

UNDERSTANDING EXCESSIVE TEACHER AND FACULTY ENTITLEMENT

Digging at the Roots

Edited by Tara Ratnam
and Cheryl J. Craig

ADVANCES IN RESEARCH
ON TEACHING

VOLUME 38

UNDERSTANDING EXCESSIVE
TEACHER AND FACULTY
ENTITLEMENT

ADVANCES IN RESEARCH ON TEACHING

Series Editor: Volumes 1–11: Jere Brophy

Volumes 12–29: Stefinee Pinnegar

Recent Volumes:

- Volume 19: From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community
- Volume 20: Innovations in Science Teacher Education in the Asia Pacific
- Volume 21: Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 22: International Teacher Education: Promising Pedagogies (Part A)
- Volume 22: International Teacher Education: Promising Pedagogies (Part B)
- Volume 23: Narrative Conceptions of Knowledge: Towards Understanding Teacher Attrition
- Volume 24: Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 25: Exploring Pedagogies for Diverse Learners Online
- Volume 26: Knowing, Becoming, Doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry
- Volume 27: Innovations in English Language Arts Teacher Education
- Volume 28: Crossroads of the Classroom: Narrative Intersections of Teacher Knowledge and Subject Matter
- Volume 29: Culturally Sustaining and Revitalizing Pedagogies
- Volume 30: Self-study of Language and Literacy Teacher Education Practices
- Volume 31: Decentering the Researcher in Intimate Scholarship: Critical Post-human Methodological Perspectives in Education
- Volume 32: Essays on Teaching Education and the Inner Drama of Teaching: Where Biography and History Meet
- Volume 33: Landscapes, Edges, and Identity-Making
- Volume 34: Exploring Self Toward Expanding Teaching, Teacher Education and Practitioner Research
- Volume 35: Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools
- Volume 36: Luminous Literacies: Localized Teaching and Teacher Education
- Volume 37: Developing Knowledge Communities through Partnerships for Literacy

ADVANCES IN RESEARCH ON TEACHING VOLUME 38

UNDERSTANDING EXCESSIVE TEACHER AND FACULTY ENTITLEMENT: DIGGING AT THE ROOTS

EDITED BY

TARA RATNAM

*Independent Teacher Educator and
Researcher, India*

And

CHERYL J. CRAIG

*Department of Teaching, Learning and Culture,
Texas A&M University, USA*



emerald
PUBLISHING

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Copyright © 2021 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-941-2 (Print)

ISBN: 978-1-80043-940-5 (Online)

ISBN: 978-1-80043-942-9 (Epub)

ISSN: 1479-3687 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

To the teachers working in the trenches for self-preservation and the “blaring people” in academia – all who need the healing that comes from heightened awareness of excessive entitlement in self and others.

This page intentionally left blank

CONTENTS

<i>List of Figures and Tables</i>	<i>xi</i>
<i>About the Editors</i>	<i>xiii</i>
<i>About the Contributors</i>	<i>xv</i>
<i>List of Contributors</i>	<i>xix</i>
<i>Foreword</i>	<i>xxi</i>
<i>Acknowledgements</i>	<i>xxiii</i>

Introduction: The Idea of Excessive Teacher Entitlement: Breaking New Ground	1
<i>Tara Ratnam and Cheryl J. Craig</i>	

**SECTION I
ILLUMINATING THE CULTURAL HISTORICAL
ROOTS OF TEACHER ENTITLEMENT**

A Literature Review of the Concept of Entitlement and the Theoretical Informants of Excessive Teacher Entitlement	17
<i>Lobat Asadi and Salma Ali</i>	
Exploring Teacher Entitlement: Perspectives from Personal Experience	35
<i>Tom Russell</i>	
Entitlement as a Promising Concept for Teacher Education Research: From Displacement to Ethical Reframing	47
<i>Magdalena Kohout-Diaz and Marie-Christine Deyrich</i>	
Teachers' Role and Expectations: Processes versus Outcomes	63
<i>Heidi Flavian</i>	

SECTION II WHEN ENTITLEMENT BECOMES A MEANS TO DEFLECT CHANGE

- The Interaction of Culture and Context in the Construction of Teachers' Putative Entitled Attitude in the Midst of Change** 77
Tara Ratnam
- The Entitled Teacher: Perpetrator or Victim?** 103
David Kirshner and Kim Skinner
- Learning Difficulties: On How Knowing Everything Hinders from Learning Anything New** 117
John Buchanan and Wendy Holland
- Implicit Pedagogical Entitlement in Teachers' Profession in Iran: A Socio-professional Discourse** 133
Khalil Gholami and Sonia Faraji
- In-service Teacher Entitlement Attitude: A Case Study from the Spanish Context** 149
Inmaculada Hernández and Juanjo Mena

SECTION III CURRICULAR EXPERIENCES: HIGHER EDUCATION

- Back in the Middle (Again): Working in the Midst of Professors and Graduate Students** 165
Cheryl J. Craig
- Faculty Entitlement: Perspectives of Novice Brazilian University Professors** 179
Martha Prata-Linhares, Helena Amaral da Fontoura and Maria Alzira de Almeida Pimenta
- In Between Wellness and Excessive Entitlement: Voices of Faculty Members** 191
Feyza Doyran and Özge Hacıfazlıoğlu

Entitlement in Academia: Multiperspectival Graduate Student Narratives	205
<i>Miguel Burgess Monroy, Salma Ali, Lobat Asadi, Kimberly Ann Currens, Amin Davoodi, Matthew J. Etchells, Eunhee Park, HyeSeung Lee, Shakiba Razmeh and Erin A. Singer</i>	

SECTION IV MAKING THE INVISIBLE VISIBLE: HELPING EDUCATORS EXTRICATE THEIR UNCONSCIOUS SELF

Was It a Case of Teacher Educator Entitlement? Revisiting Faculty Perspective on Pre-service Teachers' Classroom Behaviours	227
<i>Eunice Nyamupangedengu and Constance Khupe</i>	
Inquiring into Practice and Agency	241
<i>Hafðís Guðjónsdóttir</i>	
The Unknown Self: Small Stories from an Online Teacher Community in China	257
<i>Jing Li</i>	

SECTION V PULLING IT ALL TOGETHER

Excessive Teacher/Faculty Entitlement in Review: What We Unearthed, Where to from Here	273
<i>Cheryl J. Craig and Tara Ratnam</i>	
<i>Afterword</i>	285
<i>Index</i>	291

This page intentionally left blank

LIST OF FIGURES AND TABLES

Figure 1.	The Conceptual Framework Behind the Entitlement Discourse among Iranian Teachers.	145
Figure 1.	Drawing Given to the Teacher by Carmen.	156
Figure 1.	The Conceptual Framework Behind the Entitlement Discourse among Iran Teachers.	278
Table 1.	Overview of Crossdisciplinary Framework.	107
Table 1.	Profile of Teacher Participants in the Study.	137
Table 1.	Themes and Meaning Units.	185
Table 1.	Demographic Information about the Participants.	195
Table 1.	A Summary of the Identified Entitled Behaviours and Their Possible Causes.	234

This page intentionally left blank

ABOUT THE EDITORS

Tara Ratnam, PhD, is an independent teacher educator and researcher from India. She is an Associate Editor for Teacher Education, *Frontiers in Education*. She is a member of the Executive Committee of ISATT (International Study Association on Teachers and Teaching).

Cheryl J. Craig, PhD, is a Professor, an Endowed Chair of Urban Education and the Program Lead for Technology and Teacher Education in the Department of Teaching, Learning and Culture, Texas A&M University. She is an American Educational Research Association Fellow.

This page intentionally left blank

ABOUT THE CONTRIBUTORS

Salma Ali is a PhD student at Texas A&M University. Her research interests center around the use of technology in the classroom, TPACK, and multicultural education. She has 10 years of classroom teaching experience in UAE and in the US.

Lobat Asadi earned her PhD in Curriculum and Instruction from Texas A&M University. As an educator, researcher and storyteller, she focuses on cultural, racial, sociolinguistic, gender and other issues of equity in education. She is interested in arts-based education and integration, as well as social ecology.

John Buchanan is an Associate Professor in Teacher Education at the University of Technology, Sydney. His teaching and research interests include teacher professionalism, quality, retention and attrition, intercultural education, global studies, TESOL and history, geography and civics and citizenship.

Kimberly Ann Currens taught secondary mathematics and was in the US Air Force before earning degrees in engineering, business, and curriculum and instruction. Her research focuses on reading as learning resources in mathematics, aiming to develop targeted reading strategies for the teaching of mathematics.

Amin Davoodi is a doctoral student in ESL, Technology and Teacher Education at Texas A&M University. His research interests are equity for English language learners, second language learning and robot assisted learning.

Marie-Christine Deyrich is Professor Emeritus of the University of Bordeaux, France. Her research on teacher and teaching focuses on comparative higher education studies and educational policies relating to teacher development in inclusive environments.

Feyza Doyran is the Head, English Language Teaching, Hasan Kalyoncu University, Turkey. She earned her MA (English Language Teaching) and PhD (Educational Sciences) from Middle East Technical University. She is Turkey's national representative on the Executive Committee of ISATT.

Matthew J. Etchells is the Director of Education Outreach, Marketing and Communications, for the Education Leadership Research Center (ELRC) & Center for Research and Development in Dual Language and Literacy Acquisition (CRDLLA). His research focuses on teacher identity and education.

Sonia Faraji has a Master's degree in Curriculum Studies. Her main research interest is teacher professional identity. She is engaged in two research projects on teaching and teacher education. She also has worked as an elementary teacher for two years.

Heidi Flavian is a Senior Lecturer and the Head of Special-Education department at Achva-Academic-College in Israel and a Co-Editor of the *Journal of Quality Assurance in Education*. Her research focuses on teacher preparation and thinking processes among learners.

Helena Amaral da Fontoura is a Professor in the Department of Education at the State University of Rio de Janeiro. She has a PhD in Science ENSP/Fiocruz (1997), a Post-Doctorate in Education at the University of Barcelona (2007) and UFMT (2017).

Khalil Gholami earned his PhD in Education from the University of Helsinki (2009). He is a faculty member at the University of Kurdistan. His main research interests are teaching and teacher education.

Hafdis Guðjónsdóttir is a Professor at the University of Iceland. She pursues qualitative research methodology, practitioner research and self-study focusing on inclusion, multicultural education, pedagogy and educational practices, teacher development and professionalism. Hafdis is the co-editor of *Teaching and Teacher Education*.

Özge Hacifazlıoğlu is a Professor and Vice-Rector at Hasan Kalyoncu University, Turkey. She holds a doctorate in Educational Administration. She is the Outreach Coordinator on the ISATT (International Study Association on Teachers and Teaching) Executive Committee.

Inmaculada Hernández is Adjunct Professor in the Faculty of Education, University of Salamanca, where she coordinates the Practicum subjects for all degree programs. She is also a Primary School Teacher in the public school system in Castilla y León, Spain.

Wendy Holland is an Academic in Teacher Education at the University of Technology Sydney. Her teaching and research interests include intercultural education, Indigenous Australian education and supporting preservice teachers to become culturally competent and responsive educators.

Constance Khupe is a Student Academic Advisor in the Faculty of Health Sciences at the University of Witwatersrand. Her research interests lie in Indigenous knowledge and the influence of language and culture on learning, student academic development and success.

David Kirshner is Professor of Mathematics Education and Associate Director of the Gordon A. Cain Center for STEM Literacy at Louisiana State University. He is Associate Editor of the *International Journal of Mathematical Thinking and Learning*.

Magdalena Kohout-Diaz is a Professor at the University of Bordeaux, France, and an Associate Professor at Charles University, Prague, Czech Republic. At the Laboratory of Cultures-Education-Societies (LACES -EA 7437), her research mainly focuses on philosophy, educational sciences, and psychoanalysis.

HyeSeung Lee taught Physical Education and studied Sport Pedagogy in Korea and is currently pursuing a doctoral degree in Curriculum and Instruction at Texas A&M University. Her research focuses on teachers' embodied spirituality and hidden wholeness.

Jing Li is a Research Fellow in the Faculty of Education, East China Normal University. Her research focuses on teachers' personal-professional development in urban/rural schools, teacher knowledge communities, teacher identity, teacher retention in high-needs areas and narrative inquiry.

Juanjo Mena, PhD, is Associate Professor at the Department of Education, University of Salamanca, Spain. He is the Treasurer of ISATT and a research collaborator with Kazan Federal University, Russia. His research interests are mentoring, practicum, teacher education, and ICT.

Miguel Burgess Monroy is an Assistant Professor at the University of Houston (US) where he teaches bilingual education to pre-service teachers. He researches issues concerning Latinx teacher education in the United States and Mexico.

Eunice Nyamupangedengu is a Senior Biology Teacher Educator at the University of Witwatersrand, South Africa. She is a member of AERA and is interested in practice-based research, Self-Study of Teacher Education Practices (S-STEP) and Pedagogical Content Knowledge (PCK).

Eunhee Park is a PhD candidate in Curriculum and Instruction at Texas A&M University. Her research interests include utilizing music in general education, culturally relevant curriculum, curriculum integration, preservice teacher education, a/r/t/ography and musical narrative inquiry.

Maria Alzira de Almeida Pimenta has a PhD in Education from the State University of Campinas. She is currently a Professor in the Graduate Program in Education, University of Sorocaba and Leader of the Research Group on Higher Education, Technology and Innovation.

Stefinee Pinnegar is a Teacher Educator at BYU. She began teaching on the Navajo Reservation. Her research focuses on teacher education through self-study of practice. Currently, she is the series editor for *Advances in Research on Teaching Series* and *Frontiers* teacher education journal for Frontiers.

Martha Prata-Linhares, PhD, is an Associate Professor, Federal University of Triangulo Mineiro, Brazil. Her research interests include teacher education and professional development, and teaching and learning in contemporary digital culture interconnected with curriculum studies and arts.

Shakiba Razmeh is a Doctoral Student in ESL, Technology and Teacher Education at Texas A&M University. She is interested in language identity, socio-cultural aspects of English language teaching, and second language learning.

Tom Russell is Professor Emeritus at Queen's University in Kingston, Ontario, where he taught for 42 years. His teaching focused on physics methods and research on how individuals learn to teach, with particular attention paid to learning from experience and tacit craft knowledge.

Erin A. Singer graduated in 2019 with her doctorate in Curriculum and Instruction from Texas A&M University. She is currently the lead coordinator for Massive Open Online Professional Individualized Learning (MOOPIL) at the Education Leadership Research Center, Texas A&M University.

Kim Skinner is an Associate Professor of Literacy and Curriculum Studies in the School of Education of Louisiana State University. Her recent scholarship employs ethnography as a means for understanding literacy events in and outside of classrooms.

LIST OF CONTRIBUTORS

<i>Salma Ali</i>	Texas A&M University, USA
<i>Lobat Asadi</i>	Texas A&M University, USA
<i>John Buchanan</i>	University of Technology Sydney (UTS), Australia
<i>Cheryl J. Craig</i>	Texas A&M University, USA
<i>Kimberly Ann Currens</i>	Texas A&M University, USA
<i>Amin Davoodi</i>	Texas A&M University, USA
<i>Marie-Christine Deyrich</i>	University of Bordeaux, France
<i>Feyza Doyran</i>	Hasan Kalyoncu University, Turkey
<i>Matthew J. Etchells</i>	Texas A&M University, USA
<i>Sonia Faraji</i>	University of Kurdistan, Iran
<i>Heidi Flavian</i>	Achva Academic College, Israel
<i>Helena Amaral da Fontoura</i>	State University of Rio de Janeiro, Brazil
<i>Khalil Gholami</i>	University of Kurdistan, Iran
<i>Hafðís Guðjónsdóttir</i>	University of Iceland, Iceland
<i>Özge Hacıfazlıoğlu</i>	Hasan Kalyoncu University, Turkey
<i>Inmaculada Hernández</i>	University of Salamanca, Spain
<i>Wendy Holland</i>	University of Technology, Sydney (UTS), Australia
<i>Constance Khupe</i>	University of the Witwatersrand, South Africa
<i>David Kirshner</i>	Louisiana State University, USA
<i>Magdalena Kohout-Diaz</i>	University of Bordeaux, France
<i>HyeSeung Lee</i>	Texas A&M University, USA
<i>Jing Li</i>	East China Normal University, China
<i>Juanjo Mena</i>	University of Salamanca, Spain
<i>Miguel Burgess Monroy</i>	University of Houston, USA
<i>Eunice Nyamupangedengu</i>	University of the Witwatersrand, South Africa
<i>Eunhee Park</i>	Texas A&M University, USA
<i>Maria Alzira de Almeida Pimenta</i>	University of Sorocaba, Brazil
<i>Stefinee Pinnegar</i>	Brigham Young University (BYU), USA

*Martha Prata-Linhares*Federal University of Triangulo Mineiro,
Brazil*Tara Ratnam*Independent Teacher Educator and Researcher,
India*Shakiba Razmeh*

Texas A&M University, USA

Tom Russell

Queen's University, Canada

Erin A. Singer

Texas A&M University, USA

Kim Skinner

Louisiana State University, USA

FOREWORD

All learning is autobiographical and, as Dewey asserts, comes from purposeful reflection on personal experience. The experience that initiated this process of deep reflection about teachers and their learning stemmed from my involvement in a curriculum renewal process in India back in the 1980s. This was a time when ideas of empowering teachers by giving them more active participatory roles in the higher echelons of decision-making such as syllabus and material production were gaining ground in educational literature. I was part of a small group of teachers who carefully put together a set of materials and an evaluation scheme based on progressive ideas current in ESL teaching. Brimming with the enthusiasm of torch bearers we took the innovation to our teacher colleagues only to see that it failed to evoke the same spirit of commitment we had expected of them.

Time after time, in the curricular reform studies I have undertaken since then, I have heard the same refrain, “Teachers are not willing to change.” This left me puzzling over my paradoxical experience with teachers: the expression of a desire to improve and change, on one hand, and their seeming disinclination to take charge of their learning and to reconsider their practice, on the other. The latter seemed to entitle one to blame students for a failure not of their making. It is while trying to characterize teachers’ seeming reluctance to change that I stumbled upon the idea of “excessive teacher entitlement” as a counterpart to the popular characterization of some students as overly privileged in academic settings. What started as a quest to understand the cultural embrace of ‘intellectual arrogance’ among teachers/faculty led me to question the limits of my own knowing.

As a child, I listened to stories about *rishis* in the Himalayas, who had matted locks and long beards, and who supposedly engaged in *tapas* (deep meditation) for eons to gain *Ātmajñāna* (self-realization). The idea of self-realization, which sounded very esoteric and remote from my reality at that time, started making sense years later as I engaged in this humbling process to combat excessive entitlement present in myself and others through *Ātmajñāna* and the attendant empathetic understanding of the other.

My desire to create a symposium on the topic of excessive teacher/faculty entitlement for the ISATT conference 2019 in Sibiu, Romania, immediately resonated with international scholars. Cheryl Craig was the first to respond. She was excited at the prospect of moving the concept from uncharted territory into the field of teaching and teacher education. I sensed the germination of an additional layer of meaning in the idea of “generous scholarship” (Craig, 2020) which she introduced in her keynote speech at that very conference. This connection is finding more explicit expression in our dialogues today.

Two symposia were organised at Sibiu to accommodate more voices bringing diverse perspectives into our deliberations. They created a legitimate professional platform to talk about the sources of oppression in the workplace, giving words and meaning to knowledge and emotions that had been simmering a long time. This cathartic release was a liberating experience according to the symposium participants.

It was Cheryl Craig who suggested that a book would bring fruition to our productive symposia. We used this opportunity to invite more international contributors to advance our thinking and to build a knowledge base on the crucial issue of “excessive teacher/faculty entitlement”, a phenomenon that seized my attention decades ago and has ruminated in my mind ever since.

Tara Ratnam
Independent Teacher Educator and Researcher, India

REFERENCE

Craig, C. J. (2020). Generous scholarship: A counternarrative for the region and the academy. In C. J. Craig, L. Turchi, & D. M. McDonald (Eds.), *Cross-disciplinary, cross-institutional collaboration in teacher education. Palgrave studies on leadership and learning in teacher education* (pp. 351–362). New York, NY: Palgrave Macmillan.

ACKNOWLEDGEMENTS

We, the editors, would like to acknowledge with gratitude Dr Xiao Han for her patient and meticulous formatting work.

We are grateful to all the reviewers for their willing investment of time and effort: Michael O'Loughlin, Anna Stetsenko, Carola Steinberg, Sheila Hirst, Wendy Nielson, Peter Smagorinsky, Hafdís Guðjónsdóttir, John Buchanan, David Kirshner, Marie-Christine Deyrich, Wendy Holland, Kim Skinner, Eunice Nyamupangedengu, Constance Khupe, Khalil Gholami, Tom Russell, Juanjo Mena, Martha Prata-Linhares, Helena Fontoura and Sunil Iyengar.

Special thanks go to Sheila Hirst for her valuable editorial assistance.

We thank all the people associated with the production of this book, in particular, Stefnee Pinnegar, Kim Chadwick and her Emerald Publishing team.

This page intentionally left blank

INTRODUCTION: THE IDEA OF EXCESSIVE TEACHER ENTITLEMENT: BREAKING NEW GROUND

Tara Ratnam and Cheryl J. Craig

ABSTRACT

The notion of excessive teacher entitlement arose out of concerns with trying to understand and find a language to describe the paradox of faculty/teachers' intransigence in the face of the flexibility required of them to promote the learning and well-being of all in the institutions they serve. Through unique narratives, the authors trace the parallel paths they negotiated in their challenging curricular journeys, which led them to unmute teachers' voices cached in reform stories. The first author, Tara Ratnam, coined the term "excessive teacher entitlement" to characterize the putative deficit view of teachers that is projected onto them and how the concept of the teachers' "best-loved self," which the second author, Cheryl Craig, developed, embraces teachers' input and complements "excessive teacher entitlement," albeit from a different direction and perspective. This introduction also provides a bird's-eye view of the diverse ways and contexts in which leading international authors examine excessive teacher entitlement in the 17 chapters that follow.

Keywords: Excessive teacher entitlement; best-loved self; curricular journey; understanding teachers; contexts and relations

Our gaze at the other is a reflection of the image of ourselves, our self-understanding, a form of self-entitlement we project onto that other. This book marks a culmination

of this wisdom gathered by Tara over decades of repeatedly rolling the boulder up the hill like Sisyphus as she storied and restoried her unique curricular experiences.

Cheryl and Tara lived and grew up oceans apart, Cheryl, first in Canada and then the United States, and Tara, in India, unaware of each other's curricular stories until the S-STEP 2009 conference held at Herstmonceux Castle in East Sussex, UK. That is where their pathways crossed and while sharing a taxi, a new synergy was created. Cheryl's long-time preoccupation with notions of "curriculum making" and "the best-loved self" pulsed with Tara's ideas about teacher entitlement, adding complementary dimensions to this book's theme of teacher/faculty entitlement.

TARA

The curricular innovation experience I alluded to in the Foreword to this book was the beginning of my inquiry into what seemed teacher intransigence. I have relived this story by retelling it again and again for decades until I could name what I have come to know about this phenomenon. The curricular misadventure of which I partook made teachers the targets of venting. This unanticipated ugly twist of our genuine curricular intentions was a decentering experience that led me to research. I plunged into a quest to understand why our good intentions had become distorted and failed to resonate positively with teachers: Why did teacher colleagues betray the trust with which we took our innovation to them, an innovation that was meant for the common good of all students?

The curricular study I pursued – to find an answer to this question about teachers' oppositional behavior – confronted me with a question about myself: Was it the teachers who betrayed our trust or was it we who had betrayed the teachers by forming a clique and failing to acknowledge their non-passive role in a project meant for and by teachers? The empathy that this self-understanding brought was strengthened over years of working closely with teachers and earning credibility with them. This work with teachers was accompanied by ongoing dialogue with the self and others. Those "others" primarily included Lev Vygotsky (1978, 1987) and Mikhail Bakhtin (1981, 1984, 1986), whose work awakened me to the in-betweenness of the realm from which teachers' thinking and action emerged at the intersection of the subjective individual and social world. This viewpoint transformed my earlier uninformed perspective of teachers as self-contained individuals solely responsible for their actions. It was a liberating moment. I had found a new way of seeing the teachers. This new understanding freed me from the dominant deficit view of the teachers, a perspective that had colonized my mind, becoming the root cause of my discomfort. I was inching towards easing that discomfort by becoming able to provide a conceptually justified understanding of the complexity of teachers' work, how others are profoundly enmeshed with everything teachers do.

The gestalt change in my view of teachers occurred after years of work and reflective dialogues. It took many more years before I could find a language to name what teachers are *not* from this new point of view, viz., "excessively entitled." The nullifying of the intentions underlying the aforementioned curriculum

innovation by teachers can be interpreted glibly as “excessive entitlement,” a lack of disposition among teachers to adapt themselves to the futuristic needs of the students they teach. This interpretation slaps a deficit view on teachers by invoking a constellation of negative behavioral attributes such as being irresponsible, rigid, egoistic, uncaring and incompetent. At the same time, it points to an inadequacy in our interpretation of teachers, by missing the interacting factors beyond teachers’ individualist characteristics that impinge upon their thinking and action. This complexity of teachers’ work unfolded for me as my attention turned to the dilemmas they faced in the daily ethical choices they made as they navigated environments of multilayered social webs shot through with contradictory demands and expectations. The embedded nature of teachers’ actions drove me to probe the dynamics of the sociopolitical, economic and cultural–historical underpinnings of excessive teacher entitled behavior purported to be an individual construction. Ultimately, I grew to understand the relational nature of excessive teacher entitlement, precipitated intersubjectively by actors not only in the immediate institutional context of the teacher but also in the wider sociocultural milieu.

The change in my understanding of teachers shows that the problem lies not in them, but in our inadequate understanding of this phenomenon. The notion of “excessive teacher entitlement” is putative. It manifests our understanding of teachers, what we believe them to be, which need not necessarily align with who they are or who they are not. In the case of our curricular innovation, it was our entitled attitude – our arrogance, our unreasonable expectations and our lack of wisdom, that made us ignore the reciprocal nature of dissemination and the imperative of teachers’ agentive engagement with them. This, and not teachers, posed the real problem. Teachers found themselves on the receiving end of our entitled attitude. They had to bear the brunt, the shame and blame of it. How we understand teachers makes a big difference. It is important to characterize who teachers are not in order to relieve them of the baggage of excessive entitlement they are made to carry, a burden that is antithetical to their image as agentive and responsible professionals. Teachers need an environment where they can reclaim what is rightfully due to them, in other words, what they are justly entitled to: respect, voice and autonomy.

My long curricular journey, which seemed like chasing an ever-receding mirage, has not been without rewards. Through personal experience, I may claim with authenticity that the activation of excessive entitled behavior as well as the development of agency take place through our “embeddedness in social context and within relations to others” (Stetsenko, 2009, p. 3).

In trying to understand teachers, I was understanding myself, my growth, my tensions and uncertainties, and the pain and joy of self-discovery – all of which convinced me that the path to self-realization is possible only through the contribution of others and their storied and re-storied experiences. Reciprocally, a heightened consciousness of the self can increase the ability to check excessive entitlement and contribute to the co-creation of social well-being.

CHERYL

I come to this inquiry having spent my research career studying the personal practical knowledge (Clandinin, 1985) of preservice and in-service teachers as it developed in their knowledge communities (Craig, 1995a, 1995b), shaping what and how they come to know, do and be in context. I came to a close-up understanding of why teachers do not enact changes researchers, educational agencies and school districts demand. In Canada (Craig, 1992), beginning teacher, Benita Dalton, taught me that teachers, like her, know how to team teach but may not be able to do so due to unwilling and/or unprepared teaching partners and/or institutional contexts where parents and districts do not agree with the plotlines assigned to schools. Tim, the other beginning teacher whose practice I investigated, did not focus as much on the image of the good teacher as Benita did, but instead paid close attention to what constituted a good school milieu. Together, these entry level teachers, Tim and Benita, awakened me to the significance of the contexts of teaching and the degree to which they are determining factors of what teachers know, do and be, regardless of teachers' productive bents and their overwhelming desires to be curriculum makers rather than curriculum implementers of state mandates. Then, I moved to the United States. In my new educational context, I awakened to something else: the long-term impact of school segregation/desegregation, which resulted in African American students leaving their home communities to be racially integrated into white schools. Also, Latinx students were sent to black schools as white flight to the suburbs became more prevalent, especially in urban areas. These complex racial relations compounded the complexities of school contexts as I had known them in Canada. Fellow researchers at that time noted that the tone of my inquiries became "sharper" as a result of my move to the United States. This was due to my encounters with unresolved racial issues that continue to exist in the American South where I still conduct research studies. My early years in the United States were spent immersed in the Houston Annenberg Challenge reform work, which brought \$60 million dollars to 11 lead campuses and over 180 schools after that. I was chosen as the field-based researcher for five lead campuses and became the summative evaluator for a sixth one. Overall, I worked with two elementary schools, two middle schools and two high schools over a five-year period. I often captured what unfurled through unpacking lived metaphors teachers and principals shared with me. For example, T. P. Yaeger's literacy teachers announced that their school reform experiences resembled the eighth grade short story, *The Monkey's Paw*, with the message it carried to colonialists: "Be careful what you wish for in case you get it" (Craig, 2001). Hardy Academy (Grades 6–8), which was located in the school district that was among the last to resolve its failure to desegregate properly as ordered by the court, had teachers who likened their campus's reform agendas to "dueling banjos." On one hand, an industry reform wanted to prepare its students to be workers in the local economy, while the Annenberg initiative, on the other hand, opened up a full spectrum of job opportunities and life possibilities to Hardy's student population (Craig, 2003). Then, there was Eagle High School whose principal, Henry Richards, claimed his

campus had a “dragon in the school backyard.” The outdoor dragon – the high stakes accountability agenda emanating from the state – was attempting to snuff out the campus’s relevancy dragon that was inside the school and supported by Henry and Eagle’s teaching faculty (Craig, 2004). Additionally, Lydia Thomas spoke of Destiny High School, which was located in a middle-upper-class neighborhood, as a “rainbow fish” – a campus that had everything but did not know how to share (Craig, 2003). The irony of this later school was made public when I conducted its summative evaluation. Destiny’s school district had struck a memorandum of agreement *before* Destiny became associated with the reform initiative. The agreement allowed Destiny (120 students, 6% diverse) to hire extra teachers – in effect, two teachers per classroom – while schools like Yaeger (1,500 students, ~65% diverse), Hardy (600 students, ~96% diverse) and Eagle (3,500 students, ~95% diverse) did not feel entitled to a 50% reduction of their teacher–student ratios when the reform movement began. I also helped several other campuses in the second round of funding, one being Hawthorne Middle School, which was in the same feeder pattern as Eagle. That campus’s context had the most violent street in America passing through its attendance zone. After the Annenberg school reform work, I continued my research studies at T. P. Yaeger, among other schools. At Yaeger, Laura Thomas felt pierced like a “butterfly under a pin” (Craig, 2012) due to the campus’s literacy reform forcing her to abandon her curriculum-making image and to become a curriculum-implementer against her will. In addition, Anna Dean, the beginning teacher with whom I worked there, declared she was learning “to teach in the ‘eye of a storm’” (Craig, 2013). Others repeatedly pinpointed “tensions in teacher community” as their natural knowledge communities (Craig, 1995a, 1995b) clashed with the assigned professional learning communities that were predetermined by what school district administrators had gleaned from the literature. Here, the potentially promising practice of Professional Learning Communities (PLC) – introduced by the administrative wing of the academy – ironically became corrupted by excessive administrative oversight and a failure from the outset to bring teachers and teacher educators into the developing conversation. Finally, long-term research participant (1997–2017), Daryl Wilson was negatively impacted by his students’ high stakes accountability test scores, which were simplistically interpreted by his seventh new principal of the nine administrators he had in all. Daryl named the long-term educational trend as one where “data is [G]od” (Craig, 2020a). What Daryl meant was that no wiggle room remained for teachers to enact their personal knowing and sensibilities – their best-loved self – as part of their teaching practices. Absolutely everything – including teachers’ pay for performance – depended on the data mining in which school districts and yes – a number in academia – had placed their faith. In sum, the narrowing of the classroom space (Craig, 2009) had made it so contested and so restrictive that no viable way remained for teachers to be curriculum makers. Curriculum implementation increasingly became the only avenue open to them. Reflecting backward on my cumulative research conducted in Greater Houston, I saw in hindsight and with greater clarity that policymakers had had only one move in their playbooks for two decades: standardization. Another significant understanding that arose was

that agencies, staff developers and consultants cannot change teachers, despite their grand claims to do so and their repeated attempts. Exiting my Houston Annenberg Challenge reform movement work, I recognized that:

...regardless of how big we begin, how grandiose and complicated our stories of reform may be, how many sponsors we identify, how much financial support we garner, and how high-minded and pure-hearted our purposes may be, we inevitably return to the individual teacher as a knowledgeable and knowing *potential* change agent of one. (Craig, 2003, p. 201, italics in original)

This explains why the Portfolio Group – a group of teacher researchers (Craig, Curtis, Kelly, Martindell, & Pérez, 2020) – and the Faculty Academy – a group of faculty researchers from five regional universities (Craig, Turchi, & McDonald, 2020) – are all that visibly remain from the original \$60 million Annenberg investment in public education in Greater Houston. Why? At their roots, both groups respected the centrality of teachers and teachers of teachers (professors). Both realized that teachers’ and professors’ wants and needs are foundational despite other theories of changes rampantly underway in schools, school districts and universities.

My Houston Annenberg Challenge learning caused me to latch onto Schwab’s concept of the “best-loved self” as an underlying reason why teachers (and professors) reject changes imposed on them by others within or outside their institutions. They do not comply because they are actively seeking to fulfill their image of the “best-loved self,” an image to which they naturally gravitate as part of their personal and professional identities. Their best-loved selves actively seek robust kinds of curriculum making to ignite their Eros and beings, so they can mindfully interact with students, in community with other teachers, in relationship with their administrators and school systems, and with the academy and society at large. The excessive imposition of others’ agendas effectively snuffs out teachers’ own desires to make curriculum alongside students while necessarily taking government and societal mandates into consideration. The organic balance between what teachers want and have to contribute and what others are chronically demanding and requiring of them – with their very livelihoods placed at stake in the Faustian bargain – is increasingly becoming nationally and internationally untenable.

THE CONFLUENCE OF OUR IDEAS

Tara Ratnam and Cheryl Craig pursued different educational journeys and research trajectories on different continents. As outlined, Tara looked for the reasons teachers do not participate in reform endeavors as others (and she) would like whereas Cheryl captured teachers’ personal perspectives in community with one another and showed how their curriculum making is stymied in countless ways (including denied salary increases) by reforms introduced by others. However, both Tara and Cheryl arrived at similar conclusions – teachers need to be treated as individual change agents – that is, *potential* change agents – because the change decision is ultimately their own, regardless of others (ourselves included) attempting to influence their positions. This is

because teachers and professors are the only ones to interact with students face-to-face. Others' demands can only get to students through teachers and teachers of teachers. That is why they are irreplaceable and need to be treated with the greatest of respect in reform schemes and theories of change.

Returning to Tara, she came to know excessive entitlement from a cultural–historical perspective. This nurtured her growing awareness of the highly contextualized and relational nature of teachers' work that provided a mixed bag of possibilities and limitations within which the yin and yang of teachers' excessive entitled and agentive behavior played out (see Chapter 6 in this volume). Cheryl, by way of contrast, began with individual teachers, their personal knowledge and knowledge communities, and found how tethered their knowing and doing was to context, which was becoming increasingly narrow as those in academia and school districts (both championing professional learning communities) imposed their agendas on them – not to mention policymakers championing neo-liberal educational reforms. In Cheryl's story, a secret story of entitlement also surfaced. This was when a wealthier majority white school district felt entitled to a larger portion of the reform funding, despite its campus being the smallest and the one already spending the most per student.

Traversing these diverse pathways, Tara from the cultural–historical perspective and Cheryl from the subjective–interpretive context influenced side met at the intersection of structure and agency to produce a new resonance, namely, the language of “excessive teacher entitlement” and the “best-loved self” to capture twin aspects of teachers' adapting their being and becoming within their social milieus.

The pernicious effect of “excessive teacher entitled behavior” notwithstanding calls for empathetic understanding. This includes how teachers' images of the best-loved self become eroded by a data God placing the burden of “entitled behavior” on their already overcommitted and under-appreciated shoulders. Clearly, we, as citizens and academics, need to see teachers differently. Casting teachers in a new light means being able to pose new questions for investigation (Kuhn, 1962) and teacher education:

So, what makes teachers reject all the “good” curricular commandments and innovations which they are expected to follow? Is their so-called “entitled behavior” indicative of personality disorder originating in personal and professional predispositions – or lack of them? How can we learn more about teachers, their ways of becoming, without projecting the label of “excessive entitled behavior” on them? How can we engage them in ways that bring out their sense of the “best-loved self” leading to robust change?

It is this sense of asking new questions to develop new responses to difficult, perennial problems and in finding a language that digs at them to their cores that makes this book groundbreaking.

THE BOOK

The complementary aspects underlying teachers' being and becoming, namely, “excessive entitled” feelings and agentive cultivation of the “best-loved self” are

contingent, not solely on teachers' personal disposition, but on relationships among institutionally nested actors working together sometimes consensually and at other times in conflict with one another. This book focuses on the complex nature of the issue of excessive teacher/faculty entitlement by acknowledging its historically, culturally and sociopolitically enmeshed nature. The metaphor of digging in the title of this volume symbolizes the unearthing of the "genetic" roots (Vygotsky, 1978) of observed "entitled behavior" so that we are not misguided by superficial "fossilized behaviors" (Vygotsky, 1978) and miss its underlying dynamics and, thus, a comprehensive understanding of the issue.

Teacher/faculty "excessive entitled attitude" is a pervasive and malignant trend that is globally on the rise. It has strong implications for teacher learning, student learning, and relationships in educational institutions. However, it has remained an unaddressed concern in education with little research invested in it. This book attempts to capture facets of teachers' "entitled attitude" as experienced by educational researchers working in diverse international educational contexts and how it gets defined in their description. This work examines the ways in which entitlement is constructed within situated dynamics of particular institutional milieus and how it triggers counterproductive practices.

The book is a wake-up call both as a long-term educational commitment and a desire to open up prospects for action, of humanizing the teaching-learning process as fundamental to co-creating the common desirable future of humanity. We need to become conscious of the suffering incurred through marginalization based on class, color, gender and ethnicity and not the least, thoughtless actions. To the extent we become more mindful of our actions, their antecedents and consequences, we can seek ways to address excessive entitlement by facilitating the growth of "generous scholarship" (Craig, 2020b).

The chapters that follow offer tools to reflect upon teacher education from the micro perspective of critical mentoring dialogues to the more ambitious macro-level reculturing of the education system. We believe that we have made the crucial interplay between individual and social settings clear in the findings to eschew viewing excessive entitled behavior as the sole shaping of individual mental activity unconnected to others and cultural-historical development. The book is written with anticipation of a response from the readers. We invite readers to see and read differently opening the nascent ideas presented by the authors to further meaning-making.

THE CHAPTERS: A ROAD MAP

Section I: Illuminating the Cultural-Historical Roots of Teacher Entitlement

Much thinking about the notion of entitlement has been informed by a dualistic understanding of the relationship between personality and behavior, between volition and action. This view makes it seem that excessive entitlement is a behavioral abnormality that needs remedy. We, as authors and editors, are less convinced of this one-to-one correspondence between individual teacher's will and action that positions teachers as failing. The argument of this book is that