



Narrative capital and professionalism through changing times



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Abstract

The presentation aims to explore concepts of professional narrativity, specifically in relation to student and graduate educational practitioners.

Drawing on a recently completed doctoral study, a model of narrative capital is proposed which affords practitioners a resource for professional resilience and development. This is seen as particularly relevant for professionals working in a climate of managerialism and performativity.

Reflections are offered on the process of doctoral study undertaken and on the place of narrative within research methodology and pedagogies associated with professional formation and development.

Biodata

Within the University of Brighton's School of Education, I lead on issues on professionalism, reflective practice and inter-professionality across a range of programmes. My teaching here reflects my research interests which focus on how educational practitioners develop and articulate their professional identity or 'self-hood'. Within higher education, this is largely undertaken through the process of critical, reflective writing – a requirement for many professional award programmes – and facilitated, critical interaction with other students and practitioners.

I am particularly interested in the processes of professional formation and 'border crossing' as student practitioners manage the competing demands of different and changing roles and identities, particularly in times of social and political change.

This work mirrors my own professional life changes from playworker, to teacher, to youth worker, to counsellor, to academic.

Friday 04 December 2015
15 30 hrs
Conference Room, Level 3,
MIE Tower