Storylines and storyspaces:
A folio of learnings related to socially-just pedagogies

Folio Item 1: Thematic Analysis Statement

Jennifer Margaret Nayler

Submitted in September 2003 in partial completion of an Education Doctorate
(University of Southern Queensland)

Abstract
The Thematic Analysis Statement demonstrates the ways in which the various texts included in Storylines and storyspaces: a folio of learnings related to socially-just pedagogies, are linked in a common exploration of socially-just pedagogies. The Thematic Analysis Statement constitutes Folio Item 1 and provides an analysis of each of the four texts that constitute this folio of learnings. In Folio Item 2, A research journey: Reflective journal, I explore my own subjectivities and the discourses which led to this study and which shaped the research in particular ways. The journal also explores the ways in which the research journey itself shaped my subjectivities. The largest item of the folio, Pedagogies: Storylines and storyspaces (Folio Item 3, Part A) adopts the genre of teacher professional development materials and consists of theoretical, methodological and practical perspectives related to socially-just pedagogies. This folio item is accompanied by a companion text, Pedagogies: A journal of storylines and storyspaces (Folio Item 3, Part B). The companion text is designed to provide practical support to readers engaged in professional learning associated with the main text. Two papers both written for academic audiences and with similar titles constitute Folio Item 4. These two papers reflect my own learning journey in terms of developing a theoretical framework that resonates with feminist poststructuralism.

These texts are all underpinned by feminist poststructural theorising. Each of these texts is considered in relation to three further aspects. First, the ways in which each item addresses the central research questions are explored. Second, each text is examined in terms of its place in relation to the five key stages of the research journey. Third, the place of “head work, field work and text work” (McWilliam, Lather & Morgan, 1997) and heart work is considered in relation to each text.
Introduction

*Storylines and storyspaces: A folio of learnings related to socially-just pedagogies* is the result of “head work, field work and text work” (McWilliam, Lather, & Morgan, 1997) and certainly some *heart* work. These themes will be taken up later in this paper. Specifically, the texts here reflect my learnings as a result of investigation of the central research questions:

1. What discourses might be associated with socially-just pedagogies?
2. What discourses might inhibit socially-just pedagogies?
3. What do socially-just pedagogies look like in practice?

The research component of the work was completed as partial fulfilment of an Education Doctorate at the University of Southern Queensland. This folio consists of four texts that represent a small part of the research journey that I have undertaken to complete this degree:

- **Folio Item 1**  
  Thematic Analysis Statement

- **Folio Item 2**  
  *A research journey: Reflective journal*

- **Folio Item 3**  
  *Pedagogies: Storylines and storyspaces*, learning materials for teachers and other educators (Part A)  
  *Pedagogies: A journal of storylines and storyspaces*, a companion text to support readers’ reflection of their practice (Part B)

- **Folio Item 4**  
  *All dressed up with no place to go: Theoretical understandings for new pedagogies*, an academic paper.
Folio Item 4 continued  An earlier paper, *All dressed up and no place to go: Exploring teachers’ understandings in relation to new pedagogies* in attached as an appendix, along with a rationale for its inclusion.

The numbering of these folio items indicates my recommended sequence for engagement with these texts.