

his-/her-stories

*No one sees me changing.
But who sees me?
I am my own hiding place.*

- Joë Bousquet (1952:90 quoted in Bachelard 1994:88)

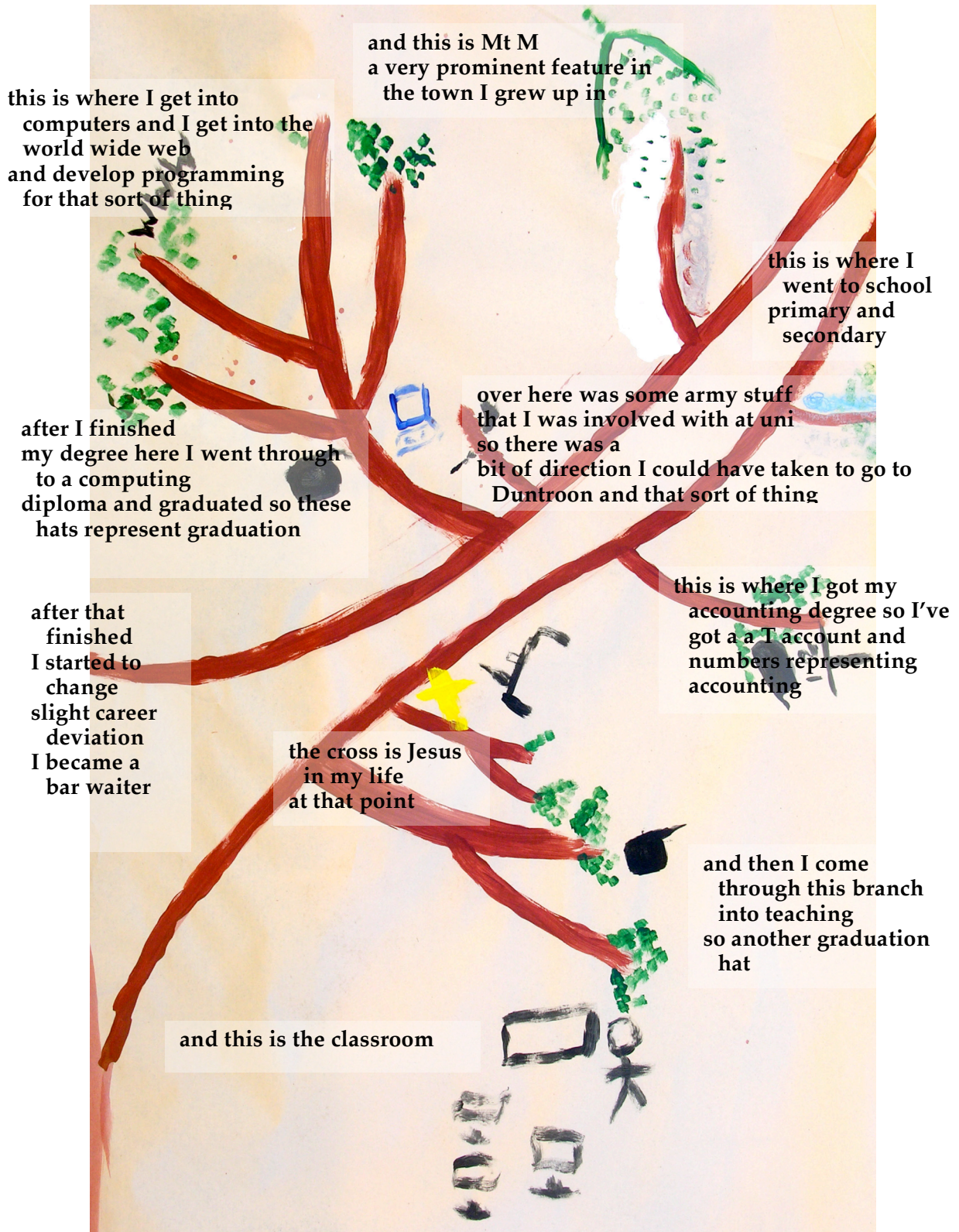
The teachers had chosen to share with me and each other their own personal journeys. The discussion about this activity shows that their desire to tell these stories was a recognition, by at least some of the teachers, that their stories of becoming-teacher did not begin when they took up their first teaching appointment. While in their stories each teacher notes their decision to take up teaching as a profession, it is done so in the context of their whole life story. In Deleuze and Guattari's (1988:293) rhizomatic becoming:

a line of becoming is not defined by points it connects, or by points that compose it; on the contrary it passes between points, it comes up through the middle ... a line of becoming has neither beginning nor end, departure nor arrival, origin or destination. A line of becoming has only a middle. The middle is ... fast motion. A becoming is always in the middle ... it is the in-between.

The images and words of the teacher's stories describe particular places and events (points), but it is in-between these points that becoming occurs. It is in-between that things have speeds and slownesses, that there are directions, trajectories, lines of flight. The teachers' becomings can be perceived in the in-between, in the movement between.

Enclosed are the stories of the teachers as drawn and told by them.

Neil's story



Nicola's

story

... when I saw my son getting all the support he did
and I started spending a lot of time in the education area as a helper
I decided that's what I wanted to do
I said "okay
I'm going to go and do it"
the year my daughter started school
was the year I started
so it worked out well

I met my
ex-husband
and we got married
then I got pregnant
had kids earlier than was
planned
which was good

back here too
year 12 my English teacher told me
I should be a teacher
that I'd make a good teacher
"I'm *not* going to do that because
my English teacher says to"
but later on I started thinking ...

then I had a break
I had a lot of health problems
from early on
I missed a lot of time
in year 11 and 12
I don't think I was ready
I just don't think I would have
handled it
I'd had enough of education
I think some of it was due to
having been sick

More - teaching Job.
Education

I realised I actually love learning
the whole road was education
even the jobs and kids
that was part of a growing period

and then things happened
things changed
I decided
while I was married
that I wanted to be a teacher

I left
I couldn't work while I was pregnant
for health reasons
the factory closed
later on I tried to make my own opportunities
I did family day care
and worked in preschools
we had a business

I worked at the Berlei factory
making bras
for some reason I was good at it
I guess I'm that sort of person
who tries to do
whatever I'm doing
properly

I wasn't ready to leave home
I worked in some very plain jobs
because at that time
employment was hard to get
it was a really hard time to find
jobs
especially in a town like my
home town
so it was take whatever you
could get

I was born
and then I had a road to education
it was pretty well from ...
not quite birth but from early on
learning
school

Born

Rick's story

the branch beside that
is a representation of where I've
lived

I was born and grew up on the coast
and we've got the little ocean and
the yellow sand

I moved to the mountains
green and purple
and back to the coast

that's why the coast is there about 3
times because I've lived on the
coast more than I've lived in the
mountains
up on the hill

when we get down the trunk further I
haven't put anything there to represent it
but my wife went to uni first

I was tutoring her and her friends on
computers and advanced calculus even
though I couldn't pass it in year 10

I just have this head for numbers
I started looking at
going into teaching as a full time career
but that didn't happen until
further down the road

(Tuesday 25th October 2005)

I enjoy maths

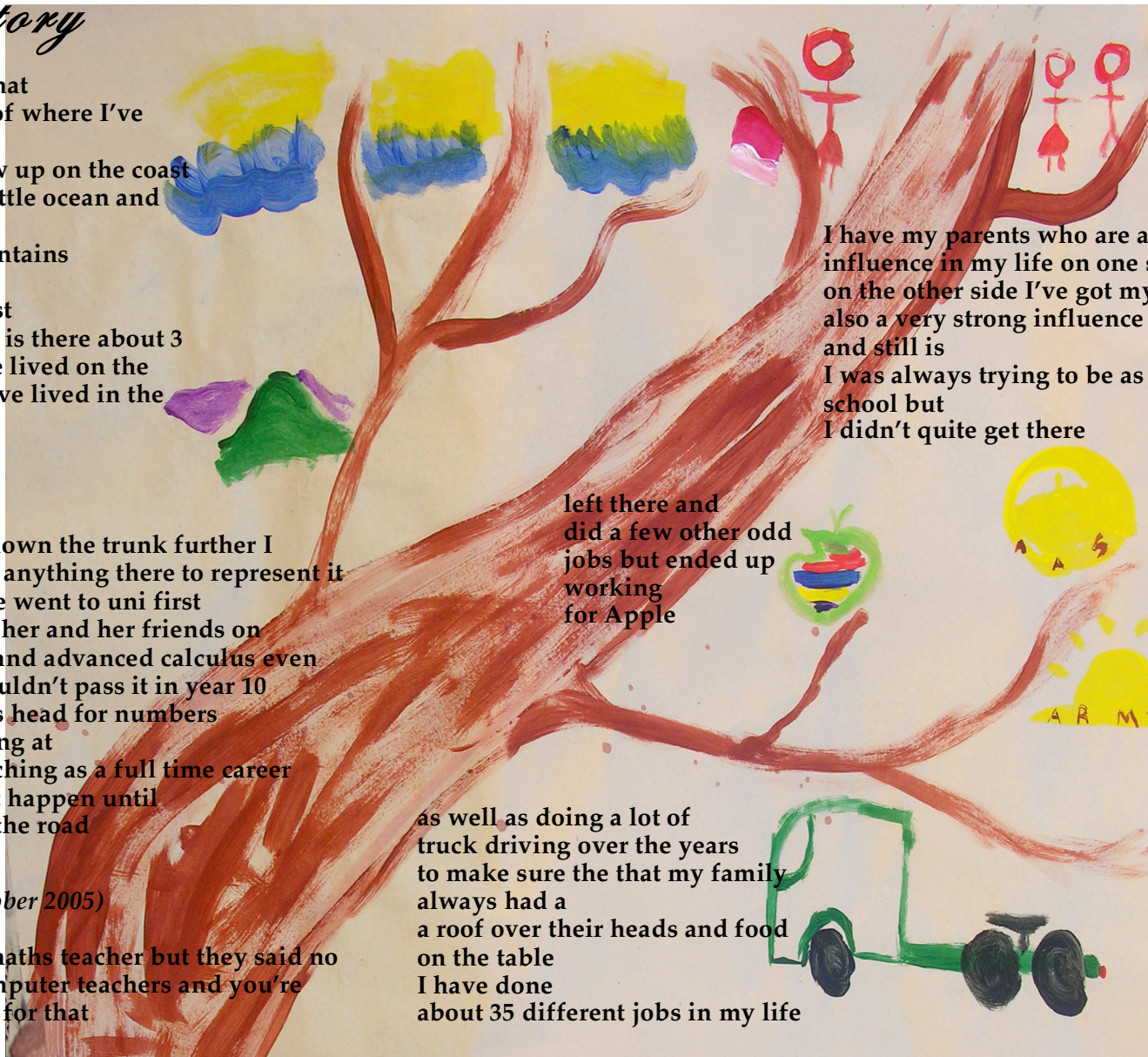
I wanted to be a maths teacher but they said no
we need more computer teachers and you're
more qualified for that
ohhh I love maths

left there and
did a few other odd
jobs but ended up
working
for Apple

as well as doing a lot of
truck driving over the years
to make sure the that my family
always had a
a roof over their heads and food
on the table
I have done
about 35 different jobs in my life

I have my parents who are a very strong
influence in my life on one side
on the other side I've got my sister who was
also a very strong influence in my life
and still is
I was always trying to be as good as her at
school but
I didn't quite get there

as we come
down
the tree the next
branch indicates
my career
choices
I had nine years
in the
Australian army
did an
apprenticeship
with them



The teachers' stories show how they brought with them, to their schools in unfamiliar places, many varied experiences of different places: different geographic places, different work places; different dwelling places. These experiences of place are cumulative. In Laurel Richardson and Ernest Lockridge's (2004) collection of place stories each story contains memories and reflections on other times, and other places, which influence the author's experience of the current place and the current time. It is as if the authors needed to describe other places and other times to enable the reader to understand their current experience. In an unfamiliar place we cannot but adjust and make sense of our place with reference to our past experiences. The teachers chose to tell me about their past experiences. It was as if they too sensed that if I was to make any sense of their current experiences I would need to know something about their past experiences.

The teachers' stories also tell of many becomings: becomings that were multiple, multiplicitous, and continuing; becomings that have no beginning and no end: becoming-student, becoming-partner, becoming-parent, becoming-sportsperson, becoming-military ... Becomings that are transformational but incorporeal (Deleuze and Guattari 1988:80-81); that is, while the teachers remained all the while the same corporeal body, these becomings were movements within and without them. These teachers came to their first teaching appointments as assemblages of many becomings. In Deleuzo-Guattarian rhizomatics an assemblage is a multiplicity—consisting of lines and speeds, of which we ask, 'what it functions with, ... in which other multiplicities its own are inserted and metamorphosed' (Deleuze and Guattari 1988:4). In the chapters *place, teaching, relationships, and teacher*, how the teacher assemblages "function" with other multiplicities—with people and places, with the animate and inanimate—is explored through the teachers' representations of their lived experiences.

