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Whole(hearted) teacher development: Developing the person and the professional

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Inspired by a desire to help teachers meet the needs of all students, the work of whole(hearted) teacher development addresses both personal development and professional learning. It marries four theories: Kegan and Lahey's (2009) mental complexity; Belenky and Colleagues' (1997) Women's Ways of Knowing; Mezirow's (1991) Transformative Learning; and Brown's (2006) Shame Resilience. Growth, defined as when teachers extend their understanding of experiences, how they come to know things, and how they understand and employ shame and vulnerability, requires a learning environment that allows each to direct their own learning and operate as an equal--free from knowledge hierarchies or judgment.

This qualitative, multi-case study examined two teachers' experiences with whole(hearted) teacher development. Sessions were recorded and transcribed along with each teacher's classroom observations, Subject Object Interviews, and informal check-ins. Data were analyzed for patterns in participants' interactions, changes in their cognitive development, and changes in their literacy practices. Findings suggest that both personal development and professional learning are critical for teacher growth.