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4/4/11

Vivian Paley is a critical figure in the field of teacher-inquiry. As a teacher researcher, she used her classroom to investigate how connections are developed for and between students using stories, and thus also deepened her understanding as an educator. This method of inquiry has proved powerful and far reaching.

The most critical feature of Paley's method of inquiry is the daily practice of recording and transcribing the interactions which took place in her classroom. As Paley herself notes in her *Appendix to Wally's Stories*, "The tape recorder trains the teacher, not the child, who never listens to the tapes and who is curious about the machine only the first time. The teacher learns to watch for inexactness of her questions, to repeat a child's inaudible comments, to ask for clarifications and additions. The initial incentive for these changes in style may be her desire for a more useful tape, but she soon realizes that whatever produces a better tape also achieves a more articulate discussion." The daily reflection that is part of her method allowed her to replay the interactions that occurred, look for lapses in understanding in the children, and more significantly in herself, which allowed her to address them the next day in her class. So often, teaching can become a routine of moving on to "the next thing." Paley's method requires a level of self-reflection and examination that allows teachers to take what may seem "routine" and discover moments of growth and understanding. This very process also helps the teacher grow in his or her own development as an educator.

Another feature of Paley's method of inquiry involves daily journal writing. This allows her to reflect on the notes and transcriptions and think about the deeper meanings behind the interactions. This method is demonstrated in The Girl with the Brown Crayon quite deliberately. In the chapter called *Tico*, Paley describes sharing the Leo Lionni book that has caused her to resist bringing him in to her last year in the classroom. In Tico and the Golden Wings, Paley describes the character who is forced to give up his golden gift in order to fit in with the group, a message that she dislikes. Eager to hear the children's thoughts, she reads it to her class only to discover that they do not see it the same way as she does. In her journal, Paley writes, "Reeny's social reality overwhelms mine. She takes the question of Tico's rights out of the narrow boundaries I've drawn and insist we consider quite simply, *the way people are*. Some friends are generous to those who fly off in other directions and some feel deeply offended."

In some ways, Paley's empathy for Tico mirrors what may seem to some her own struggles as a teacher researcher. As noted in the readings, Paley's relationship with colleagues at the Lab School was not an always easy one. Her work set her apart from what others were doing and was not always understood. Again is the pull between the value of collaborative versus individual work. As Paley remarks in "Talking to Myself in a Daily Journal," there is value in putting aside "group think" at times to engage in more personal and reflective thinking. In her imaginary dialogue with her colleagues, she argues, "You need to know your own ideas more intimately; you need to know what makes you different from your colleagues. You have your own inner support of memories, feelings, and instincts." In Paley's method, the process of recording and transcribing and reflecting and writing are essential to teacher-inquiry.

Paley has supporters in the likes of Karen Gallas in her advocacy of teacher-inquiry. Although Gallas has greater interest in collaboration as a way to improve education, especially with the academic research community, she too thinks writing is critical for teachers. Where as Gallas's reasons are more geared towards contributions to posterity and the body of educational knowledge, Paley does agree to some extent. She has commented that it was in her later career that she understood herself to be a "teacher who writes books." Although this is different than the daily journal writing of a classroom teacher, it too has allowed a level of inquiry that can be shared with others. Through Paley's books, we can learn how to examine our roles as educators and how we do our work as well as develop tools for

our own growth.