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Celebrating teachers' voices

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Celebrating Teachers' Voices

Ayesha Bashiruddin

Introduction

Elbaz-Luwisch (2002) in her article *Writing as Inquiry: Storying the Teaching Self in Writing Workshops* points out that some research and writing on autobiographical writing as means of professional development has been documented (Butt & Raymond, 1988; Clandinin & Connelly, 1998) but very little attention has been given to the "pedagogy and practice of autobiographical writing" (p. 408). I fully agree with her statement and took it as a point of departure for developing a process of empowering and engaging the experienced teachers (M.Ed. students at the Aga Khan University, Institute for Educational Development (AKU-IED) Karachi, Pakistan. In this paper begins by introducing the context in which this process was carried out. Then it will discuss my own continuing growing interest in the area of self-study research and the process of engaging teachers in self-study research. Then it will detail how their voices were celebrated as they were chosen for a monograph. Finally it will enumerate the significance of the monograph in celebrating teachers' voices.

The Context

The context of the self-study research was the M.Ed. class of 2004, 2005 and 2006 at the Aga Khan University, Institute for Educational Development, Karachi, Pakistan. The Institute for Educational Development of the Aga Khan University (AKU- IED) was established in 1993. Its core activities include teaching, research and policy studies. AKU-IED was established to bring about change in the context of "a continued and deepening decline in the quality, effectiveness, relevance and outreach of education systems in Pakistan and

elsewhere in the developing world in the face of growing numbers of children and shrinking resources"¹. The M.Ed. students are admitted from diverse contexts namely: Pakistan, Bangladesh, Central Asia, East Africa, Afghanistan and Syria. AKU-IED operates in cooperation with Aga Khan Education Service, Pakistan, Professional Development Centre, Gilgit, Northern Areas of Pakistan and the PDC Lead-in Project, East Africa. AKU-IED's focus is on improvement in the performance of teachers and other stakeholders through professional development leading to school improvement. Currently it offers two types of programs, namely graduate programs and professional programs. These programs have been planned and implemented with assistance from the Partner Universities - the Ontario Institute for Studies in Education, University of Toronto and Department of Education Studies, University of Oxford.

The participants of this self-study research study were the students of the masters program who are experienced teachers. I introduced this self-study research in a course called Teacher Learning. This course had four themes, one of which was called: Teachers' Lives. The aim of introducing self-study research was to enable the students to better understand their lives as teachers.

My Continuing and Growing Interest in Self-Study Research

My interest in teachers lives and teacher development has arisen from my personal and professional development. I have been conscious of and frequently deliberate about, my development as a teacher. Often, my daily experiences have shaped how I have made sense of my classroom practices. At certain points, I sought insights and suggestions from others by attending workshops or participating in further study. Each in its own way has had a place in my professional growth. My interest in self study research began when I first got engaged in it as a doctoral student at OISE/UT. Later I published this self-study research (see Bashiruddin, A. 2002). Being involved in self-study research developed my understanding and belief that teachers have knowledge and have the understanding of their learning; they are people who go through thoughtful processes and have the capabilities of solving problems and of making decisions (Ayers, 1993; Thiessen & Anderson, 1999). They are also capable of constructing

1 The Aga Khan University Institute for Education: A Proposal to the Board of Trustees, 1991, p.6

their knowledge about practices and improve them by reflecting upon their practices (Britzman, 1991; Clandinin, 1993). I devised, through workshop sessions, ways in which the teachers can use their knowledge and understanding of themselves as teachers.

Secondly, self-study research workshop was initiated because I see it as a “... method of inquiry... a way of “knowing” – a method of discovery and analysis (Richardson, 2000: 923). By discovering and writing about individual self is embedded in the social and cultural world of the knower. Through the workshop I was able to encourage and empower the students to go through a process of discovery, to find their own voices and identity as teachers. A process approach to writing was employed so that they could write and voice their ideas, read each others stories, write and re-write their own, give feedback to their peers. In this way they were involved in discovery which was creative and dynamic.

The workshop gave the students an opportunity to work individually and collaboratively and was aimed to provide “a transformative space where diverse voices can find expression” (Elbaz-Luwisch & Pritzker, 2002: 277).

For discovering self the students were encouraged to use various ways of representation which were metaphors, poems and stories so that they can represent themselves in not in a single prescribed model of writing. This was based on the belief that: “There is no single way – much less one “right” way – of staging a text. Like wet clay, the material can be shaped. Learning alternative ways of writing increases our repertoires, increases the numbers and kinds of audiences we might reach” (Richardson, 2000: 936).

Thirdly, from my experience of SSR I concur with Johnson & Golombek, (2002) who describe this self-exploration as professional development. “Thus, we believe that teachers’ stories of inquiry are not only about professional development; they are professional development” (p. 6). The process of writing stories of experiences has been known to be a powerful way of encouraging teachers’ professional growth in teacher education programs (Raymond et al., 1992; Kelchtermans, 1993) and in improving teacher education practices (Loughran & Russell 2002). In conceptualizing the workshop I assumed that through writing about self the students would bring their ways of knowing and growing

into actual stories. I felt that through SSR they would be able to look into their past and let them grow because they guide them to plan their future as teachers in their own professional contexts. By involving them in the process of writing stories and reflecting on them enabled them “not only to make sense of their professional worlds but also to make significant and worthwhile change within themselves and in their teaching practices” (Johnson & Golombek, 2002: 7).

Finally, as a researcher in the field and I am very much aware of the concerns raised by researchers regarding the quality and validity of the self-study research. Though it is accepted as “one of the prominent work [s] in the new scholarship of education” Zeichner, 1999: 11), it has many criticisms regarding its quality and validity. Questions are raised about what does it mean to be involved in self-study research? When does self-study become research? What makes self-study research valid? Why validity as well as quality is important in self-study, and what can be done to make self-studies more trustworthy? How do we make our readers believe that they are true? Keeping the following questions in mind while I engaged students in self-study research I discussed with them the 14 guidelines (see Appendix A) identified by Bullough Jr. & Pinnegar (2001) in their article “Guidelines for quality in autobiographical forms of self-study research”. These guidelines were discussed in detail and implemented during the self-study research through devising various tasks that they had to complete. I also kept in mind the four suggestions made by Feldman (2003) which would increase validity of SSR while developing the workshop. His four suggestions include providing “clear and detailed description of how data was collected” (p. 27) and “the details of the research methods used” (p. 27); giving a “clear and detailed descriptions of how we constructed the representation from our data” (p. 28); triangulating the data “beyond multiple sources of data to include explorations of multiple ways to represent the same self-study” (p. 28) and providing evidence for the “value of the changes in our ways of being teacher educators” (p. 28).

The workshop had two strands which were interrelated. (see details in Appendix B). In the process of doing self-study research the students were involved in constructing annals in which they had to identify the critical moments. They were also asked to share their chronicles with their peers. Then the students were given a chance to share their outlines in which they had also to talk about

their intended form of representation. In this sessions critique was done to enable the students to be able to choose what they want to represent and what to leave out.

Thus the aim of introducing the students to this kind of inquiry was to help them think of it as a process of continuing professional growth. By writing stories of experience they are able to theorize and grow throughout their professional lives.

Another important aspect of designing and implementing the pedagogy and practice of SSR was the strand called Reflections-on-Writing. This I perceive as a further process of professional development by enabling them to step back from their writing and reflect how the writing has helped them in their growth as writers and teachers. This process of stepping back encourages reflection. Through reflection they can question, reinterpret and understand what they know and how they know.

With all these theoretical underpinnings in mind I planned and implemented a workshop. Since I had an intention of using students' autobiographies in a research project I followed an ethical procedure at the very beginning of the session in Teachers' Lives. The students in each class were given an introduction of how I might use these autobiographies for publication. They were given a consent form (see in Appendix C) to read carefully and return the signed form. It was also made clear that those who do not want to participate in this research may not sign. Out of a total of 104 students in the three cohorts mentioned above ninety nine students agreed and signed the form.

Process of Celebrating Teachers Voices in a Monograph

The Aga Khan University, Institute of Educational Development (AKU-IED) encourage faculty in research and scholarship and formed a committee for internal publications. I discussed an idea with a colleague to celebrate teachers voices in a monograph and suggested a name, "Becoming teachers in the developing world". My colleague agreed to the idea and we started working towards it.

The first step was to select autobiographies for the monograph. We selected fifteen autobiographies written by teachers from different developing countries and regions: four each from Pakistan, East Africa, Central Asia and one each from Syria, Afghanistan and Bangladesh.

These autobiographies were chosen through a rigorous process. We had a total of ninety nine autobiographies. First of all I divided the autobiographies according to the developing countries. In some categories the number was higher and in some very low, depending on the representation of the students in each category in our M.Ed. programme. The highest category was that of Pakistan because most of the students are from Pakistan and the lowest were from Bangladesh, Syria and Afghanistan. Next we set up criteria to choose the fifteen autobiographies in form of the following questions:

- What are the critical incidents, how are they been analyzed?
- How far do the autobiographies represent the educational systems of the countries/regions?
- What is the quality of writing and representation?

Within each category two autobiographies were chosen one as a final and the other as a backup. Again an ethical procedure was followed. Then the students who were in the final categories were sent a letter (see Appendix D) to inform them that their autobiography is selected for a proposed monograph. In all the cases the authors of the final selection agreed to get their autobiographies published. In fact, they felt privileged that their voices were being acknowledged and would be shared with a wider audience.

After getting consent from the authors we edited the autobiographies keeping in mind that the editing should not change in any way teachers voices.

The first section of this monograph has four autobiographies from different parts of Pakistan. Two from Northern Areas of Pakistan and two from cities of Pakistan. The second section also has four autobiographies from Eastern Africa. The third section focuses on the stories presented by teachers from Central Asia. The last section unfolds the world of teachers from Bangladesh, Syria and Afghanistan. After reading the stories the question that one might ask is: What are the important themes that emerge from these autobiographies in relation to

becoming a teacher in the developing world? This question is considered in the conclusion of this monograph.

In the last chapter of the monograph a critical analysis is done to look at the meaning of becoming and being a teacher. The following questions were raised and answered in the monograph: What do the stories tell us about the meaning of becoming and being a teacher? Other questions that might illuminate that one could be: What is common and what is different about the life stories? What can we learn about the process of teacher development from the stories? How do teacher education and teacher development intersect in the lives of teachers? (Retallick, in press).

This monograph was sent to the Research and Policy Studies (RAPS) of AKU-IED for review and has been accepted for publication.

Significance of This Monograph in Celebrating Teachers' Voices'

This monograph is significant in celebrating teachers' voices in the various ways. First, because this monograph presents teachers lives in different developing countries in their own voice. It represents the experiences of the in-service teachers which led them to become teachers and develop as teachers and teacher educators. These teachers (M.Ed. graduates of AKU-IED) are the authors of their autobiographies presented in the monograph which is an example of what we know what teachers know and also what teachers themselves know what they know (Fenstermacher, 1994).

This monograph is a resource of knowledge generated by the teachers. It can be used as a curriculum developed by the teachers for the teachers. At a small scale this kind of a collection of autobiographies written by M.Ed. class of 2004 was developed as an E-book entitled "My Story, My Identity. M.Ed. Course participants narratives of becoming teachers". Out of 35 narratives written by students only six were selected. They are 2 from each of the three countries represented in the M.Ed. class, i.e. East Africa, Central Asia and Pakistan. I have raised some critical questions for stimulating reflection and discussion after each narrative. I used this E-book in the Teacher Learning course and it is an example of the curriculum developed from the knowledge generated by

teachers. This, as Tamamu (2004) points out, has encouraged the students whose stories are used in the book and have introduced SSR to wider audience that is the students and the teacher educators at AKU-IED. The students who read the stories also commented that it was a good opportunity to read and look at the complexities of becoming teachers in different developing countries and have helped them to write their autobiographies. As a printed monograph it would reach a wider audience where internet is not accessible.

This monograph would be useful resource to be used in Teacher Learning course in M.Ed. at AKU-IED and at other teacher education institutions of the world. By reading these autobiographies the teachers would be able to see the complexities of becoming a teacher, and will have an opportunity to understand teachers lives in different contexts. This would provide opportunities to other teachers of professional development because "the stories we hear and the stories we tell shape the meaning and texture of our lives at every stage and juncture" (Witherell & Noddings, 1991: 1). Other teachers in the world may be encouraged to write stories of their development by reading these autobiographies.

This monograph comprises of autobiographies by using self-study research. This self-study research has made some methodological contributions; it has inaugurated a new domain of experimentation in Pakistan. Others (e.g. Hamilton & Pinnegar, 1998; Loughran & Russell & 2002) have used SSR in the West as teacher learning strategy but it was for the first time that it was introduced in a developing country (Pakistan). Thus, as teacher educators we have contributed to the reform movement by introducing it to students at AKU-IED. The students had not been involved in this kind of self-study research which gives priority to the teachers' voice and thus opens up a new way of understanding teachers. It was also for the first time that writing about Self was used as a mode of inquiry and of professional development. Thus, this could also encourage teacher educators to introduce new research paradigms.

Lastly, this monograph would have significance for the teacher education community. It contributes to the growing body of knowledge on teachers, teaching and learning and teachers' professional development in the varied contexts.

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Appendix A

Guidelines: Autobiographical Self-Study Forms

1. Autobiographical self-studies should ring true and enable connection.
2. Self-studies should promote insight and interpretation.
3. Autobiographical self-study research must engage history forthrightly and the author must take an honest stand.
4. Biographical and autobiographical self-studies in teacher education are about the problems and issues that make someone an educator.
5. Authentic voice is a necessary but not sufficient condition for scholarly standing of a biographical self-study.
6. The autobiographical self-study researcher has an ineluctable obligation to seek to improve the learning situations not only for the self but for the other.
7. Powerful autobiographical self-studies portray character development and include dramatic action: Something genuine is at stake in the story.
8. Quality autobiographical self-studies attend carefully to persons in context and setting.
9. Quality autobiographical self-studies offer fresh perspectives on established truths.
10. Self-study that rely on correspondence should provide the reader with an inside look at participants' thinking and feeling.
11. To be scholarship, edited conversation or correspondence must not only have coherence and structure, but that coherence and structure should provide argumentation and convincing evidence.
12. Self-study that rely on correspondence bring with them the necessity to select, frame, arrange and footnote the correspondence in ways that demonstrate wholeness.
13. Interpretations made of self-study data should not only reveal but also interrogate the relationships, contradictions, and limits of views presented.
14. Effective correspondence self-studies contain complication or tension..

Source: Bullough, Jr. R.V. & S. Pinnegar. 2001. Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3): 13-2.

Appendix B

The Aga Khan University, Institute for Educational Development,
Karachi, Pakistan
M.Ed. Core Course (Teacher Learning)
Theme 1: Teachers' Lives

The two strands

The two strands were: (a) Writing autobiography and (b) Reflections-on-writing.

Writing autobiography

I began by designing the theme "Teachers' Lives" with an outcome in mind which was for students to write an autobiography. I introduced this with the following question:

Becoming a teacher is a journey with significant learning experiences. Write an autobiography in which you capture the richness of your experiences and beliefs as a teacher. Identify important people or critical incidents that have significantly influenced your understanding of professional development as a teacher. Then, critically analyze those experiences and beliefs in terms of how they have shaped you as a teacher that you have become and a learner of teaching. While constructing an autobiography keep in mind the guidelines identified by Bullough Jr. & Pinnegar in the article "Guidelines for Quality in Autobiographical Forms of Self-Study Research".

I discussed the process of constructing the autobiography, the length (2500 words), the date for submission and list of essential readings, which would be provided to them as the process would unfold. I did this because in my own experience as a learner and as a teacher I always needed clear guidelines before I started any project. The students also appreciated the guidelines. They were:

- Asked to think of themselves as researchers and authors of their own lives. This was to acknowledge them as knowledgeable individuals "everyone's voice matters and everyone has something worthy to communicate" (Wood & Lieberman, 2000: 260).

- Required to think of 'critical incidents' which they would like to make public. Also, to write why these critical incidents helped them to understand their professional development as teachers.
- Asked to serve as critical and supportive friends for each other because "each individual has some expertise, knowledge, or nuanced understanding with the potential to help others" (Wood & Lieberman, 2000: 260).
- Encouraged to experience the reiterative processes of writing, drafting, engaging in giving feedback, assessing and revising.
- Alerted to be cognizant of the quality and validity of autobiographical writing. For this the students were given two articles² to read and then based on these articles the issue of quality and validity in SSR were discussed.
- Encouraged creativity in thinking and representation.

Reflections-on-writing

There were 4 inquiry-based tasks in the form of questions which the students had to answer at various stages during the writing workshop. They were as follows:

Task 1

How did your memory help you in writing major incidents of becoming a teacher that you discovered from constructing an annal? How has it informed you about your professional development?

Task 2

How did reading stories and collaborative writing help you in developing your own learning? How do reading articles help you in your professional development and in understanding your processes of becoming a teacher.

² The two articles are:

Bulough, Jr. R.V. & S. 2001. Guidelines for quality in autobiographical forms of self study research. *Educational Researcher*, 30(3): 13-21.

Feldman, A. 2003. Validity and Quality in Self-Study. *Educational Researcher*, 32(3): 26-28.

Task 3

How did it help you to understand your teaching journey as a teacher by

- a. Reading and responding to your own writing;
- b. Reading and responding to the stories of your peer and getting feedback from your peer.

Task 4

What were your learning experiences in writing about your journey of becoming a teacher and learning to teach? How would you use this strategy of teacher learning with teachers in your context?

How were the two strands interwoven in teaching?

The two strands were interwoven through a workshop which was organized in a way that would enable the students to do systematic exploration of their professional development and reflect and develop professionally. By writing and constant collaboration with peers and reflecting on their own writings the students were theorizing though the process of their theorizing was not linear. It was a reflective and "dynamic interplay between description, reflection, dialogue with self and others", Johnson & Golombek, 2002: 8).

The particular mechanism through which the students theorized was systematic and included writing stories to sharing and dialoguing with others, finding patterns, metaphors and images and engaging in reflection-on-writing.

Writing autobiography started with a brainstorming activity. The students were engaged in an exercise to develop annals³ and chronicles.

³ "An annal... is a line schematic of an individual's life divided into moments and segments by events, years, places, or significant memories. The construction of an annal allows researchers and participants to gain a sense of the whole of an individual's life from his or her point of view. Annals also allow individuals to represent visually something of the topography of their life experiences, the highs and the lows, the rhythms they construct around their life cycles." (Clandinin & Connelly, 1994: 419).

The students were provided time to make and display their annals in the classroom and discuss them with each other. This was to provide them as much opportunity as possible to look at each others annals which were presented in different ways, some presented it as a spider web and some in a linear form. Then the students were asked to write stories representing the critical incidents that they had mentioned in the annals. This was a way to move from annal to chronicles⁴.

This was to enable the students to listen to their own voice, discover and see how their lives as teachers changed and developed by describing their experiences in detail. Students were divided into pairs and small groups in which then they shared some of their stories with each other. The peers gave oral and written feedback. The purpose was to provide support to each other in writing and to learn from each others' stories as reading others' stories may spark ideas.

Because this was the first time that the students were engaged in self-study they were given an article to read by Bullough, Jr. R.V., & Pinnegar, S. (2001), called *Guidelines for quality in autobiographical forms of self-study research*. The next day 14 guidelines for quality in autobiographical forms of self-study detailed in the article were discussed in class to ensure that the students understood and followed them.

The students were in the process of developing chronicles in which they were writing stories of experience. At this point they were asked to reflect on the process of writing. This was an individual task because each of the students had different experiences of writing. They were asked to answer the questions in the first task of reflection-on-writing. This task was specifically designed so that they could reflect on how their memory helped them in writing major incidents of becoming a teacher that that they discovered from constructing an annal. Moreover, it was designed to reveal how it had informed them about their professional development.

⁴ After the participant has constructed an annal, we ask him or her to tell stories, to construct chronicles around the points marked on the annals. Frequently we involve participants in creating annals and chronicles as a way of scaffolding their oral histories, of beginning the process of having them re-collect their experiences (Clandinin & Connelly 1994: 420)

The students were then given time in the class to work collaboratively. They were asked to share parts of chronicles with each other for feedback (both oral and written) for clarification and for further development of the stories of learning to teach. Additionally, students working in pairs and small groups were also encouraged to make their own timelines for writing and feedback outside the class.

In the Student Independent Learning Time (SILT) the students were given two samples of autobiography, one my own (see Bashiruddin, A. 2002) and the other chapter from a book by Beattie (1995). They were also given supplementary reading material, which they could go and read in the library.

The next day we discussed the important structures and contents of the two readings assigned to the students. A detailed mindmap was made on the whiteboard. Next I introduced and gave examples of ways in which autobiographical writings could be organized such as metaphors, stories, poems, dialogues, paintings, and sketches. These were ideas to help the students to think of ways of structuring and representing their stories. It was made very clear that these are some of the ways and are not the only ways and therefore are not mandatory to use.

In SILT they were given another article by Feiman-Nemser, S., (1983) which described the stages of learning to teach along with a guiding question: "What are the stages in learning to teach suggested by Feiman-Nemser?"

The next day I facilitated discussion on the stages of learning. To enable the students to understand the importance of life cycles in teachers' professional lives I gave them a jigsaw reading task. This was based on Huberman's (1993) article on the life cycles. Each group was given one life cycle to read and explain to the rest of the class. The life cycles were: Career Entry, the stabilization Phase, Experimentation and Diversification, Reassessment, Serenity and Relational Distance, Conservatism and complaints, and Disengagement. After the reading each group discussed the life cycles.

Then as a personal writing task I asked the students to read their stories to see if these stages or life cycles were apparent in their own stories of becoming teachers.

In SILT I asked the students to write reflections-on-writing. This time they were asked to answer questions in Task 2.

This was the first week of the course in which all the sessions were devoted to theme One. Later in week two the students were introduced to the second theme of the course and half of the time they continued to work on their autobiographical writing.

In the morning sessions they were asked to continue writing autobiography. Respond to their own writing and consider the questions raised by Beattie (2001) in writing a narrative.

As the students continued to write their stories and work collaboratively to help each other with writing autobiographies and reflecting on their writing they were given an article to read and discuss in class to further their understanding of the role of story in teaching and teacher education. The article was by Carter, K. (1993). *The place of story in study of teaching and teacher education*. This was later discussed in class.

Then they were asked to exchange writing with peers and get a response. They were to consider the questions raised by Beattie in writing a narrative, "Getting a response from reader", (*Evidence of reflection and inquiry*) p.164.

In the following two weeks in SILT they read another article which was by Whelan, K.K., Huber, J., Rose, C., Davies, A., Clandinin, D.J. (2001) *Telling and retelling our stories on the professional knowledge landscape*.

Furthermore as they continued refining their writing by revising, constructing and reconstructing their autobiographies, they were reminded of using the guidelines as a checklist identified by Bullough Jr. & Pinnegar in the article *Guidelines for Quality in Autobiographical Forms of Self-Study Research* before submitting the final copy.

At the end of the workshop they were asked to write the last task (Task 4) of reflection-on-writing.

The Aga Khan University
Institute for Educational Development M. Ed. Class of 2005
Teacher Learning

Ethical Consent for Self-Study Research

I, _____ understand and agree that all the material produced in the self-study research in form of autobiography during the course may be used for research purposes. However, all the materials will be considered confidential at all times. My real name, business address and other information that may personally identify me will not be used in scholarly writing (e.g., a conference presentation, a journal article, a book). Pseudonyms will be used to keep the anonymity.

Signature of the CP: _____

Thank you for your co-operation
Dr. Ayesha Bashiruddin

Appendix D

The Aga Khan University
Institute for Educational Development

Book Proposal: Becoming a teacher in the developing world

Dear CP

You would be glad to know that we are proposing a book: *Becoming a teacher in the developing world*. This book would be based on the self-study research that CPs did in Teacher Learning Course. (M.Ed. classes of 2004, 2005 and 2006). We intent to select 15 autobiographies (4 each from Pakistan, East Africa, Central Asia and 1 each from Syria, Afghanistan and Bangladesh). The Selection of the autobiographies will be based on the representation of each region and on the quality of writing.

Congratulations, your autobiography has been selected for our proposed book.

We would like to take permission from you so that we can publish your autobiography with your name. However it would be edited so that it is around 2000 words and is written in standard English. If you agree to the proposal please sign the Ethical Consent form given below. If you are responding through e-mail just write a response to our email saying that you agree with all the Ethical considerations. You do not need to send a signed consent form. In case you do not agree please do say so in your e-mail and not sign the consent form.

Ethical Consent Form

I, _____ understand and agree that all the material produced in the self-study research in form of autobiography during the course may be used for the proposed book: **Becoming a teacher in the developing world**.

However, all the materials will be considered confidential at all times. My real name will be used as the author of my autobiography. I give permission to the editors to edit my autobiography.

Name:

Signature of the CP:

Thank you for your co-operation

Editors: Dr. Ayesha Bashiruddin and Dr. John Retallick
May 16, 2005