

Can LEGO® Serious Play® help teacher educators better understand the notion of professional identity?

Author

Willis, Linda-Dianne, Heck, Deborah, Grimmett, Helen

Published

2019

Conference Title

2019 ATEA Conference, Professionalism and Teacher Education: Voices from policy and practice

Rights statement

© The Author(s) 2019. The attached file is reproduced here in accordance with the copyright policy of the publisher. For information about this conference please refer to the conference's website or contact the author(s).

Downloaded from

<http://hdl.handle.net/10072/392488>

Link to published version

<https://atea.edu.au/2019/09/04/atea-conference-2019/>

Griffith Research Online

<https://research-repository.griffith.edu.au>

leaders are rendered voiceless by their employers. We also note that being active within the blogosphere is time consuming, intellectually and emotionally exhausting, and at times, risky business. The reality is that many members of the teaching profession have to rely on a smaller number of networked professionals to contribute points of view on their behalf. A question remains about how the profession can overcome this forced passivity.

PRACTICE WORKSHOP

Linda-Dianne Willis, Deborah Heck, Helen Grimmett

Can LEGO® Serious Play® help teacher educators better understand the notion of professional identity?

In this workshop participants will use LEGO® Serious Play® to explore the idea of professional identity and its meaning for teacher educators and the preservice teachers they teach. This guided, hands-on workshop builds on our chapter in the ATEA 2019 book publication, *Professionalism and teacher education: Voices from policy and practice*. We will introduce LEGO® Serious Play® and invite participants to use the materials to metaphorically represent themselves and their ideas. These constructions will form the basis of individual reflections and shared discussions about professional identity and how this notion can be understood and developed in the complex milieu of contemporary education. The workshop will also introduce participants to the strategy of cogenerative dialoguing. These different activities are intended to provide participants with concrete ideas: to deepen thinking about their own professional identity; enhance their ability to teach for professional identity with preservice teachers; implement dialogic pedagogies in their teaching; and discuss the affordances and limitations of using physical materials to enhance teaching and research theory and practice.

C1.48

Challenging teacher professionalism

Rochelle Fogelgarn, Edgar Burns, Paulina Billett

Teacher-targeted bullying and harassment in Australian schools: A challenge to teacher professionalism

In this chapter we consider how teacher professionalism is challenged by teacher-targeted bullying and harassment (TTBH) in Australian schools. Informed by findings from our exploratory mixed method study of TTBH in Australia, the incidence of student bullying towards teachers suggests that conventional views of professionalism need rethinking. International research reveals that TTBH occurs irrespective of an individual's innate gifts, talents, experience, commitment or traits. TTBH has been attributed to a range of factors external to personal professional expertise and its incidence undermines or compromises the sustained practice of victimised teachers. Yet, in our neo-liberal climate of governmentality, where performativity pressures inhibit disclosure of struggle, TTBH has been *invisibilised*. In a culture dominated by managerialism, standards and compliance, the right of teachers to a safe workplace needs urgent redress. Until government policy explicitly addresses the provenance and extent of this issue, teacher vulnerability to student and parent enacted TTBH threatens teacher wellbeing.