Contents

Part I Introduction

1 Professional Learning at Work 3
1.1 A Morning at Work 4
1.2 Intent of This Book 5
1.3 Research Basis 7
1.4 Understanding Professional Learning 10
References 14

Part II Exploration

2 Mapping the Research Terrain 19
2.1 Exploring Professional Learning and Development 20
2.1.1 Learning Theories 20
2.1.2 Conceptions of Professional Knowing and Learning 21
2.1.3 Traditional and Innovative Professional Development 22
2.2 The Development of Professions 23
2.3 Pathways to Professionalism 25
2.3.1 Characteristics of a Profession 25
2.3.2 Developing Authoritative Experts 27
2.3.3 Defining Boundaries and Uniform Standards 28
2.3.4 Seeking Scientific Rigour and Evidence 31
2.3.5 Progressing Relentlessly Towards Excellence 34
2.3.6 Managing Uncertainty and Complexity 38
2.3.7 Valuing Possibilities of Professionalism 42
2.4 Tracing Professional Development 43
2.4.1 Threads of Inquiry 44
2.4.2 Patterns of Tensions 45
2.4.3 Professional Development Terrain 46
2.5 Setting the Scene 47
References 49

3 A Phenomenological Perspective 59
3.1 Wondering About Phenomenology 59

3.2 Phenomenology as a Conceptual Framework 60
3.2.1 Phenomenological Philosophy 60
3.2.2 Phenomenological Concepts 62
3.2.3 Philosophical Assumptions of This Research 68
3.3 Phenomenology as a Methodological Approach 69
3.3.1 Principles of Phenomenological Research 69
3.3.2 Empirical Phenomenology 71
3.4 Summary of Phenomenological Perspective 74
References 75

4 Delving into Methodology 79
4.1 Reflexive Methodology 79
4.2 Criteria of Quality in Research 81
4.3 Research Design 82
4.4 Rigour, Relevance and Reflexivity 84
4.5 Engaging with the Participants 86
4.6 Data Analysis 89
4.6.1 Dwelling with the Data 90
4.6.2 Transformation of Data 90
4.6.3 Developing the Structure 98
4.7 Looking Back 100
References 101

Part III Understanding

5 Authentic Professional Learning 107
5.1 Professional Life-World 107
5.1.1 Professional Affiliations 107
5.1.2 Employer Organisations 108
5.1.3 Local Workplaces 109
5.2 Situations Where Professionals Learn 110
5.3 Phenomenological Structure of APL 112
5.3.1 Overview of Authentic Professional Learning 112
5.3.2 Learning as Change in Professional Understanding 114
5.3.3 Learning Through Engagement in Professional Practice . . . 120
5.3.4 Learning Through Interconnection Over Time 125
5.3.5 Learning as Circumscribed Openness to Possibilities 131
5.3.6 Summary of the Structure of APL 138
5.4 Learning as Part of Being a Professional 139

Part IV Integration

6 Rhetoric Versus Reality 145
6.1 Dealing with Dissonance 145
6.2 Problematic Issues in APL 148
6.2.1 Questioning Assumptions 149

6.2.2 Engaging with Uncertainty . . . 151
6.2.3 Imagining Conversations . . . 155
6.2.4 Voicing What Is Valued . . . 157
6.3 Wider Context of Professional Dissonance . . . 159
6.3.1 Competing Life-World Discourses . . . 160
6.3.2 The Hidden Nature of Dissonance . . . 162
References . . . 164

7 Authenticity in Professional Life . . . 171
7.1 Ontological Claims . . . 171
7.1.1 What Does "Being a Professional" Mean? . . . 172
7.1.2 Being-in-the-Professional-World . . . 174
7.1.3 Ontological Dimensions of Learning . . . 175
7.2 Authenticity in Professional Learning . . . 180
7.2.1 Mavericks and Impostors . . . 180
7.2.2 Describing the Concept of Authenticity . . . 182
7.3 Transformation Through APL . . . 186
7.3.1 Change Through APL Experiences . . . 186
7.3.2 Transformative Learning . . . 189
7.4 Values in Professional Life . . . 190
References . . . 191

8 Finding a Way Forward . . . 195
8.1 Scaffolding Authentic Professional Learning . . . 196
8.1.1 Awareness as a Resource . . . 197
8.1.2 Learning Relationships . . . 198
8.1.3 Challenging Support . . . 200
8.1.4 Critical Capability . . . 201
8.1.5 Intelligent Accountability . . . 202
8.1.6 Learning Ecologies . . . 204
8.2 Creating Cultural Change . . . 206
8.2.1 Culture of Inquiry . . . 207
8.2.2 Reflexive Authenticity . . . 210
8.2.3 Sustainable Change . . . 212
8.3 Professional Learning Pathways . . . 214
8.3.1 Interconnected Matrix of Flexible Options . . . 214
8.3.2 Authentic Professional Learning Groups . . . 215
8.3.3 Existing Models for Supporting Learning . . . 217
8.3.4 Existing Resources for Supporting Learning . . . 219
8.4 Moving Forward . . . 220
References . . . 221

Part V Conclusion

9 Making a Difference . . . 231
9.1 Revisiting the Research . . . 232

9.1.1 Exploration of the Field 232
9.1.2 Key Findings of the Research 233
9.1.3 Continuation of Traditional PD 235
9.1.4 Finding What I Was Looking for 237
9.2 Philosophy and Practice 238
9.2.1 Contributions of Phenomenological Philosophy 238
9.2.2 What Matters in Professional and Public Life? 240
9.3 Making a Difference by Supporting APL 242
9.3.1 Making a Difference at Work 242
9.3.2 Making a Difference Beyond Work 244
9.4 Understanding Authentic Professional Learning 245
9.5 Reflections on the Day 247
9.5.1 In the Car 247
9.5.2 At Lunch Time 248
9.5.3 In the Car 249
References 249

Index 253