

1. Photographic Representation of My Hope as an Educator Through  
Autobiographical Narrative Inquiry
2. Lenora M. LeMay
3. Director of Child, Youth, and Educational Services, Hope Foundation of Alberta,  
University of Alberta
4. 11032-89 Ave., Edmonton, AB, T6G 0Z6, Canada
5. [llemay@ualberta.ca](mailto:llemay@ualberta.ca)

### **Abstract**

#### Photographic Representation of My Hope as an Educator Through Autobiographical Narrative Inquiry

Presenting photographs along with journal excerpts and stories from my thesis, I will engage participants in considering how we can find ways to maintain our hope on the professional knowledge landscape.

In my autobiographical narrative inquiry, I told the story of introducing a competing professional development story on the professional knowledge landscape (Clandinin & Connelly, 1995). Competing stories are those types of professional development activities that encourage teachers to be more in control of their own professional development, by relying less on experts and more on the knowledge gained from reflecting on their experiences in classrooms and school settings using theoretical sources. I explored why I felt so compelled to implement a competing story on the professional knowledge landscape using narrative inquiry as my research method. In the process, I began to question my hope as an educator. Photography revealed hidden

metaphors regarding my teacher identity in relation to what challenged and sustained my hope on the professional knowledge landscape.