthen educators' capacities to empower their students, thereby enacting the parallel meaning of empowering educators, which is the core theoretical underpinning of this book.

The authors of this chapter take up this dual focus on empowering educators (as simultaneously increasing the resources and support available to teachers and assisting them to work with their students even more effectively) through a carefully targeted distillation of key findings from contemporary scholarship about teachers and teaching. This scholarship traverses the formally constituted sectors in which educators work (preschool, primary, secondary and tertiary) as well as the informal spaces (coaching and youth work) that many of them occupy to build collegiality and to nourish their spirits, enabling them to fulfil the competing expectations held for their work by governments, communities and employers. On the basis of this scholarship, the authors evince grounds for cautious optimism in the crucial project of empowering educators, provided that the agency and responsibility of individual teachers are not overwhelmed by wider structural forces and contradictory pressures.

The chapter is divided into the following two sections:

- Current scholarship regarding empowering educators and their students; and
- The book's rationale, structure and contributions to extending current understandings of empowering educators.

Current scholarship regarding empowering educators and their students

A considerable body of research attends the work and identities of contemporary teachers. Such identities have been conceptualised in terms of concepts like dialogical self (Akkerman & Meijer, 2011), politicised professionalism (Mockler, 2011), teachers' voice (Sutherland, Howard, & Markauskaite, 2010), multiple notions of agency (Lipponen & Kumpulainen, 2011), occupational and organisational professionalism (Löfgren, 2014) and the utility of metaphor in helping teachers to articulate specific professional identities (Thomas & Beauchamp, 2011), with such professional identities being composed of job satisfaction, self-efficacy, occupational commitment and change to motivation (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011). Despite their diversity, these theoretical perspectives derive from researchers' shared assumptions regarding the complexity, materiality and situatedness of the terrains in which educators work and in which they seek to enhance their students' life chances.

These same characteristics are evident in the diverse ways that contemporary educators understand their students' worlds. For instance, proponents of the notion of funds of knowledge (González, Moll, & Amanti, 2005) eschew deficit views of their students' knowledge and instead strive to incorporate students' often rich extracurricular lives into formal learning experiences. Similarly, empowering educators take seriously the proposition of the differentiated classroom (Tomlinson, 2014), whereby everyone involved in the educational partnership – including learners, teachers, families and community members – has a significant responsibility for the multifaceted support needed to facilitate

long-term learning outcomes. Moreover, culturally responsive teaching (Gay, 2010) is predicated on students' multiple and often inequitably constructed and positioned sociocultural backgrounds exercising a profound influence on their learning opportunities that empowering educators must work hard to maximise.

Likewise, many educators and education researchers reinforce the value of highly diverse pedagogical approaches whose mobilisation reflects teachers' capacities to empower their students and subsequently enhance their own sense of empowerment as capable and effective educators. These approaches include the design of emergent learning tasks (Kawka, Larkin, & Danaher, 2011, 2012) such as using Learning Circles to maximise students' social integration and support between their home lives and their studies (Noble & Henderson, 2008, 2011), developing authentic linguistic spaces when engaged in language teaching and learning (Hatoss, van Rensburg, & Starks, 2011) and generating and sustaining productive student teams in online learning environments (Brodie, 2011). It is important that the diversity of pedagogical approaches used by educators matches the diversity and aspirations of their students.

More broadly, the importance of this double diversity, and its accompanying complexity, were synthesised in Hattie's (2009) distillation of the ongoing interdependence of teaching and learning for educators and students:

> [T]he art of teaching reaches its epitome of success after the lesson has been structured, after the content has been delivered, and after the classroom has been organized. The art of teaching, and its major successes, relate to 'what happens next' – the manner in which the teacher reacts to how the student interprets, accommodates, rejects, and/or reinvents the content and skills, how the student relates and applies the content to other tasks, and how the student reacts in light of success and failure apropos the content and methods that the teacher has taught. Learning is spontaneous, individualistic, and often earned through effort. It is a

> timeworn, slow and gradual, fits-and-starts kind of process, which can have a flow of its own, but requires passion, patience, and attention to detail (from the teacher and student). (pp. 1–2)

Against the backdrop of this enduringly significant interplay between teachers and students, the work and identities of contemporary educators need to be understood as constrained, and yet also enabled, by the respective contexts in which they enacted their responsibilities. Teachers' subjectivities have been influenced by the emergence of widely ranging themes.. For instance, the long-running research project Variations in Teachers' Work, Lives and Effectiveness (VITAE) highlighted the emotional dimension of teaching and its impact on teachers' uncertain professional identities in the United Kingdom (Day, 2011). Those identities have also been situated in the deeply ingrained conflict between schools as instruments of neoliberalism and as sites of alternative ways of facilitating learning (Wrigley, Lingard, & Thomson, 2012). On the one hand, this conflict can be viewed as placing an additional and heavy burden on already overstretched teachers; on the other hand, it can be understood as a crucial element of the terrains of their professional work. As one illustration of such a conflict and its attendant complexities, school self-evaluation in a sample of schools in the English Midlands was found to be linked inextricably with deeper themes of 'issues of compliance and resistance, teacher motivation and behaviours, understandings of professionalism and leadership, school ethos, job satisfaction, and the use and interpretation of school level data in relation to school self evaluation' (Hall & Noyes, 2009, p. 311).

One particular subset of the literature concerning contemporary educators and the dual project of empowering them and helping them to empower their students is focused on the highly differentiated and often contentious situation of teachers working with

learners who are variously constructed as ‘marginalised’ (see also Danaher, Cook, Danaher, Coombes, & Danaher, 2013). This situation was explored in a special theme issue (Anteliz, Coombes, & Danaher, 2006a) of the academic journal *Teaching and Teacher Education* that investigated the impact on educators of teaching such students, and whether and how doing so might construct those educators as ‘marginalised pedagogues’ (Anteliz et al., 2006a):

> Given that ‘difference’ often shades into ‘deficit’ and ‘discrimination’, it is necessary to consider the extent to which educators teaching these learners see themselves as ‘marginalised’ – and/or perhaps as ‘privileged’ to be working with these learners, as ‘innovators’ because they are away from the surveillance directed at ‘mainstream’ education and so on. (Anteliz Et al. 2006b, p. 754)

The journal’s special theme issue investigated this proposition of ‘marginalised pedagogues’ in relation to seven groups of students and their respective teachers: non-traditional pre-undergraduate university students in Australia (Coombes & Danaher, 2006), low income and immigrant families in Japan (Gordon, 2006), the children of nomadic pastoralists in Nigeria (Umar, 2006), travelling fairground families in Italy (Gobbo, 2006), cultural minorities in the US (Rodriguez, 2006), inner city youth in the US (Brunetti, 2006) and sexual minority university students and teachers in Canada (Grace, 2006). Responding to these articles, Currie (2006) helpfully encapsulated their broader significance for understanding the intentions and the effects of empowering educators and for promoting enabling teaching and learning in research and practice:

> This special theme issue is a jigsaw of issues, but with common elements. All the articles are eloquent in their descriptions of marginalisation, and the subtle and not-so-subtle ways that educators are kept to the margins because of their ‘otherness’ or the ‘otherness’ of those whom they teach . . . While educators are replicating their lives in the school system, we

> need to ensure that the pool of educators gives the widest possible expression of experience and identity to those who come to learn. Learning is our core purpose and that is what makes us human – the promise of education must include every learner and every educator, and we must continue to find ways to position them at the centre of the learning agenda, the curriculum, the life and soul of our school[s], colleges and universities. (p. 837)

One theoretical and methodological benefit of exploring this emphasis on the dis/connections between teachers' identities and their work in teaching variously marginalised students is that doing so helps to explicate what is otherwise likely to remain implicit and invisible; thus the political dimension of this book is a clear focus on the parallel and double-sided process of empowering educators. From one perspective, empowering educators by providing appropriate resources and support for them to be able to enact their professional responsibilities derives from the recognition that their roles are complex and significant and that the maximum positive impact of those roles depends on such provision. For instance, this applies to particular groups of educators, such as beginning teachers (Hudson, 2012), teachers experiencing a high degree of school reform (Brezicha, Bergmark, & Mitra, 2015), teachers striving to include students with special educational needs in their classes (Wilson, 2014), teachers seeking to develop more creative approaches to curriculum design (Huizinga, Handelzalts, Nieveen, & Voogt, 2014) and teachers working to implement more innovative assessment practices (Gardner, Harlen, Hayward, & Stobart, 2011). Strategies that have been posited as helping to facilitate the empowerment of educators include critical reflection and journal writing (Msila, 2013), participating in specialised professional development courses (Lee, 2011) and being involved in school-level decision-making with principals (Ellis, 2012). These examples and strategies constitute only a few of the markers of the widely

divergent terrains on which contemporary educators conduct their crucial enterprise, yet they also represent some of the depth and range of areas of activity requiring appropriate resources and support if such educators are to be truly empowered. There is indisputably a political dimension for deciding which of these multiple and simultaneous needs should be addressed and by whom, as well as in which order of priorities.

From another perspective, there is also a political dimension to teachers working hard to empower their students. This political element can include: providing the strongest possible support to assist learners in maximising their employment prospects and life chances, engaging with the marginalised status of some students or adopting an avowedly political approach to the teaching profession by lobbying for its enhanced professional status. Specific instances of the wider political dimension of educators empowering their students include teachers: taking on community responsibilities in assisting their students to combat HIV/AIDS in Nigeria (Dlamini et al., 2012), developing targeted support for students with mental health needs (Johnson, Eva, Johnson, & Walker, 2011), mobilising high-status institutional agents who are able to support low-status and working-class minority youth (Stanton-Salazar, 2011) and building on the affordances of specific technologies to provide more personalised learning experiences for their students (Huang, Liang, Su, & Chen, 2012).

More broadly, this political dimension of teachers' work and identities, both in being empowered to conduct their professional responsibilities and in using their empowerment to help in empowering their students, highlights the indispensable interplay between the public and the private elements of empowering educators' subjectivities (see also Harreveld & Danaher, 2004). The scholarship analysed in this section of the chapter

has traversed the formally constituted sectors in which educators work and has also illuminated at least some of the informal spaces that many educators use as a means of building collegiality and of nourishing their spirits. Such collegiality and nourishment is crucial if teachers are to be enabled to fulfil as many as possible of the increasingly wide range of expectations held of them by governments, employers, communities and other stakeholders.

Furthermore, based on this analysis of the relevant literature, we feel some degree of cautious optimism with regard to the vital enterprise of empowering educators. This optimism is derived partly from the examples outlined above, but primarily from those provided in the subsequent book chapters, of teachers receiving appropriately targeted support and also of those same teachers striving to support an increasingly diverse student population. However, the following chapters also constitute a cautionary tale for educators, education policy-makers and education researchers alike: this parallel and double-sided empowerment of and by educators is neither automatic nor straightforward, and it can all too easily be overshadowed and subsumed by wider structural forces and contradictory pressures.

The book's rationale, structure and contributions to knowledge to extending current understandings of empowering educators

This book, *Empowering Educators: Proven Principles and Successful Strategies*, began as one of several research publications arising from the continuing series of Postgraduate

and Early Career Researcher Group research symposia conducted at the University of Southern Queensland, Australia. More specifically, Chapter 2 by Brad McLennan and Karen Peel, and Chapter 9 by Henriette van Rensburg and Betty Adcock, began life at the Group's 7th symposium at the Toowoomba campus of the university on 19 May 2011. Chapter 4 by Jennifer McIntyre, and Chapter 5 by Yvonne Salton, were first presented at the Group's 9th symposium at the university's Toowoomba campus on 20 April 2012. Chapter 8 by Mitchell Hewitt and Ken Edwards commenced at the Group's 10th symposium at the university's Springfield campus on 24 October 2012. Subsequently the editors invited colleagues from outside Australia to contribute their experiences and insights, which resulted in Chapter 3 by June A. Gordon, Chapter 6 by Deborah A. Day and Ann Vibert and Chapter 7 by Jeanne Keay and Christine Lloyd. This mixture of national and international, and more and less experienced, researchers working in a range of formal and informal teaching contexts provides a powerful prism through which to view the notion of empowerment.

The book's rationale has been to articulate and illustrate the parallel and double-sided components of empowering educators, simultaneously emphasising the importance of teachers being appropriately resourced and supported and highlighting the diverse and multiple ways in which those same teachers can work effectively to equip their students with the capacities for transforming their lives. This has already been demonstrated in this chapter to be a challenging and complex, yet also a potentially game changing and sustaining, project.

The book's structure is encapsulated in the sequence of the subsequent book chapters, each of which underwent a rigorous process of double-blind peer review by

national and international academics in the fields of teaching and learning research. In Chapter 2, Brad McLennan and Karen Peel introduce and explain what they have termed 'The Code of Learning', an evidence-derived and inquiry-based pedagogical model designed to promote autonomy-supportive learning environments that enhance learners' self-determination in Australia. June A. Gordon uses Chapter 3 to explore two pre-service teacher education courses at the University of California, Santa Cruz, that generate transformative learning outcomes through the careful study of immigrant experiences. Contemporary research findings about neuroscience and the functionings of the human brain are distilled by Jennifer McIntyre in Chapter 4 to posit some possibilities for successful teaching and learning strategies in Australian classrooms. In Chapter 5, Yvonne Salton investigates some of the contemporary constraints on educators being empowered, and on empowering their students, via a critique of the homogenising impact of increasingly standardised Australian curricula. Concerns about standardisation also underpin Chapter 6 by Deborah A. Day and Ann Vibert, who draw on two Canadian research projects to argue for collaborative relationships as lying at the heart of feasible alternatives to such standardisation. In Chapter 7, Jeanne Keay and Christine Lloyd present their seven-stage model of teachers' professional learning in the UK as an effective means of empowering educators, and hence their students. In Chapter 8, Mitchell Hewitt and Ken Edwards synthesise several years of continuing research into tennis coaches' self-identified teaching styles in Australia to analyse why sometimes coaches (and by implications teachers) fail to fully use the comprehensive range of teaching strategies available to them. Finally, Henriette van Rensburg and Betty Adcock use Chapter 9 to explain how electronic

puzzles in an online learning environment were successful in empowering a group of Sudanese women refugees in Australia.

When considered collectively, the nine chapters in this book contribute to extending existing understandings of empowering educators beyond studies of specific instances of such empowerment in Australia, Canada, the UK and the US. In particular, the distinctive conceptual and methodological resources employed in the chapters, and also the diverse range of teaching and learning contexts discussed, place in broader perspective the highly varied, yet in certain respects also the consistent, ways in which the work and identities of individual educators and their students are played out against a backdrop of deeper sociocultural forces and educational possibilities. Empowering educators emerges from the analyses portrayed in this book as a complex, crucial and ever more urgent enterprise, initially in terms of supporting educators and subsequently in relation to their supporting their students to create new and transformative futures.

Acknowledgements

We are grateful to the presenters and the audience members at the research symposia of the University of Southern Queensland Postgraduate and Early Career Researcher Group at which some of the chapters in this book experienced their genesis. Ms Jodie Gunders has been an unfailingly diplomatic and effective project manager for this chapter and for the book as a whole. We also thank the national and international reviewers of the book chapters; their feedback and guidance have considerably strengthened this body of work.

References

Akkerman, S. F., & Meijer, P. C. (2011, February). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*(2), 308–319. doi: 10.1016/j.tate.2010.08.013

Anteliz, E. A., Coombes, P. N., & Danaher, P. A. (Eds.). (2006, October-a). Marginalised pedagogues?: International studies of the work and identities of contemporary educators teaching ‘minority’ learners. *Theme Issue of Teaching and Teacher Education, 22*(7), 753–837.

Anteliz, E. A., Coombes, P. N., & Danaher, P. A. (2006, October-b). Guest editors’ introduction to special theme issue: Marginalised pedagogues? *Teaching and Teacher Education, 22*(7), 753–758. doi: 10.1016/j.tate.2006.04.046

Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies, 43*(1), 25–45. doi: 10.1080/00220272.2010.521261

Brezicha, K., Bergmark, U., & Mitra, D. L. (2015). One size does *not* fit all: Differentiating leadership to support teachers in school reform. *Educational Administration Quarterly, 51*(1), 96–132. doi: 10.1177/0013161X14521632Brodie, L. M. (2011). Delivering key graduate attributes via teams working in virtual space. *International Journal of Emerging Technologies in Learning, 6*(3), 5–11.

Brunetti, G. J. (2006, October). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education, 22*(7), 812–825. doi: 10.1016/j.tate.2006.04.027

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2011). Profiling teachers' sense of professional identity. *Educational Studies, 37*(5), 593–608. doi: 10.1080/03055698.2010.539857

Carr, J. L. (1984). *The Harpole report.* Harmondsworth, UK: Penguin Books.

Coombes, P. N., & Danaher, G. R. (2006, October). From the margins to the centre: The power of transformative learning in Australia. *Teaching and Teacher Education, 22*(7), 759–765. doi: 10.1016/j.tate.2006.04.029

Currie, H. (2006, October). 'Minorities', 'margins', 'misfits' and 'mainstreams'. *Teaching and Teacher Education, 22*(7), 835–837. doi: 10.1016/j.tate.2006.04.034

Danaher, M. J. M., Cook, J. R., Danaher, G. R., Coombes, P. N., & Danaher, P. A. (2013). *Researching education with marginalized communities.* Basingstoke, UK: Palgrave Macmillan.

Day, C. (2011). Uncertain professional identities: Managing the emotional contexts of teaching. In C. Day & J. C.-K. Lee (Eds.), *New understandings of teachers['] work: Emotions and educational change (Professional learning and development in school sand higher education vol. 100)* (pp. 45–64). Dordrecht, The Netherlands: Springer Netherlands. doi: 10.1007/978-94-007-0545-6_4

Dlamini, N., Okoro, F., Ekhosuehi, U. O., Esiet, A., Lowik, A. J., & Metcalfe, K. (2012). Empowering teachers to change youth practices: Evaluating teacher delivery and responses to the FLHE programme in Edo State, Nigeria. *African Journal of Reproductive Health, 16*(2). Retrieved from http://www.ajol.info/index.php/ajrh/article/view/77841

Ellis, C. P. (2012). *Empowering teachers: Characteristics, strategies, and practices of successful principals.* Unpublished Doctor of Education, dissertation, University of Nevada, Las Vegas, NV.

Ellsmore, S. (2005). *Carry on, teachers! Representations of the teaching profession in screen culture.* Stoke on Trent, UK: Trentham Books.

Gardner, J., Harlen, W., Hayward, L., & Stobart, G. (2011). Engaging and empowering teachers in innovative assessment practice. In R. Berry & B. Adamson (Eds.), *Assessment reform in education: Policy and practice (Education in the Asia-Pacific region: Issues, concerns and prospects vol. 14)* (pp. 105–119). Dordrecht, The Netherlands: Springer Netherlands. doi: 10.1007/978-94-007-0729-0_8

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice (Multicultural education series)* (2nd ed.). New York, NY: Teachers College Press.

Gobbo, F. (2006, October). Along the margins, across the borders: Teaching and learning among Veneto *attrazionisti viaggianti* in Italy. *Teaching and Teacher Education, 22*(7), 788–803. doi: 10.1016/j.tate.2006.04.044

González, N., Moll, L. C., & Amanti, C. (Eds.) (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Abingdon, UK: Routledge.

Gordon, J. A. (2006, October). Assigned to the margins: Teachers for minority and immigrant communities in Japan. *Teaching and Teacher Education, 22*(7), 766–776. doi: 10.1016/j.tate.2006.04.028

Grace, A. P. (2006, October). Writing the queer self: Using autobiography to mediate inclusive teacher education in Canada. *Teaching and Teacher Education, 22*(7), 826–834. doi: 10.1016/j.tate.2006.04.026

Hall, C., & Noyes, A. (2009). School self-evaluation and its impact on teachers' work in England. *Research Papers in Education, 24*(3), 311–334. doi: 10.1080/02671520802149873

Harreveld, R. E., & Danaher, P. A. (2004, June). Private and professional lives, pedagogical work and situated learning: The multiliteracies of distance education. *Malaysian Journal of Distance Education, 6*(1), 129–142.

Hatoss, A., van Rensburg, H., & Starks, D. (2011). Finding one's own linguistic space: Views on English, Afrikaans and identity in a semi-urban Australian context. *Sociolinguistic Studies, 5*(2), 257–289.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Abingdon, UK: Routledge.

Huang, Y.-M., Liang, T.-H., Su, Y.-N., & Chen, N.-S. (2012, August). Empowering personalized learning with an interactive e-book learning system for elementary school students. *Educational Technology Research and Development, 60*(4), 703–722. doi: 10.1007/s11423-012-9237-6

Hudson, P. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education, 37*(7). Retrieved from http://ro.ecu.edu.au/ajte/vol37/iss7/6/ doi: 10.14221/ajte.2012v37n7.1

Huizinga, T., Handelzalts, A., Nieveen, N., & Voogt, J. M. (2014). Teacher involvement in curriculum design: Need for support to enhance teachers' design expertise. *Journal of Curriculum Studies, 46*(1), 33–57. doi: 10.1080/00220272.2013.834077

Johnson, C., Eva, A. L., Johnson, L., & Walker, B. (2011). Don't turn away: Empowering teachers to support students' mental health. *The Clearinghouse: A Journal of Educational Strategies, Issues and Ideas, 84*(1), 9–14. doi: 10.1080/00098655.2010.484441

Kawka, M., Larkin, K. M., & Danaher, P. A. (2011, November). Emergent learning and interactive media artworks: Parameters of interaction for novice groups. *International Review of Research in Open and Distance Learning, 12*(7), 40–55.

Kawka, M., Larkin, K. M., & Danaher, P. A. (2012). Creating Flickr photo-narratives with first-year teacher education students: The possibilities and pitfalls of designing emergent learning tasks. *Australian Journal of Teacher Education, 37*(11). Retrieved from http://ro.ecu.edu.au/ajte/vol37/iss11/1/ doi: 10.14221/ajte.2012v37n11.4

Lee, Y.-J. (2011, February). Empowering teachers to create educational software: A constructivist approach utilizing Etoys, pair programming and cognitive apprenticeship. *Computers & Education, 56*(2), 527–538. doi: 10.1016/j.compedu.2010.09.018

Lipponen, L., & Kumpulainen, K. (2011, July). Acting as accountable authors: Creating interactional spaces for agency work in teacher education. *Teaching and Teacher Education, 27*(5), 812–819. doi: 10.1016/j.tate.2011.01.001

Löfgren, H. (2014). Teachers' work with documentation in preschool: Shaping a profession in the performing of professional identities. *Scandinavian Journal of Educational Research*, 1–18. doi: 10.1080/00313831.2014.965791

Mockler, N. (2011). Beyond ‘what works’: Understanding teacher identity as a practical and political tool. *Teachers and Teaching: Theory and Practice, 17*(5), 517–528. doi: 10.1080/13540602.2011.602059

Msila, V. (2013). Instructional leadership: Empowering teachers through critical reflection and journal writing. *Journal of Social Sciences, 35*(2), 81–88.

Noble, K., & Henderson, R. (2008). Engaging with images and stories: Using a learning approach to develop agency of beginning ‘at-risk’ pre-service teachers. *Australian Journal of Teacher Education, 33*(1). Retrieved from http://ro.ecu.edu.au/ajte/vol33/iss1/4/ doi: 10.14221/ajte.2008v33n1.4

Noble, K., & Henderson, R. (2011). The promotion of ‘character’ and its relationship to retention in higher education. *Australian Journal of Teacher Education, 36*(3). Retrieved from http://ro.ecu.edu.au/ajte/vol36/iss3/4/ doi: 10.14221/ajte.2011v36n3.3

Perryman, J., Ball, S., Maguire, M., & Braun, A. (2011). Life in the pressure cooker – School league tables and English and mathematics teachers’ responses to accountability in a results-driven era. *British Journal of Educational Studies, 59*(2), 179–195. doi: 10.1080/00071005.2011.578568

Rodriguez, A. J. (2006, October). The politics of domestication and curriculum as pasture in the United States. *Teaching and Teacher Education, 22*(7), 804–811. doi: 10.1016/j.tate.2006.04.040

Skaalvik, E. M., & Skaalvik, S. (2011, August). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education, 27*(6), 1029–1038. doi: 10.1016/j.tate.2011.04.001

Stanton-Salazar, R. D. (2011, September). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth Society, 43*(3), 1066–1109. doi: 10.1177/0044118X10382877

Sutherland, L., Howard, S., & Markauskaite, L. (2010, April). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education, 26*(3), 455–465. doi: 10.1016/j.tate.2009.06.006

Thomas, L., & Beauchamp, C. (2011, May). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education, 27*(4), 762–769. doi: 10.1016/j.tate.2010.12.007

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd ed.). San Francisco, CA: Jossey-Bass.

Umar, A. (2006, October). The teacher education curriculum and the world of work: A study of teachers of disadvantaged in Nigeria. *Teaching and Teacher Education, 22*(7), 777–787. doi: 10.1016/j.tate.2006.04.045

Wilson, V. A. (2014). *Secondary general education teachers' attitudes toward inclusion.* Unpublished Doctor of Education dissertation, Regent University, Virginia Beach, VA. Retrieved from http://gradworks.umi.com/35/80/3580466.html

Wrigley, T., Lingard, B., & Thomson, P. (2012). Pedagogies of transformation: Keeping hope alive in troubled times. *Critical Studies in Education, 53*(1), 95–108. doi: 10.1080/17508487.2011.637570