

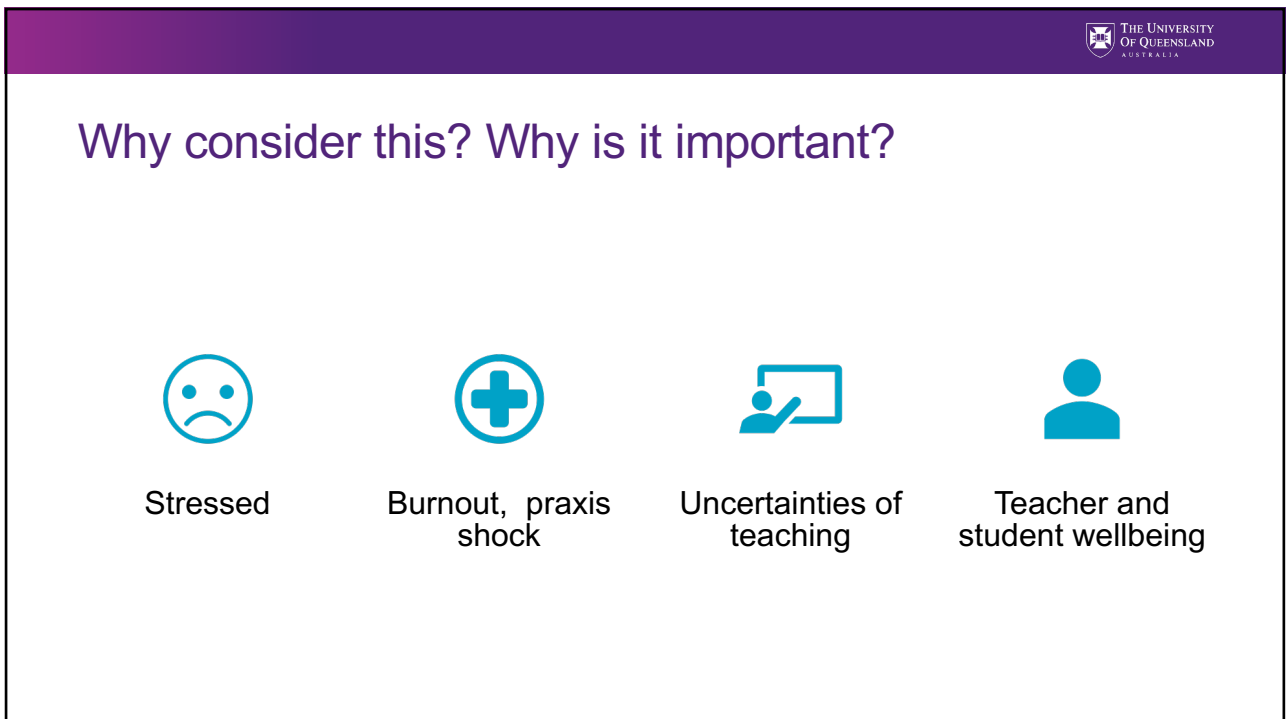


THE UNIVERSITY OF QUEENSLAND AUSTRALIA | CREATE CHANGE

Composing Careers in Education


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Why consider this? Why is it important?




Stressed



Burnout, praxis shock



Uncertainties of teaching






Teacher and student wellbeing

2



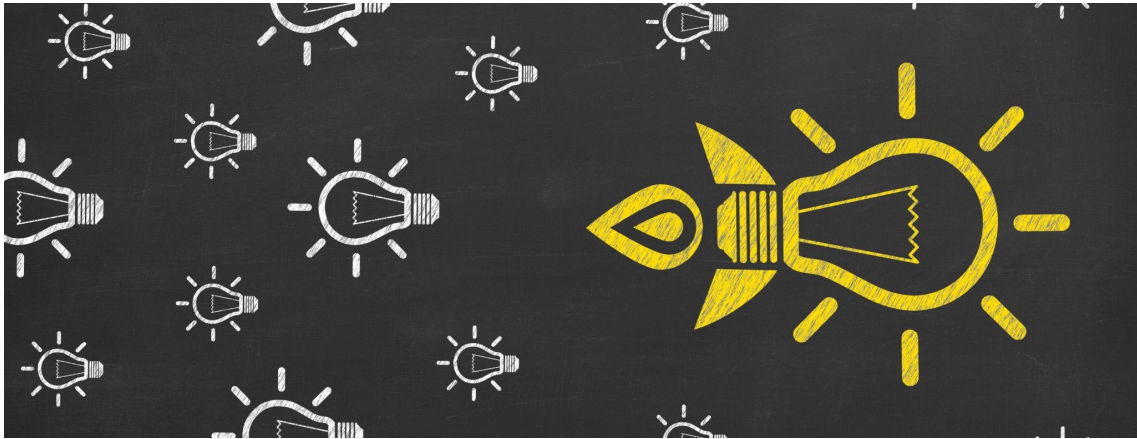
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Tying together notions of identity and flourishing?

-  Teachers 'fixing themselves'?
-  Uncertainties around future of education
-  Teacher attrition and burnout = *how well teachers' professional identity enables them to cope.*

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Re-imagining and reconceptualizing careers.... Or if teachers could 'imagine the possible' in their own careers.



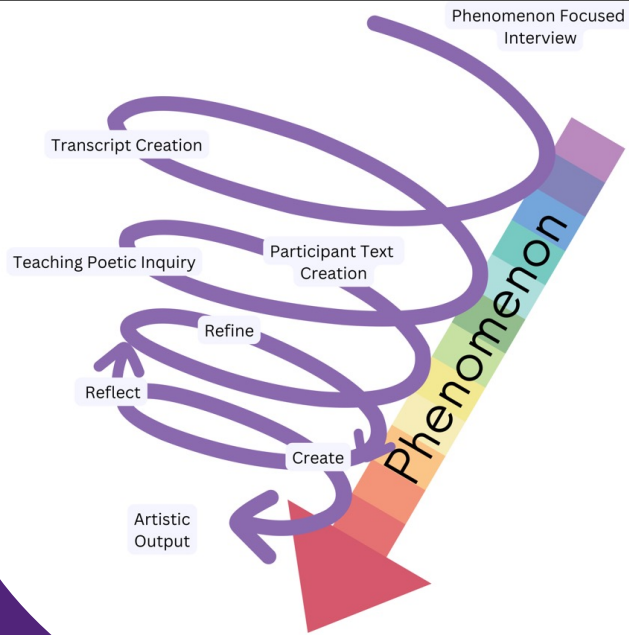
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Positive psychology (Seligman and Csikszentmihalyi, 2000)

- Positive emotions,
- Engagement,
- Relationships,
- Meaning and
- Achievements (PERMA).

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The Spiralling Engagement Experiences of Creativity (SEEC) Process (Ballantyne & Klein, 2023)



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Influenced by context

Positive emotions—experiencing happiness, joy, hope, love, gratitude, etc.

When thinking of yourself in relation to your work as a teacher:

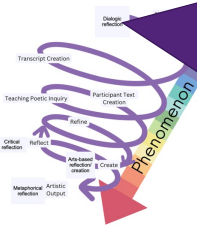
1. What do you expect will make you into a happy/joyful/hopeful/grateful/loving person at work?
2. In an ideal world, how do you imagine you will seek happiness/joy/hope?
3. Think of when you are BEING a teacher: Describe your actions when you are feeling positive/happy/joyful/grateful?
4. Tell me a story of a time when you experienced positive emotions?

Meaning and purpose—feeling that life has meaning and connecting to one's purpose
When thinking of yourself in relation to your work:

8. Tell me of a time when you felt that your work was particularly meaningful. What were you doing? Why did you feel that way at that time?
9. What is your purpose in life (do you know)? How does it relate to your work? How do you seek this?

During (enacting identity)

After (looking back/essential aspects of identity)



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How can we bring personal, creativity and career-crafting together for teachers?

INSTRUCTIONS:

1. Please get into pairs, and find a quiet space.
2. Read through these questions, which have been created in response to the PERMA framework.
3. Prepare your recording (I recommend using Otter AI, or the dictate tool in MS Word online through Chrome).
4. Use these questions as prompts for interviewing one another. If you come up with other questions that relate to the headings, please ask them (and let me know what they are).
5. Don't forget to audio record your interview as you do it, and for a backup, you can video it as well.
6. Edit your interview, so that each of your scripts are separated.

Begin the process of Poetic Inquiry.

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Let's give it a go. We probably will only go as far as the lyrics/poetry today

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<https://suno.com/song/1b8c6a9d5-874a-4f47-a36a-74c64da66e5e>

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16 January 2025 at 17:46 v4

get into pairs, and find a quiet space.
Read through these questions
Prepare your recording
answer the questions
Edit your interview, so that each of your scripts are separated.
Begin the process of Poetic Inquiry.

learn about yourself
dream about your future
I hope it helps
It may not be a cure,
But it will be fun!

[http : s://suno.com/song/b8c6a9d5-874a-4147-a36a-74c64da66e5e](http://suno.com/song/b8c6a9d5-874a-4147-a36a-74c64da66e5e)

11

12/25

Please spend no more than 5 minutes each recording your responses to these questions, and getting them dictated at the same time

Positive emotions—experiencing happiness, joy, hope, love, gratitude, etc.

When thinking of yourself in relation to your work as a teacher:

1. What do you expect will make you into a happy/joyful/hopeful/grateful/loving person at work?
2. In an ideal world , how do you imagine you will seek happiness/joy/hope in your work?
3. Think of when you are BEING a teacher: Describe your actions when you are feeling positive/happy/joyful/grateful?
4. Tell me a story of a time when you experienced positive emotions in your role as a teacher?

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124/25

Engagement—using strengths to meet challenges; a sense of being blissfully absorbed in what one is doing.

When thinking of yourself in relation to your work as a teacher:

1. Imagine what a teacher is like when they are completely absorbed in what they do (because they enjoy it). Describe how they think, act, and interact.
2. Tell me of a time when you were completely absorbed when you were being a teacher. Why did you get totally absorbed? What does that mean about you?
3. What are your personal strengths, and how do you use these to meet or overcome challenges?

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Relationships—connecting with others; loving and being loved

When thinking of yourself in relation to your work (as a teacher):

1. How do you connect with others? What things do you do together? And what does that mean about the kind of person you are?
2. What kind of relationships can you envisage in your ideal future work situation? What does this mean about you as a teacher? What is your role in connecting with others? What does this tell you about the kind of teacher you are/are going to be?
3. Tell me a story of a time when you connected with others at work. What was it about that situation that made you feel special?

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124/25

Meaning and purpose—feeling that life has meaning and connecting to one's purpose

When thinking of yourself in relation to your work (as a teacher):

1. What is your purpose in life (do you know)? How does it relate to your work? How do you seek this?
2. Imagine what having meaning and purpose could be like as a music teacher. Can you describe this? How do you feel about this being in your future?
3. Tell me of a time when you felt that your work was particularly meaningful. What were you doing? Why did you feel that way at that time?

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124/25

Accomplishment and achievement—accomplishing goals; experiencing success

When thinking of yourself in relation to your work (as a teacher):

1. What success do you dream of?
2. How will you know if you have achieved success?
3. When have you achieved something that you are really proud of? What was it? Tell us the story!

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How to get to the lyrics?

For the purposes of this exercise, we are going to be working together in pairs. Go through your own text, and highlight anything that feels truthful to you. Phrases, words. Anything.

You can place the phrases on post-it notes and then move them around the page until you're happy.

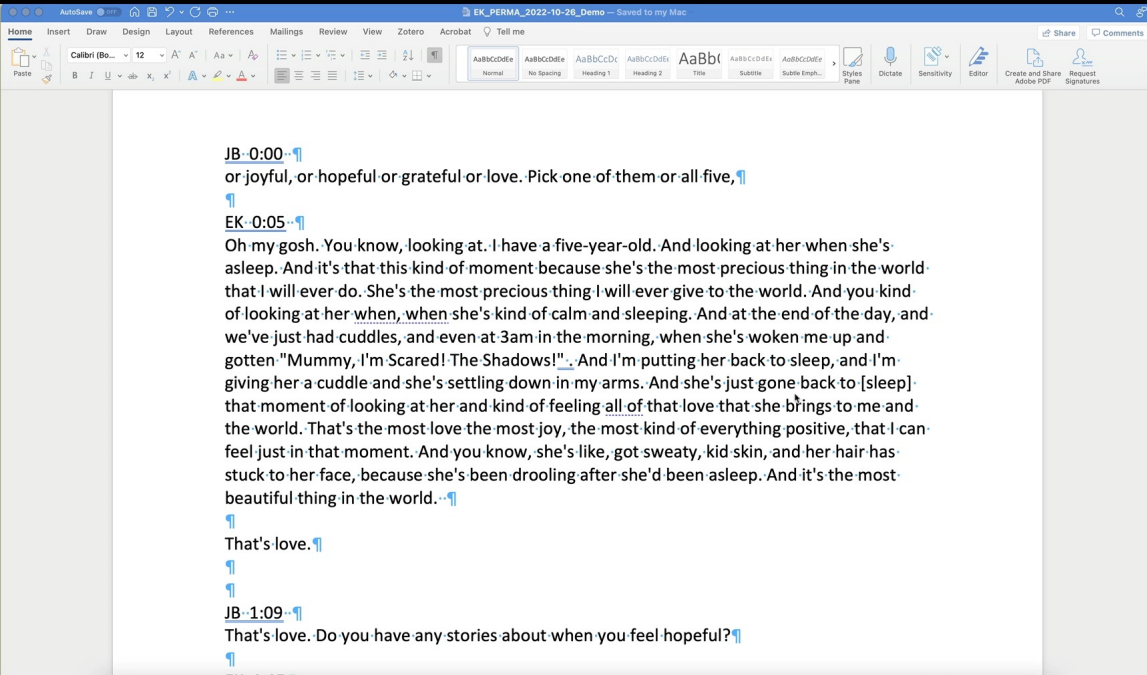
Create a collaborative poem about positive emotions in teaching.

Repeat phrases

You can add words, you can add a whole story around some words. Write them in – either on post-its or on the paper itself

Play around with it 😊

17



JB -0:00 -
or joyful, or hopeful or grateful or love. Pick one of them or all five,
EK -0:05 -
Oh my gosh. You know, looking at. I have a five-year-old. And looking at her when she's asleep. And it's that this kind of moment because she's the most precious thing in the world that I will ever do. She's the most precious thing I will ever give to the world. And you kind of looking at her when, when she's kind of calm and sleeping. And at the end of the day, and we've just had cuddles, and even at 3am in the morning, when she's woken me up and gotten "Mummy, I'm Scared! The Shadows!". And I'm putting her back to sleep, and I'm giving her a cuddle and she's settling down in my arms. And she's just gone back to [sleep] that moment of looking at her and kind of feeling all of that love that she brings to me and the world. That's the most love the most joy, the most kind of everything positive, that I can feel just in that moment. And you know, she's like, got sweaty, kid skin, and her hair has stuck to her face, because she's been drooling after she'd been asleep. And it's the most beautiful thing in the world. -
That's love.
JB -1:09 -
That's love. Do you have any stories about when you feel hopeful?

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Who'd like to share their poems?

19

2024/25

Who'd like to extend themselves?

Go to suno.com

Choose a style, and put in your lyrics (custom option)

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How can we bring personal, creative
and career-crafting together for
teachers?

21

BECOMING SOMETHING ELSE
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we're in a bit of a dive

What does it mean?

Like, why are we here?

Humans and makers

Convincing ourselves

of things we don't believe

PRE-CHORUS

But we didn't get here like that

Let's start to believe

we make art with our freaking hands

we make art with our hands

CHORUS

We're becoming something else

We're becoming something else, yeah

We're becoming something else

We're becoming something else, yeah

we never end where we started

We're becoming something else

there's always work to be done

We're becoming something

VERSE 2

wherever we are...

...we're still the one and the same

we want to move

keen to move

need to move

and we won't take the blame

Let's lose track of time

And start to believe

we make art with our freaking hands

we make art with our hands

CHORUS

OUTRO

Let's try this other thing

a slow fade out with a positive spin

22



When the penny drops

VERSE:

What is it that you do? Why bother going through?
Is it boring, all mundane? How they treat you is a shame.

lighting, opens doors to understanding
when the puzzle aligns and I find my sign
when the penny drops

But how they see it, is it fair? Are you being all aware? **VERSE:**

From the lens that your looking through, can they see it from their point of view
How can you make connections, formulate into understanding, turn the light on to truth and meaning right here, right now.

When we are the font of knowledge, do we ever want to acknowledge, that the people here, may have some idea, of the issues and the stuff you're trying to make clear

If we put ourselves in their place, within to see through the lens of their space

CHORUS:

when the penny drops, Oh, the thrill of comprehension, that moment a sweet ascension
All the pieces fit together and the world spins better when the penny drops, in the dim fluorescent

It makes the context clear, learnings here, an understanding of what is in their sphere
How can you make connections, formulate into understanding, turn the light on to truth and meaning right here, right now.

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DRAFT 3 (no title)

Verse (this verse is about pursuing a dream often has a lot of ups and down)

Let's try this, one more time
My fingers are crossed
My tiny dream
No only a dream. Only a dream

Chorus (the difficulty of chasing dreams/goals)

This push and pull still lingers on.
Why didn't I tell myself how things will be?
Chasing this dream

Verse 2 (maybe talking to yourself justifying why you are doing this?)

I think I told you this so I
Guess we're on the same page
Don't tell me you wanted this
Wouldn't that be lovely, lovely.

Chorus (rehash of the chorus but some alternate lyrics)

This state of mind

Still lingers on
Crumbling by lies
Why didn't you tell me what was going on

Bridge

I got through it
Blissful, blissfully absorbed
Just enjoy it
Just have fun
slowly dwindles
In every fall in every rise
Need not worry We'll figure out along the way

Chorus

This push and pull
In that state of flow
Focus on not fixing
Just have fun
Do this try this do this try this experiment


See the spark, see the flame,
Slowly dwindles, like autumn rain
In every fall, in every rise
In every doubt, I realise

Chorus


we're not that much older, that they see
Why didn't they tell me how things will be?
Well we're figuring it out on the way
But hey
It'll be okay



24




Streamers and Alcohol



<p>Streamers and alcohol, You're 21, I've never felt so old, Taught you on a guitar, Bigger than you are, And now you're fully grown,</p> <p>Your mother grips my hand, She's so proud, You're/of her kind, young man, Somehow she knows my name, 10 years on, She still gives her thanks,</p> <p>Have I made a difference yet?</p>	<p>And I, Think of you often, And I, Worry sometimes, but I, remind myself that you know, You can come back to me, You can always come back to me,</p> <p>Ohh it's been a while since I've felt this way, I will criticise first, drown myself in the weight, Ohhh it's been a while since I've been/stood still, I just move to the next thing and the next thing until, I can't see a difference there,</p>	<p>And I, Think of you often, And I, Worry sometimes, but I, remind myself that you know, You can come back to me, You can always come back to me,</p> <p>So I meet your father's smile, I'm sure to dance, As you join the band, Oh I'll keep this moment for, All my life, Hold it in suspense</p>
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Reflection

Please share – what did you think about that?

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27/24/25



In summary:

The Spiralling Engagement Experiences of Creativity (SEEC) Model provides a way for teachers to engage in participatory (artistic) research with a possibilities focus.



Why not combine research/artistic practice and professional development with teachers to help them to develop skills to flourish, and have fun at the same time?



What do you think about this as a way to do research that privileges possibilities thinking as a strategy to rethink and 'recompose' careers?

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