Unfolding the Unexpectedness of Uncertainty

Creative Nonfiction and the Lives of Becoming Teachers

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Unfolding the Unexpectedness of Uncertainty invites readers to share in the stories of Ruth, Ann and Nathalie as they transition from students to teachers. Rendering their experiences as short stories from the field of teacher education brings a dimension of social biography to scholarship. As creative nonfiction, these stories act as catalysts to understand teacher culture from first-person accounts. Their stories may be described as openings: Ruth’s unfolding; Ann’s unexpectedness; and Nathalie’s uncertainty. Such narratives are exemplars of arts research, extending the purpose, intent, outcomes and dissemination of research by making scholarly study a more intimate and personal experience through the lives of student-teachers. Entering research practices with a perspective that stories are effective teaching tools that represent cultural artefacts, these stories help make sense of practices in public schools and in postsecondary teacher training, and help students, teachers and teacher educators to better understand the operations of the educational system. Unfolding the Unexpectedness of Uncertainty can be used as case studies for undergraduate and graduate students and academic researchers in fields of study involving creative nonfiction and life writing, such as Education, Creative Writing, English, Women’s Studies, Social and Cultural Geography, Sociology and Integrated Studies.

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P.T.O. FOR TABLE OF CONTENTS AND HOW TO ORDER

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Chapter 1: Unfolding – Ruth’s Story
I’m going to build a bridge
If you fail to plan, you plan to fail
Walking over the bridge
I am the paintbrush
The long practicum went really well
There’s a new bridge to cross

Chapter 2: Unexpectedness – Ann’s Story
It runs in my blood
I just felt like I was going to a residential school or something
I’ve always been an activist-type person
I found myself in a place I visited often

Chapter 3: Uncertainty – Nathalie’s Story
I have no real expectations of this program
She wants to be the ‘cool teacher’
I was so invisible
I felt like I was overreacting a little bit
I have to be a good role model
It feels good so far
A game of dramatic hats
My challenge was to focus on the positive
Becoming a good teacher

Afterword, Erika Hasebe-Ludt

Biography