

The Work We Do: Journal as Audit Trail

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We all have different ways of creating records of our engagements with the world. The first author of this piece, Jerome Harste, is well known for the 8¼" × 11" hardbound journals that he uses to organize his work as a language arts educator. These journals work as a repository for Harste's thoughts on his own work, the work of others, and education in general. He and Vivian Vasquez invite you to take a peek inside these journals as documentation of the work teacher researchers at the college level do.

The intent of this article is straightforward. We propose to use Harste's journals to illustrate the work of language arts educators at the university level. We argue that these journals create an audit trail for Harste's work and, as such, can be conceived of as one way of documenting the learnings of language arts professionals. We present the artifacts contained within the journals organized around particular thematics, but we want to emphasize that these patterns of organization became evident only in reflecting on the journals within the context of work and learning. Other readings are possible from these artifacts as well as the many others that did not make it into the confines of this analytical moment.

Our entry point into the journals was in terms of the work we and three other university faculty (Christine Leland, Anna Aceipka, and Kristina Schmidt) do in the context of developing a program of study for undergraduate students. In this program, we have responsibility for the entire professional sequence—educational psychology, the history and philosophy of education, multicultural education, art methods, science methods, social studies methods, student teaching and professional seminars. To get a handle on planning, we adopted a strategy that Leland and Harste had used in planning summer week-long workshops. This strategy involved thinking of each day in terms of strands. For example, in our summer workshop, we had strands on Reading, Curriculum, Research, Multiple Ways of Knowing, Demonstration and Reflection. Each day highlighted a particular theme but permitted multiple takes on the theme. For example, on a day in which Reading was the theme, we could write about our early reading memories, hear what others had to say about reading through professional readings and discussions, look at videos of exemplary classroom practices, plan mini-inquiries based on questions that were raised, experience the power of moving to art as a way of comprehending and interpreting text, study the miscues that a single reader made in an attempt to understand the reading process, and reflect on our experiences in a daily reflective journal.

Several exciting things happened in our curriculum planning in the fall. The first breakthrough came when Vas-

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quez saw that the strands we had created were another version of the authoring cycle (Harste, Short, w/Burke, 1988; Short, Harste, w/Burke, 1996) we had been using for years. The second breakthrough came from Harste's reading of an article by Arthur Applebee (1997) in which he argues why educators should be thinking about curriculum in terms of "conversations" instead of "concepts." Concepts are static and rely on transmission whereas conversations are joined.

From these insights, we developed a curricular planning device that built on the recursiveness of the authoring cycle model and re-viewed curriculum as conversations. During the three week unit on *Learning*¹ that we planned, we explored three key questions:

What is learning and who decides?

How do you organize a curriculum based on learning?

What are the different ways curriculum has been organized and why?

For each of these guiding questions, we have the following strands:

Composing: Exploring your voice . . . your current stance.

Making Connections: Professional readings.

Seminar: Hearing the voices of teachers and other educators who are currently working and studying in this area.

Research: Planning and conducting mini-inquiry projects that we can do in the field while this unit is being taught.

Multiple Sign Systems: Using art, music, math, process drama, and other sign systems to gain a new perspective on the topic.

Demonstration: In which we purposefully put our evolving personal theories of literacy and literacy learning to the test by focusing on tension.

New Curricular Directions: In which we position ourselves anew in relation to a topic by developing and field-testing new curricular engagements and invitations.

We used this curricular planning framework to think through and organize the collection of artifacts that found

their way into Harste's journal. Although the artifacts are Harste's, Vasquez's insights on using the curricular planning framework helped us see that Harste's journal could be used as an "audit trail" of his learning. We invite you to examine the artifacts to consider how they represent curriculum as an audit trail. Here are some questions to begin your analysis:

How do the forms of presentation enrich and expand our understanding of learning? Of convention? Or the relationship between form and function?

What connections and interpretations do journals of this type support and/or suppress?

What do Harste's learnings say about his personal curriculum? What might that insight say to us about curriculum?

What new inquiry questions do you have?

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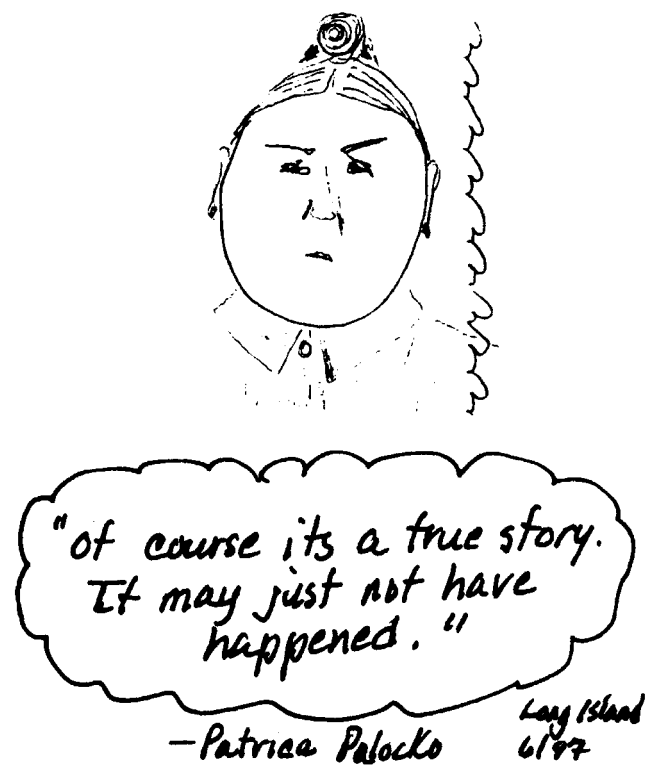


Figure 1. Harste's response to a presentation by Patricia Palocco.

Table 1. Making Sense of the Work We Do: A Contextual Map of Harste's Journal

Conversation Strand▶	What does it mean to lead and live a literate life as a college language arts instructor?
Composing Strand	<ul style="list-style-type: none"> • Curriculum as Audit Trail Article (draft retitled) • Notes from a telephone conference call to plan the Reading Matters Teleconference • Curriculum as Inquiry speech given at the Australian Reading Council's meeting in Melbourne
Making Connections Strand	<ul style="list-style-type: none"> • Professional lists of books and articles people have recommended I read • Children's books I read in an effort to keep up in the area of children's literature • Novels I've read during the period of keeping this particular journal
Seminar Strand	<ul style="list-style-type: none"> • Sketches of Maxine Green and Hal Abrams and notes taken at the Mid-Winter NRCLL and NCTE Research Assembly Meeting in Chicago, February, 1997
Research Strand	<ul style="list-style-type: none"> • Double entry notes of what two graduates of our program said when our new interns told them they were going to allow children to self-select curricular invitations • Chris Leland and my writing plans shared with The Indiana Inquiry Study Group (a writing and research support group of faculty members from IU and IUPUI's campus plus Karen Smith from NCTE who drives 3 hours to join us once a month) based on 1995–1996 field research • Comments made by interns during class discussion of professional readings on reading • Comments made by interns during class discussion of a newspaper editorial arguing that Ritalin was drugging our children rather than helping them solve their school difficulties
Demonstrations Strand	<ul style="list-style-type: none"> • Article on social justice Barbara Comber gave me at a summer study seminar in Adelaide, Australia; forced me to rethink Curriculum as Inquiry in terms of critical theory • A recommended reading list brochure reflecting England's new National Curriculum given to me on a summer study seminar at Exeter (evidence, I think, of a wide-spread danger of national curriculum that prioritizes certain voices and silences lots of others) • Photographs of what "Curriculum as Audit Trail" looks like as it was developed/used in Vivian Vasquez's three- and four-year-old junior kindergarten room in Mississauga, Ontario
Multiple Sign Systems Strand	<ul style="list-style-type: none"> • Sketch my son, Jason, made for me for use in <i>Talking Points</i>, the official publication of the Whole Language Umbrella • Sand castle Jason, Mary (Jason's girlfriend) and I made at Myrtle Beach while on vacation this past summer • Pencil color sketch I did of a kookaburra while visiting the Melbourne Zoo during my trip to keynote the First Whole Language Conference in Australia • Painted tissue paper collage of a clown I made following the viewing of Eric Carle's videotape "Picture Writer." My attempt to try his artistic technique on for size
Reflexivity Strand	<ul style="list-style-type: none"> • Summary of a talk Alan Luke and I had at IRA in Atlanta, May 1997 in which he summarizes his views of literacy and his concerns about whole language; samples of children's work
New Curricular Directions Strand	<ul style="list-style-type: none"> • Outline of a Toronto workshop given with Andy Manning (Mount St. Vincent University) to an international group of teacher researchers in which we invited participants to begin exploring the Reggio Emilia preschool program in Italy. Our thinking was that this program could help us understand how multiple sign systems can be used to create tension and drive theorizing in learners • A brochure announcing the start up of a second Center for Inquiry in South Carolina. • Curriculum Planning Sheet for thinking through unit on Learning Inquiry Cohort Group, Indianapolis, September, 1997

Composing: Finding my voice . . . Taking a stance . . .

Curriculum as Audit Trail

by Jerome C. Harste
Indiana University

In working with teachers and teacher educators over the past 20 years in an effort to reform literacy education specifically and public school education more generally, the following premises have taken on the status of truths for me:

- What teachers believe makes a difference.
- Teachers need to live the curriculum they are expected to teach.
- Difference, not conformity, drive the learning process.
- In order to improve instruction, teachers need to write curriculum.

While these "truths" are not beyond examination, what I wish to do in this article is introduce a research procedure I call "curriculum as audit trail" and then show how each of these beliefs are added in that procedure. I will argue that the curriculum as audit trail procedure supports ongoing professional development as inquiry as well as directly experience, reflect and act on that which follows - that by first inviting teachers to understand the increased likelihood that they will create similar

deep opening
get to what
is new.

Planning Meeting
Reading Matters Teleconference (10/9)
with broad view of what
to be literate
you establish a
moment for reading -
in room. Show
des.

Curriculum as Inquiry

Melbourne
Summer 93

Winnie the Witch • Legacy of WL - Build curr with and for
Getting to start our own school "Center for Inquiry"

Tell you about that school by making a variety of
comments on a variety of topics [Ken Good
says I'm good at quips so I promise to be "g

Curriculum I see curriculum as a meta
the lives you want to live or
people you want to be.
• Not that tough; not that eu
Special Ed Example

Disciplines when you say school +
what gets congered w
hopping on a little y
to study subjects su
health, etc.
• Changing this im
• Disciplines are
frame school.

Assessment The buzz words +
a assessment, pe
come based asse.
The problem with all
that it assumes we
development

Curriculum as Audit Trail

by Jerome C. Harste
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In research parlance, an "audit trail" is a collection of notes and artifacts that an auditor-- to retrace the thinking a researcher went through in reaching the conclusions she did. Because information isn't data until it has been analyzed (Lytle, 1990), an audit trail provides information in a fairly undigested or raw state which an outsider can use to draw his or her own conclusions.

Audit trails can be kept in notebooks, display boards, or classroom walls. All that is required is an opportunity to live an inquiry model of professional development as it provides teachers with a theoretical nature of teaching and learning, the importance of living the importance of writing curriculum for purposes of their ever evolving personal models of teaching and learning.

omer, 1984) so that
upon. Like
curriculum as

Making Connections: Reading widely . . .

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Novels Read

- Last Orders by Graham Swift 11/6
- Alias Grace by Margaret Atwood 11/27
- The Bone People by Keri Hulme
- The Fallen Man by Tony Hellerman

The Sixteen Pleasures by Robert

- After by Helwin Jules
- Trunk Music by Mic
- South of the Big 70
- Angela's Ashes b

"a heavy emphasis on reading as a cognitive skill has fragmented our notions of literary reading; just as typical short-answer questions about literature have fragmented our understanding of text."
 - Hyde, S. (1992). Challenging questions in the teaching of literature. In J. L. Ferguson (Ed), Literature Instruction: A focus on student response. Urbana, IL: NCTE.

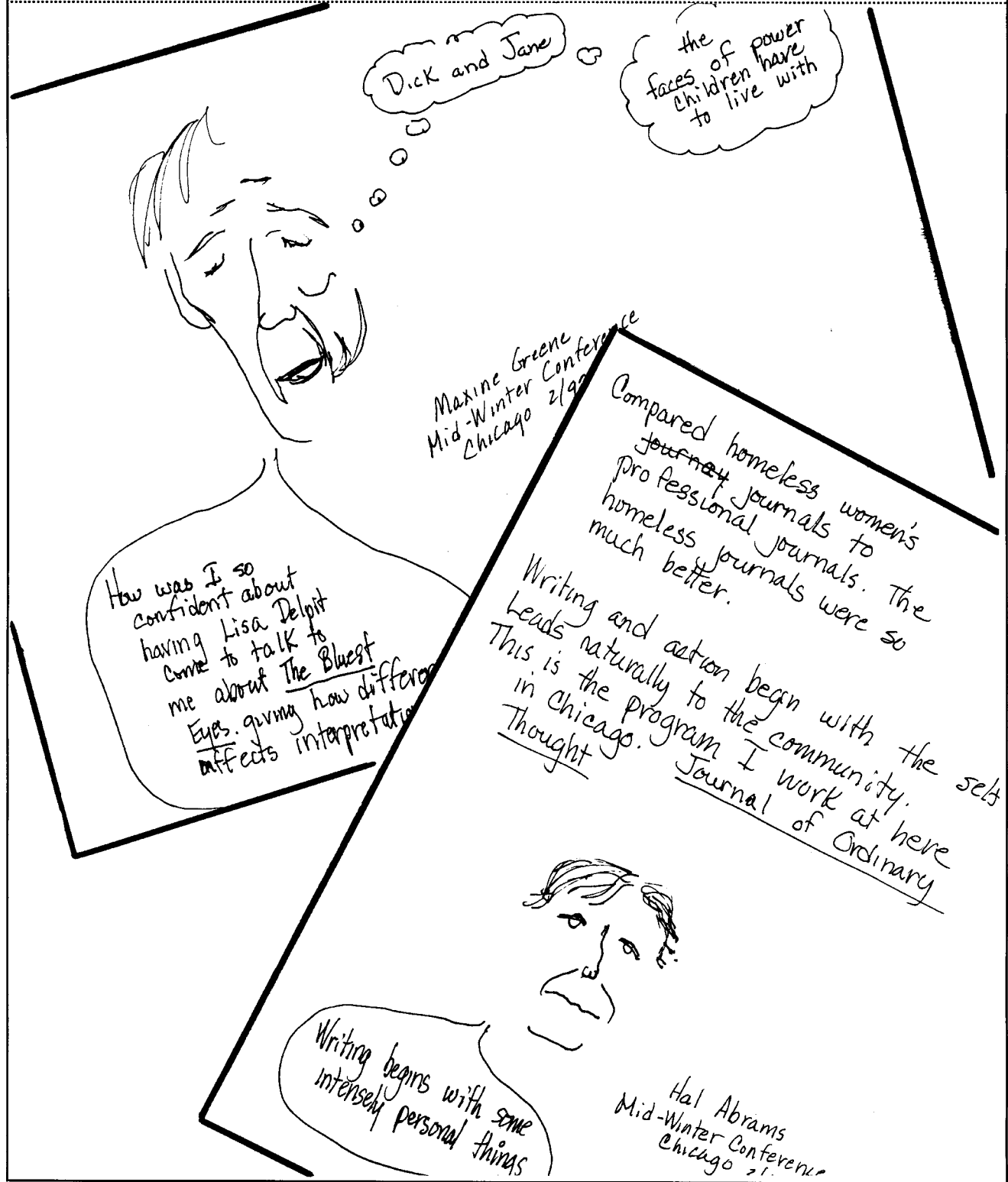
Children's Books

- Jep: His Story by Katherine Paterson (1/)
- Push by Sapphire (1/25)
- The Dust Bowl by Daniel Booth & Karen Bee
- Hilly's Purple Plastic Purse by Henkenis (2/)
- The Music of Dolphins (3/17)
- The Rifle (Gary Paulsen) (4/4)

Professional Must Reads

- Lisa Delpit Other People's Children
- Cochran-Smith AERJ Inquiry-based TE
- Denis Sumara (Simon Frazer) Journal of Curriculum Theorizing Recent Issue
- Sarah Freeman Exchanging Wtg/Exchanging Cultures
- The Dream Keepers (Jossey Bass)

Seminar: Other people's voices . . .



Research: Observations, plans, and on-going mini-inquiries . . .

Research Plans

RESEARCH PLANS
JEROME C. HARSTE
CHRIS LELAND

1. Write up with Joe Turner and [unclear] various theoretical alternatives of socio-psycholinguistic.
2. Write up with Chris Leland the stance study of interns and "what matters" statements by students. models that were used to conceptualize the program as a [unclear] critique where we have and haven't gotten during this first cohort.
3. Complete and write up with Chris Leland the picture study of CFI and [unclear] from the perspective of selected students.
4. Write up with Chris Leland "The semiotics of school and teacher education reform: lessons from whole language." Explain both understanding. Use insights from language, le [unclear] reflecting, and theorizing as fundamental of [unclear] nature.
5. With Chris Leland reapply for Spencer Pro [unclear]
6. Begin writing a book inquiry. Probably vary [unclear] everything from math investigations to mini-inquiry Discovery Clubs.

7. [unclear]
8. [unclear]

Class Meeting

"I think kids aren't always going to be excited about learning."

Example: math periodic table - Dave

Kathy
My son is on Riddan and it has helped. That's all I want to say.

We need to seriously interrogate comments like this!!

Discussion

Laura
"Providing choices would be too chaotic. They aren't ready for this."

"I'm afraid it's kids will just flit from one activity to another."
- Brian

Not particularly strong evidence that we had much of an effect.

Students' Comments

I was helping my niece and she was working on reflective pronouns and I said, "Wow, why do they need to learn this? What's the use? I couldn't find any use for this either."
- Jennifer

It's surprising how powerful personal exp. is.

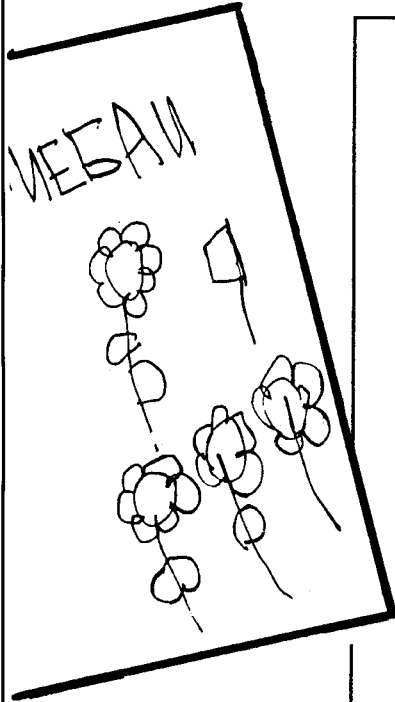
Demonstrations: Tensions that push thinking . . .



Multiple Sign Systems: Gaining new perspectives . . .



Reflexivity: Things I want to think about . . .



Summary of Talk w/ Allan Luke

Luke thinks we need to make language in/and community OBJECTS OF STUDY IN SCHOOLS.

Fairclough begins community study by gathering literary artifacts.

Being critical is a new hegemony.

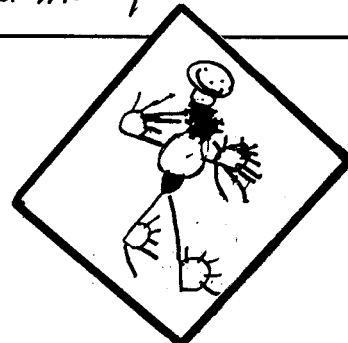
The recovery of voice is not the way we read a text.

Luke's problems with whole language:

- perseveration on child
- romantization of play (inquiry)
- focus on narrative . . .
- expressive writing

You don't do critical literacy by teaching kids about dominance, but by studying language and how it is that it does, to you.
what it does

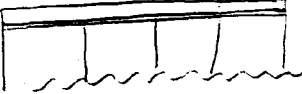
needs to be rethought from a cultural perspective — its now anchored in psychology
to make public what literacy can do.



New Curricular Directions: Repositioning myself . . . Taking new social action . . .

Interlearn Toronto

The Story of Three Kingdoms
 Reggio Emilia Tape
 Record observations you find interesting.



Share your observations (Small Group)

- 3 things I want to pull attention to
 - ✓ Relationship between theory & practice
 - ✓ Audit trail as "writing curriculum"
 - ✓ Use of sign systems to create anomalies

Hopping the anti:
 Literature Discussion of: The Giver
 by 4th Graders


How could we take
 to improve

Night

What Knowledge is Worth Teaching?

Composing: Exploring your voices...your current stance	What are the different ways curriculum has been organized and why?	How do you organize curriculum based on language?	What is learning and who decides?
Making Connections: Professional Readings	• Early Experiences • What conceptions of language • What knowledge is worth teaching?	Learning Deemed Deputy Taylor	Curriculum as Conversation Manning/Harste
Making Connections: Other Voices	Teleconference: Shanson Manning Taylor	Susan Sutton	Arbore
Research in the Field	• Take a scholar and find out as much as you can about her/him. • Interview, Read, Try it out Dewey, Vygotsky, Montessori, Bloom, Olson, Bruner, Erikson, Donaldson, Thornbize, Barbee, Gardner, Piaget		
Talking New Curricular Directions	Work with a struggling learner and find out how he/she learns. What helps the learner. How to best support her/him.		Create an invitation that explores something about what you have learned.
Reflexivity/ Feminist Demonstration that push our thinking	(Audit Trail) • Activities from Mixed Matters/ Drawing From the Right Side of the Brain • Draw a Shoe • Survey • Observation • Moby Bang Workshop • Eric Clark Workshop		Teacher Research Readings: Susan Oshagan Susan Settle Peggy Albers
Use of Multiple Sign Systems to push our thinking	Play around with multiple ways of knowing with children. Work with a child to develop an invitation to invite other children to attend.		Learning Something New • Read • Interview • Hands On • Keep Inquiry Journal
Mixed Inquiry: Taking a deeper look	Interview children to get at their eyes.		

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Note

1. Instead of entitling this unit Learning, we are now calling it *What Knowledge is Worth Teaching?*

References

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