Reading the "Teacher as Professional Metaphor" Through the Lenses of the Horologist, Marathon Runner and Gardener

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ABSTRACT

This paper discusses the use of metaphors as a pedagogical strategy in a teacher education programme at the Mauritius Institute of Education. It further considers what *the horologist, marathon runner and gardener as metaphors* reveal about how teachers see themselves as professionals. The three metaphors are analysed to uncover new insights about competing notions of professionalism and professionality. Care, community of practice and knowledge and expertise are the emergent themes which derive from the metaphorical analysis. I further reflect on how metaphors can be critically integrated into different teacher education practices to offer an alternative discourse to standards driven approaches to teacher development.

Key words: metaphor, professionalism, professionality, standards, teacher development.

INTRODUCTION

Teacher as a professional has been a strong rhetorical device used by policymakers, school leaders, teachers, and unions alike to push forward varied agendas ranging from guaranteeing quality educational outcomes, encouraging educational change, and raising the status and profile of teachers. Calls for a new understanding of professionalism focuses almost exclusively on the adoption of a standards-based approach to professional practice which reduces it to a set of knowledge, skills, competencies, and attitudes which aspiring professionals are expected to demonstrate to earn and maintain their credentials (Goodson, 2007; Hargreaves,2000).

The teaching profession has been also, if not more, subject to this movement. Teacher education faculties and colleges have buckled under the generalized pressure to redefine professions in a postmodern context along the lines of decreased autonomy, more compliance

and more tolerance of public scrutiny (Sachs, 2016; Evetts, 2003). This shift is visible in the competencies-based language in which learning outcomes of teacher education programmes are often articulated and on which assessments are constructed for both initial and continuous professional development courses. More importantly, the competencies-based approach has, in many instances, fostered a narrow classroom-based approach which places a premium on the day-to-day practical considerations around teaching reducing pedagogical decisions to a purely technical view rather than placing it in the broader perspective of an individual educational and philosophical project. Calls for new professionalism also affect the ways in which entrants internalize what good practice should look like irrespective of context (Karlberg and Bezzina, 2020; Evans, 2003).

I alternatively make a case for a more nuanced understanding of professionalism, a more complex individual driven view of teaching; one that is inclusive of the notion of T*professionality* which, unlike the predominant narrow version of professionalism, refers to ideologically, attitudinally, intellectually, and epistemologically based stance on the individual in relation to the profession (Evans, 2008). Professionality includes a range of

personally relevant values, beliefs and assumptions which steer professional practice both within and possibly outside the boundaries set by the standards. In situations where professionals self-regulate, professionalism represents the plurality of *professionalities* of its members (Evans, 2008). This plurality which is a welcomed sign of debate, discussion, and diversity within the profession, is, in the current climate, constructed as antithetical to the dominant understanding of professionalism which seeks to standardize and uniformise perspectives and practices. I also address the complexity of what professionality means moving it away from a purely cognitive, skills-oriented perspective to acknowledge all the political and emotional dimension of professionality as well as its collaborative dimensions (Johnston, 2015). This is achieved by examining three occupational metaphors associated with teachers (who they are and how they relate to their work) rather that with the task of teaching.

I argue that one way of reclaiming professionality is to weave into early professional development, learning experiences which open up dialogues with oneself and others on the complexity of what it means to teach. Such learning experiences which create spaces for novice teachers to engage with their own understandings, values, beliefs, paradoxes about teaching, learning and education in an open, authentic manner serve to reinstate teaching as an intellectual project countering forces which are setting up teaching as a purely technical practice (Sachs, 2016). The intention and challenge are to create a disposition to question, examine, negotiate and to choose consciously a position, knowing alternatives exist.

The Mauritian Teacher Education Context

The movement to professionalise the teaching force in Mauritius is closely associated with the setting up of the Mauritius Institute of Education (MIE) in 1973. Initially designed to respond to the professional needs of teachers in the secondary sector, the jurisdiction of the MIE later extended to primary school teachers and subsequently to preprimary school teachers in the 1980s (Samuel & Mariaye, 2016). The institution operates on the lines of a Teacher's College which has only been very recently granted the status of degree awarding body. Its four schools and fifteen departments service teacher education programmes from undergraduate certificates and diplomas in education related areas as well as doctoral level offerings delivered in collaboration with the foreign universities (Samuel &Mariaye, 2014). It works in close collaboration with the Ministry of Education acting, in many instances as its technical arm, producing textbooks, drafting policies and implementation plans. Its status as the expert body in teacher education is uncontested and its course offerings are used referentially for accrediting teacher education programmes from the few private higher education institutions which offer boutique provisions (Samuel & Mariaye, 2016).

While MIE is not forced into compliance with externally set standards for its teacher education programmes, there is considerable pressure to conform to practices in teacher education curriculum which allow for international comparisons (Tertiary Education Commission, 2019). This is not, however, the only factor to be considered. The liberalization of higher education which came about in the first decade of this century, coupled with the increased possibilities of e-learning and distance courses, meant that courses needed to be more user friendly, more accessible in terms of index of difficulty if MIE offerings are to attract a clientele which is increasingly seeking a combination of fee accessibility and high success rate (Mariaye & Samuel, 2018). The move is currently to respond to needs of

teachers by considering only those knowledge and skills which have immediate practical relevance. Areas and disciplines which are seen as pushing teachers out of their comfort zones or have less certain impacts on practice have been progressively eliminated from undergraduate or post graduate courses to make way for modules like leadership and ICT which are more amenable to a standards of practice approach and which figure prominently in reform documents as essential competencies for students and by default for teacher too (Sachs, 2016).

This is not, however, the only pressure point. Shorter periods of professional preparation and development is fast gaining ground possibly reflecting a persistent view of teaching as relatively simple techniques which can be mastered by "sitting at the feet of the master" for a couple of years (Day and Chi Kee Lin, 2011). This perspective is actively supported by policy makers as remnants of a nostalgic view of their own experience as learners and teachers. It is also enthusiastically supported by teacher unions who consider the possibilities offered by improved credentialing to leverage for higher salaries for its members (Hargreaves, 2000). The question is whether the acquired and successfully assessed competencies lead to improved practice as well as an intellectually challenging and reflexive stance on teaching.

A recent development in this area which is predicted to intensify the move towards standards-based approach to teacher education and the adoption of new professionalism is the Memorandum of Understanding signed between the Mauritius Qualifications Authority with a few international standard setting and regulatory organizations to facilitate the adoption and implementation of an outcomes-based approach across the Mauritian educational systems (Dou & Knight, 2014; Mariaye & Samuel 2018). The ripple effect, manifested in a further contraction of teacher education curricula to make space for more competencies driven learning directly aligned to policy expectations, would be significant.

The present study goes against the grain. It looks at a practice that in the Mauritian context, sits on the margins of dominant teacher education practices. It reveals how a genuine engagement with metaphorical analysis allows considerable enrichment of the very notion of professionalism and professionality even at undergraduate level. The power of metaphors to productively disrupt taken for granted perspectives and romanticized views of teaching and teacher professionality is illustrated (Maxwell, 2015). This approach developed in the Higher Studies Cell at MIE is to initiate aspiring teachers to metaphorical analysis based on the images they generate to represent themselves as professionals in the making. I report in the present chapter on the outcomes of a research which critically analyses three metaphorical images.

Cognitive and pedagogical view of metaphor

In their seminal chapter titled "The metaphors we live by" in 1980, Lakoff and Johnson claim that metaphors have reality creating effect "Words alone do not change reality, but they do change the way we conceptualize it and what is real for us, how we perceive the world and act on those perceptions." (Lakoff and Johnson, 1980 p132). A metaphor is often considered as a linguistic tool which allows us to express one idea in terms of another. When we use the expression "love is madness" we mean to say that the experience of "falling in love" shares partially several characteristics with the experience of being or becoming mad, losing one's rationality. The choice of the "madness" metaphor reveals a different way

of thinking about love as compared to the metaphor of "riding on the wings of love" which draws attention to an empowering and liberating experience. Metaphors fulfill a cognitive need for coherence in our experience, an attempt to explain *partially* that which cannot be understood totally (Lakoff and Johnson, 1982).

Metaphors are used in the context of the study as a pedagogical device to allow aspiring teachers to engage with complex phenomenon of what it means to be a professional teacher. Used abundantly in situations where the esoteric, abstract, novel and speculative is to be explored, metaphoric images expose values, beliefs and assumptions as well as their tacit referential systems (Saban, 2006). It was thus relevant to the project of enabling novice teachers to surface their initial entry assumption. A three staged process was adopted where self-awareness of own image is the initial step followed by comparison with alternative metaphors. The final phase is identification of new images which are more compatible with a refurbished image of self.

Applied to phenomenon under the lens, metaphors have initiated a conversation drawing on the images teachers selected to represent their professionality. The aim was not to replace individual metaphors with more sophisticated ones but rather to allow everyone to explain the choice of both the source domain (object or idea from which the entailments are borrowed) to the target domain (object or idea which is illuminated).

The Pedagogical Project

Teacher education courses at the Mauritius Institute of education are constructed on a competencies-based model and segmented in modules which seek to develop each a set of competencies. The educational theory-based modules familiarize students with major educational and philosophical thoughts and ideas. For three years, faculty are experiencing a different pedagogical approach by means of such tools as metaphors, narratives, poster exhibits. Pedagogically this approach has allowed aspiring teachers, who often come to the course with romanticized and yet confident views of teaching derived from lived or vicarious encounters, to have their views challenged and to adopt a more tentative stance (Polly and Hannafin, 2011)

Teachers in the class under consideration are mostly fresh graduates whose first choice of a career was not necessarily teaching. The long school holidays, shorter working hours and stability no doubt played on their decision (Trautwein & Baumert, 2012). Their conceptions of what it means to be a professional teacher draws generously from disparate sources: fictionalised Hollywood and Bollywood renditions, talk shows, years of apprenticeship of teaching as a student turning to those inspiring teachers who have crossed their paths during their career as learners (Labaree,2007)

The first task which is normally assigned in the third week of the semester is thus one of calibrated disruption to slowly encourage them to be more critical towards dominant views, to achieve more clarity in their own thoughts and arguments. It requires them to select a metaphorical image which represents how they see themselves as a professional teacher. Initially, the task was focused on teaching which led more to a consideration of the activities being performed in the name of teaching rather than the person. The student teacher was to justify orally the choice of the metaphor and explain how and why it sits with personal beliefs and values. I brought three alterations to the task. First, I specified the source domain of the metaphor requiring them to select *another occupation* with which teaching could be

compared. Second, I required a written write up instead of an oral argument based on a documented understanding of the chosen profession. The intention was thus to deliberately focus their attention on the similitudes with the occupations to allow them concurrently to be aware of the unique characteristics of teaching as a profession. The written addition was to allow them more time to articulate a considered view or position. Third, I invited the entire class to analyse each metaphor to thicken or contest the ideas initially expressed. Group analysis in class allowed for cross comparisons and interpretations and uncovering of a wider variety of beliefs associated with the metaphor. While each metaphor foregrounded a certain aspect of teaching as a profession, it also at the same time, shadowed other dimensions. The combined analysis of what the metaphor illuminated or backgrounded served the purpose of critical analysis and disruption requiring the novice teachers to rethink their initial position.

I draw on literature which suggests conceptions of what it means to be a professional teacher have been borrowed from longer established professions with some success. However, the metaphors have highlighted how these conceptions and interpretations cannot and should not be imported directly into teaching. This view, to a certain extent, resonates with Maxwell (2015) who argued that the link between teacher and professional is not a literal but a metaphorical one and thus, as any, hides certain key aspects of teaching which are not aptly captured by " teacher –as – professional" analogy. Maxwell (2015) uses a theoretical frame to defend his position, I use an empirical one to show how other metaphors when developed to examine what makes a profession, bring to the fore ideas that challenge current understandings.

The exercise produced a number of metaphors, but I choose to present only three namely the *watchmaker/ horologist*, the *marathon runner* and the *gardener*, for their value added in highlighting certain aspects of teacher professionality. The intention in selecting them precisely is to foreground the value of both the conventional and the creative: the first two do not belong to the known repertoire of metaphors normally associated with teacher's work or teaching while the latter is closely associated with classical humanism. For each metaphor, I analyse separately the source and the target domain. I then cross analyse the three metaphors to examine how they may assist in theorizing further the twin concepts of professionality and professionalism. The analysis offered here is guided by the content of the classroom discussion when metaphors were presented by novice teachers not on their write ups. Because the paper is constructed as a reflective piece, I have not used the formal empirical structure of findings and interpretation but integrated the two sections to reflect the flow of the pedagogical activity and resultant class discussion. In presenting each metaphor, I offer a literature-based summary of the profession surfacing its key characteristics (*The profession at a glance)*. Against this backdrop, I discuss how constructing *teacher as horologist, marathon runner and gardener respectively* extend our understanding of *teacher professionality*.

Horologist/ Watchmaker- The profession at a glance

Watchmaking belongs to a broader category of profession called Horologist meaning the "study of time". Horology is the "science of designing implements designed to measure time". It can be an industrial entreprise embodied in corporatist structures or it can be an artisanal activity very much located within self-employment work

contexts or cottage industries (Midleton, 2018). The members of the profession are affiliated in several countries such as the UK and the US, to a professional organization which fulfills a number of important functions among which representing its members, certifying their skills and expertise, promoting professional development through conferences and publication of a journal, figure as key. For example, the British Horological Institute has 3,000 affiliated members. Switzerland has five professional organizations and there are several professional online forums which actively advance knowledge and promote a community of practice (Adams, 2014).

Two extremes characterize the world of watchmaking. The first is one of high-end unique time pieces where the watchmaker is an intellectual craftsman and a passionate scientist. In his book Masters of Contemporary Watchmaking in 2009 , Clerizo (Adams, 2014) explored the lives and work of several of the most prominent living watchmakers. He argues that watchmaking requires a combination of knowledge forms that bring together *history, science, art, engineering, architecture, chemistry, metallurgy, mathematics, physics, aesthetics and our ideas about time into a single machine."* Iconoclastic watchmakers are at the helm of innovation and embody the most artistically and scientifically inclined dispositions. Their creations reflect their complex, against the grain personalities through their design quality and complexity.

The second is the mass-produced cheap quartz time pieces which are electronic rather than mechanical and are bound to grow obsolete since the service offered is already integrated in all versions of the smartphone.

Ariel Adams, a contributor to Forbes magazine wrote "In the world of high-end watchmaking there are men and women who make the pursuit of horology something intellectual and very interesting as opposed to the mere collection of luxury status items. Watchmaking has always been at heart a scientific endeavor, but one that has been mixed with art forms as well as the high-profile nature of producing exclusive items for elite members of society" (Adams, 2014).

In Europe, watchmakers and horologists are perceived as highly skilled technicians who learn their trade through a long process of apprenticeship as the dexterity of eye and hand develop slowly (Midleton, 2018). Horologists are time revered professionals who epitomize a certain tradition and are often closely associated with a number of other trades such as jewelers and institutions like museums.

Teacher as Horologist / Watchmaker

In what ways can the nature of work, expertise, work setting, and qualities of the watchmaker be used to illuminate the work of a teacher? The first analysis from the individual participant reveals that the "expert, precise, intricate knowledge" of the watchmaker was the kind of knowledge the teacher also required to be called a professional. This knowledge was acquired through a system of apprenticeship whereby the entrant is taken in by a master craftsman but with experience the horologist using his imagination and creativity can develop his own signature products. Similarly, another participant argued new teachers need to be assisted by senior teachers until they can "take charge" on their own.

Additionally, one participant argued that both are connected to time which is the essence of a horologist's work while the quality of a teacher's work depends on the effective use of time. It was also pointed out that both teachers and horologist need an eye for details translated as a keen sense of observation to determine the effectiveness of their actions and potential issues. The

discussion focused on how teachers need to develop the ability to design learning meticulously in order to achieve desired objectives in the same way horologists need to plan and design blueprints, models using creativity and imagination. Both are technicians, one of the mechanics of the timepiece, the other of the techniques in teaching and learning. They also share a scientific knowledge base on which their trade is built, one of physics, the other of psychology. The master watchman can restore and rehabilitate time pieces just as teachers can reform and give a second chance to students.

The technical knowledge and dexterity of both was foregrounded in the class discussion and it many ways shadowed the inherently creative nature of teacher's work. The predominance of this view needs to be placed in a context where "good teaching" is almost exclusively determined by the examinations-oriented outcomes, teacher's professionality is constructed as knowledge and skills to be demonstrated (Evetts, 2008). Within a factory model of education, teacher professionality cannot be imagined outside the realm of the mechanical and technical just in the same way that a watchmaker working within an industrial and corporate set up cannot use the approach of the craftsman horologist. Is the more open-ended conception of teacher professionality which focus on creativity and then to be confined to those operating in high end contexts?

A noted aspect of the horologist's work, which is their affiliation to a community of practice by means of their professional associations and participation in communal activities, is underscored in the way the metaphor was used to describe the professional nature of teacher's work. If the premise that novice teacher's beliefs draw heavily from their years of apprenticeship as observers of teaching holds, it must mean that the collaborative dimensions of teacher's work are not visible enough to be constructed as an essential aspect of what it means to be a professional (Karlberg and Bezzina, 2020). Being integrated in a community is not only a means of recognition and affiliation for possessing the knowledge and skills but an instrument of collective affirmation for what the profession represents and promotes as a social and political agenda. The individual brings creativity and imagination to the collective making it vibrant in its functioning and progressive in its outlook.

The Marathon Runner- The profession at a glance

History celebrates the epic run in 490 B.C. from Marathon to Athens by Pheidippides which stood as testimony to human endurance. Ever since marathon runners have shared the aim of pushing human limit through their dedication (Jones, 2003). Long distance running undertaken to keep fit is a hobby of many but embraced professionally, it is one of the hardest athletic disciplines requiring years of training and discipline (Stewart, 2018). Marathon runners make very careful choices of races in which they compete, relying on their agent and coach to make the best possible decisions because of the risks to their health. While a marathon runner can be often seen as a sole athlete, the teamwork that is invested in the physical and mental preparation of the athlete mobilizes the effort of many: coach, agent, nutritionist, agent, and psychologist. The emotional demands of training and the resilience required to overcome being overwhelmed by anxiety and pressure to perform, produces a dual strategy: one that focuses on physical fitness and endurance; the other which involves a multimodal mental skills training approach to deal successfully with unforeseen contingencies during the race by building confidence, focus and a *can do* attitude (Stewart, 2018).

Novice marathon runners' main concern is to be able to complete rather than optimize the race by learning from it. To educate marathon runners into the culture of marathon running, a supportive network is created for novices (Zbigniew et al, 2019). This network can take the form of a group or club to which the novice is affiliated. Within this structure the novice learns how to strike a balance between short term and long-term planning, how to sustain a strenuous routine and how to strengthen mindfulness in working through issue met during a race. The group acts as a skills development facility but most of all provides the emotional validation and accountability which are defined as central to professional marathon runners (Waśkiewicz et al, 2019).

A commonly met challenge in marathon running is what is known as the "dreaded wall" which occurs due to exhaustion and invited in those who have not been trained to avoid it, "a psychological response to an aversive situation that requires physical activity" (Carter et al, 2016). The nature of a marathon runners' work is as cognitive and emotional as it is physical. Working against reflexes and automatism which are considered as maladaptive behaviors is a key learning milestone for marathon runners to graduate from amateurship to professionalism (Stewart, 2018).

Teacher as Marathon Runner

The metaphor of the marathon runner illuminates new dimensions of teacher professionality. The participant who selected this metaphor explained the relevance was in terms of the resilience and grit which he saw as key to being a professional. The mental frame which defines professionalism is as important as knowledge and skills developed during training. Based on the experience of other teachers, current provisions of teacher education within the Mauritian context does not explicitly respond to this expectation, he claimed.

While the focus of the horologist metaphor is on knowledge, skills, creativity and imagination, the marathon runner metaphor illuminates the care needed in the right preparation of the professional. It gestures towards professional preparation as being a lengthy process requiring a range of expertise to assist the novice professional to develop the intellectual and emotional resources to deal with the anxieties and risks associated with professional life.

Similarly, to the novice marathon runner whose main concern is to complete the race, the novice teacher's main concern is about surviving the school day unscathed by attacks on the self. The reflex is to adopt practices and behaviors which resonate harmoniously with the existing grammar of schooling providing a sense of security and achievement. Such reflexes shared by both novice marathon runners and teachers, are to be addressed explicitly during their initial professional development. The dissociative strategies used by novice marathon runners involves a form of self-hypnosis designed to purposely cut one off from sensory feedback in a manner not dissimilar to how novice teachers often silence their own internal voice during their school placement. However, whereas the social affiliation of marathon runners in their training groups assist them to productively work against dissociative strategies, novice teachers are very often coerced into compliance with the practices in place at school. A practice which has been referred to in the literature as "killing the young in the nest" (Labaree, 2000). While this can be considered as a hard view of how the teaching profession, has negotiated its relationship with the next generation of teachers, it also raises serious questions about how teachers who are in positions of authority over new entrant's

project through their actions, attitudes and behaviours, an image of what it means to be a professional. Whether a new entrant will have competing models of what it means to be a professional is a vexing question.

It may be useful at this point to consider what the diversity of expertise and experiences that the schools can bring to bear on novice teachers' professional development. The usual formula is to attach the novice to a mentor during placement. The task is to allow as much exposure as possible to a variety of practices; an exercise meant to enrich perspectives, encourage questions and critical reflection. In practice novices have confronted two unsurmountable walls: the absence of diversity in practices from which they could draw to develop their own signature practices and the suspicion of mentors who often insist that they monitor and validate everything that novices write and do. From the reflections and descriptions of novice teachers' portfolio, it appears the dominant understanding and enactment of professionalism has resulted in careful homogeneity no doubt, if not occasioned, facilitated by the deluge of technical and administrative tasks designed to control all aspects of teaching.

The collaborative set up to support novice marathon runners take their first steps is representative of a strong form of professionalism whereby due recognition is given to the complexity of the entreprise of what could appear as simply "running" for a long time. I will examine in the next section why teaching is a relatively more complex activity involving a wide knowledge base, diverse skills, has produced a weakened form of professionalism.

The Gardener: The Profession as a glance

Professional gardeners are certified specialists in a range of horticulture domains spanning practical to social and therapeutic horticulture. The members are normally federated to a professional guild which function as both a certifying agency and a trade network facilitating placements of novice gardeners in a variety of contexts and minimizing the disadvantages of self-employment (Fallon, 2019). The range of services offered by the Guilds are influenced by the agenda of raising the profile of the profession and facilitating members access to services that lie outside the realm of the network such as financing, business management to assist the growth of trade.

The choice of a career in horticulture as a professional gardener can be sparked off by a personal disposition to care. The career route most commonly involves a degree or diploma in landscaping and horticulture although starting as an apprentice and learning on the job, though an option, is less popular (Anderson, 2013). The profession is also now attracting entrants from a number of other domains, not only because of the environmental movement but equally because it is viewed as a creative practice that is relatively tension-free. Because gardeners work in a variety of contexts, private gardens and public parks and typically engage in multitasking, the skills they develop are broad ranging: from planning to organization, leading teams of gardeners, public relations. The knowledge base needed is also vast involving understanding of varieties of plants, soil conditions, practices, weather.

But, as with any profession which require the demonstration of constant care and commitment to a long term project, patience against instant gratification, a readiness to get one's hands dirty and developing a discipline of work are at the top of the list (Schrock et al, 2000). Unlike the marathon runner who depends on the constant guidance of an interdisciplinary team of experts for preparation,

apprenticeship for gardeners typically lasts for three months through placement in one or more work situations (Fallon, 2019).

Increasingly now with the rise of technology, professional gardeners have had to develop a set of technology related skills that help not only in marketing and communication but equally so in improving the quality of their services (Anderson, 2013). One good example would be the gardening design facilities which can be considerably enhanced by means of technology.

Teacher as Gardener

The initial explanation offered by the participants who chose this metaphor focused on the ability to care and nurture by providing individual attention based on intimate knowledge of the plants. From the source domain, they drew the ability to work in challenging or adverse conditions just in the same way a teacher practices in a variety of contexts. Professionality / professionalism, they argued, is the ability to produce the best outcomes irrespective of the situation. The teacher must adapt, identify the strengths and possibilities in a context and work with what is possible (Ostellini and Crescentini, 2021).

The second line of argumentation developed relate to a gardener's planning and organizational skills which it was claimed matched closely a core aspect of teacher's work. Just as a gardener needs to be able to visualize the final outcome, the professional teacher needs vision to work towards the achievement of long-term goals (Fallon, 2019). The attendant disposition is patience.

Deep knowledge of and attachment to children was signaled as another requirement for becoming a professional teacher. The source domain characteristic of knowing the individual needs of every plant to better support growth and development mapped on the target domain. When asked to explain how this would translate in terms of professional actions, talk, observation and documentation were evoked as key methods to develop knowledge of students. Teacher's professionality is evident in the ability to form independent judgement on students and work to facilitate their learning irrespective of their abilities, stations in life and student trajectory. This voluntariness to work with what each student has and can do is a professional disposition is a significant and yet often understated aspect of professional development.

The multitasking nature of the gardener's work was one of the reasons the metaphor was found to be appropriate. A teacher not only teaches but also completes significant administrative tasks, often not directly related to teaching, engages with the parents and the public. In under resourced contexts where ancillary staff are few, they take up some of the tasks normally attended to by support staff. However, the issue was raised among novice teachers as to how the professional obligations of teachers are extended ad infinitum under the caption "cognate" duties.

The contrary opinion was expressed by a few dissonant voices stating that despite this provision many teachers confine themselves in practice to do the minimum, teaching only for those who are already successful learners and systematically refusing to get their hands dirty in any activity that is beyond the world of their subject or class. This conflict between a folk understanding of the limits of professional jurisdiction of teachers and what teachers and teachers unions are seeking as delimitations is often evidenced in raging public debates about teachers " not doing" their jobs. What are the standards of teacher's professionalism and how are they constructed, negotiated and shared in the public domain and what spaces exist in the schools and professional

organizations for allowing novice teachers to be aware and participate in the discourse, needs to be considered by teacher education programme designers? The other question relates to how individual novice teachers can be assisted in transcending their own experiences and break the frames of their own beliefs to reflect on what it means to be a professional teacher. I posit in this chapter that such reflective capacities translate in an enhanced ability to negotiate practice in a way that is in more synchronized congruence with a personally meaningful professional posture on teaching.

New Perspectives on Teacher Professionalism and Professionality on Knowledge and Expertise

All three metaphors draw attention to knowledge dimension of teacher professionalism. The horologist metaphor pointed to the highly specialized and technical nature of teacher's knowledge much of which is already embedded in discourses about equipping teachers with a "state of the art" knowledge so that they can perform to the expectations of stakeholders. This arguably would be the knowledge bases as discussed in the line Shulman (1986), and which are generally accepted as making the list for desirable teacher knowledge and skills.

Technical expertise is the foundation of professionalism without which all other characterizations are moot. It is what builds public confidence in the profession. Client-professional relationship, though always consensual is based on the asymmetry of power afforded by the knowledge possessed by the professional (Sachs, 2016; Evetts, 2003). Some professions like those in accountancy, through professional associations, control who has access to this knowledge. The highly technical and the well-established nature of their knowledge secures the continuity of this asymmetry of power and the high status of the profession.

In comparison the knowledge base which teachers can claim as their own is highly contestable (Maxwell, 2015). As Labaree (2008) claimed, teaching looks simple from the outside and anyone who has attended school knows something about teaching. The scientific basis of the knowledge claims of teachers though developing is still viewed by many as more common sense than research with the often-attendant result that practices of teachers are often entrenched in tradition and resistant to openings provided by scientific literature. More importantly, teacher development programmes fail to convince the mass of teachers to challenge the existing script and replace it with a more open ended, creative approach. Policy makers have skirted the problem by encouraging employers, agencies and councils to set standards of practice based on an audit all the knowledges that teachers need, distill and eventually convert them into observable competencies which are proposed as core aspects of programmes of professional development. The checklist approach thereby produced obscures the attendant knowledge and skills that are critical to activating more cerebral forms of knowledge. The metaphor of the marathon runner foregrounds the central role played by emotional resources to allow runners to prepare mentally for setbacks and help the development of associative strategies designed to allow the professional to anticipate contingencies and manage the self in a way that recognizes the connection between the mind, the heart and the body. This unity of thought, feeling and action encourages a more controlled and productive response to the unpredictability of classroom and schools (Labaree, 2008).

How are novice then to be cognitively and emotionally capacitated before, during

and after their immersion in practice to develop the kind of self-awareness of own values, abilities and weaknesses to understand the limits of current schooling practices and replace it with a more phronetic perspective of what it means to teach?

A dangerous practice which is emerging for teacher education programme to be judged on the basis to which it is matching those standards defined in official documents (Ostinelli and Crescentini, 2021; Day and Chi Kin Lee, 2011). In developing countries, these are often indiscriminately borrowed from first world and imposed on teachers whose reality are remote from the contexts in which they are to be implemented. The survival technique for many teachers is to symbolically engage with the actions, borrow the discourse and bury their own beliefs while at the same time continuing to teach in the very same way (Mauritius Institute of Education, 2021)

On the other hand, if we accept the premise that professionality could be used as an alternative to professionalism, teacher preparation should be otherwise envisaged. Practice could be more a ground to draw from to enrich, interrogate own beliefs and take risks. Teacher development could address openly the question of attitudes and dispositions, work with what aspiring teachers have as capacities while at the same time disrupt, provoke and commit to action. Professionality lays the responsibility for positive change and transformation at the feet of the teacher, it is based on the humanist belief that growth can only be self-driven although the conditions for growth can be created (Sachs, 2016).

The pedagogy used in this study purports to create such an environment where personal beliefs are excavated and confronted; they are laid bare for the teacher and others to examine, reconsider and potentially replace with ones that reflect ongoing change. Such an exercise will require teachers to seek additional knowledge needed to respond to questions and problems which are personally meaningful or create their own knowledge and understandings rather than be dependent on authoritative sources.

On Communities of Practice

The metaphor of the marathon runner illuminates that such profound transformation occasioned by knowledge drawn from different sources and experiences can be maximized in the varying set ups that teacher are naturally a part of the school, faculty, their departments and peer groups. Should teacher education programmes encourage a crossing over of boundaries from schools to faculty and ensure that the value of each of these spaces are used complementarily in making more complex sense of teaching?

Professionality, then as a broader and renegotiated form of professionalism involves relocating the steering capacity not in the standard but in the person who harmonizes different sources of knowledge and enact skills. It in no way exonerates the individual teacher from being accountable not to the standard but to the community of practice that credentials and assigns pedagogical legitimacy to his actions as a professional (Evans, 2008). But what it does is to assign to value to knowledge processes rather than knowledge as a product to be mastered. Standards, we argue once derived are crystallized versions of knowledge and values which are no longer subject to discussion and negotiation based on new evidence from the field. All the three metaphors signal the learning accruals from membership in a vibrant learning community, the value of which is visible in the creative interactions, collision of ideas and practices and permanent re positionings

that individuals make as an outcome of the above.

That teachers' unions and professional councils could be one such extended from of communities of practice is indeed an idea worth exploring. The experience of several countries reveals that teachers' unions have become very able negotiators with governments to ensure that teaching retains the looks of a profession by adhering to state derived standards which guarantees a level of pay that is bound to increase the status of its members. In the process, they have avoided the obstacles of abiding to university set requirements for professional development which demand longer personal investment in terms of time and commitment to learning. The situation has changed to such an extent in Mauritius that professional development provided by MIE are predominantly tailored to the governments and policy makers requirements to implement curricular change (Samuel and Mariaye, 2016).

The horologist as the gardener actively pursues membership in guilds and professional organizations to upgrade knowledge together the objective of promoting the interest of the profession through networking. What is a worrying trend, at least in Mauritius and probably in many other contexts, is that trade unions have over the years exclusively pursued the agenda of status fueled by the belief that teachers have *to catch up* with other professions (Sachs,2016)? The willingness to accept government conditions that shake the very foundation of intellectual freedom of thought and action reveals what could be termed as tradeoff between the short-term monetary gains over the more long-term considerations. The discourses betray a desire to maintain a conventional grammar of professional learning which posits that experience in the field whether used reflectively or not would suffice to improve credentials. There is indeed a large body of literature which supports the idea that teachers learn best from each other rather than during university-based courses (Hargreaves, 2012). The issue is whether schools which are increasingly concerned with survival matters have the required structures to set up a community of practice that can be autonomous to generate the kind of professional learning needed to encourage either professionalism in its most narrow sense or professionality (Sachs, 2016). The most worrying trend would be for teachers to claim self-referential quality as the indicator of professionalism. The three metaphors point to the fact that all professionals are actively seeking the inputs from other professions and occupations to inform their own. The current closure being witnessed in the teaching profession occasioned partly by the adoption new forms of professionalism; I posit will limit the growth of teachers.

On Caring

The gardener metaphor draws attention to the motivation to create, use and extend knowledge as emanating from a desire to care for people whose progress is dependent on the ability of the professional to learn and grown from his own practice. The claim that professionality makes in defining knowledge as the privileged route to authentic professional practice, does not reside in its value as leverage of power but as an ethical requirement. The disposition to care is most evident in the professional engagement in self-improvement. I argue that metaphor analysis is not simply a self-awareness pedagogy but could be used longitudinally to allow teachers to monitor their own transformation.

More so, the commitment to care as a professional requirement extends to caring for the ideals being pursued by the profession and the wider societal and philosophical edifice of which the profession is a part. I claimed earlier that the pursuit of new professionalism followed an economic agenda of efficiency and control. Contrarily,

the agenda of professionality would encourage members of a profession to be part of a wider discourse and to claim and enact voice on issues of social justice for example which remains a central agenda of all educational endeavors. More importantly, personal practice would be construed as a small part of that edifice. Both metaphors of the horologist and gardener helps in articulating the link between the micro and macro agendas. Gardeners' sensitivity to nature translates into caring for how it is treated, and practice has real and symbolic significance. The practice as an ensemble of epistemological, axiological, and ideological beliefs are at the service of a much broader social construction or reconstruction project. Similarly, the very practice of the horologist is resistance to the irreversible march of the efficient but creatively and aesthetically empty modern time pieces that are doomed to disappear.

Individuality is the heart of the profession; individuality has intrinsic value because the profession cares for the growth and development of its members. But equally individual practices have meaning existence only in reciprocity with other practices. Unlike professionalism that seeks to uniformize, professionality implies taking pride in the individual achievement of members and allows the odd, unexpected, quirky to co –exist. It challenges the assumptions that good practice is purely norm referenced (Hargreaves and Fullan, 2012).

Metaphor as pedagogy- Some concluding reflections

I will not make a case here for the adoption of metaphors in teacher education pedagogy. There is already a substantial body of knowledge to account for that. Suffice it to say that existing claims about its effectiveness as a reflective, argumentative, and personal awareness tool have been experienced by both teachers and teacher educators. Rather, I would adopt a critical stance to examine what has been learned on how the learning could be otherwise optimized.

Firstly, a one-time use of the metaphor is limiting and denies teachers and their educators the possibility to explore fully its developmental potential. A more longitudinal use that enables participants to engage with the layers of the metaphor using a reflective diary will to our view be more productive in the long run.

Secondly, metaphor analysis required a deep knowledge of the source domain and participants by engaging in some preliminary research work on the source can empower them to find new meanings and perhaps revisit their own understanding. Perhaps selection of the metaphor should be intermitted with a period of reflection and documentation by individual participant to allow for understanding of the source domain. This would expand the scope and improve the quality of the metaphorical analysis and class discussion. Thirdly, as an extension on how tacit beliefs and values permeate the language of their own professional development could be explored as a follow up to allow for critical analysis and reflection to be turned on its head and applied to their own experience of professional development.

Resistance against the adoption of metaphorical analysis would come from teachers themselves because of the discomfort occasioned by being thus exposed to a form of public scrutiny. Because the metaphor requires an oral defense, its value has been resisted by those who felt that they were not ready or able to efficiently make a case for their own. Others felt that the metaphor had to be defended and did not see it as an instrument designed to be challenged. All of which points out to the pedagogical

care needed to build in the skills required for metaphorical analysis. As with any other pedagogy, confidence building is key for both teachers and teacher educators.

What lies ahead for teacher professionality?

In this paper, I discussed the findings of a small-scale study based on the use of metaphorical analysis in teacher education. I analysed only three metaphors which were selected for insights they bring to help renegotiate the concept of professionalism. I propose instead the concept of professionality arguing that the three metaphors go beyond the existing dominant renditions of professionalism. They foreground the open ended nature of teacher knowledge which cannot be reduced to a set of specific task oriented knowledge; the understanding that learning to teach is a constant process that takes place in the crucible of vibrant communities of practice that favour creativity and innovation rather than blind adherence to standards; and last but not least, that teacher's commitment to care is not to be reduced to a set of ethical behaviours but rather extends to a broader political and societal agenda which cannot be understood and enacted within the parameters of government or employers set standards of professionalism.

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