

# The Importance of Care in the Publishing Process

TQR 8<sup>th</sup> Annual Conference, Fort Lauderdale  
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January 11-14, 2017

# LEARNing Landscapes (LL) Context

- ▶ Open-access, peer-reviewed, free, online journal funded and published by the Leading English Education and Resource Network (LEARN) of Quebec.
- ▶ Upcoming issue on Health and Well-being is the 20<sup>th</sup> publication and the 10<sup>th</sup> year.
- ▶ Links theory and practice.
- ▶ Builds on principles of partnership, collaboration, inclusion, and attention to multiple perspectives, voices and varied representational forms.
- ▶ Format includes:
  1. Commentary—invited, non-reviewed contributions to the theme of the issue.
  2. Contributions—peer-reviewed articles.

# Themes of Care in the LL Publishing Process

**Publishing is a teaching process and teaching should be a caring process:**

- ▶ **Review**
- ▶ **Representation**
- ▶ **Juxtaposition**
- ▶ **Voice**
- ▶ **Special support**

# Reviews scaffold the writing

5. This article is of appropriate scope and depth and adheres to author guidelines.

## Reviewer response:

The content presented is clear and is a very good description of the Know Your Rights Toolkit. However, more information is needed about the student engagement/response. There is a disproportionate amount of mention of the Car-stop Unit. But I did not get a good sense of the other units. More importantly though, there is mention of piloting the toolkit and meetings with instructors at a few places in the manuscript. A more detailed description of how this piloting was done, and feedback, information from the instructors needs to be presented in a much more sustained manner throughout. I strongly suggest that the author strengthen this submission by describing and adding information about the piloting of the toolkit, as well as the feedback and insights gleaned from the piloting. I would hope that there would be information from both instructors and students.

1. This work is skillfully created.

Reviewer response:

The author does a quick and clear review of her motivation for looking at children's words in a poetic framework. She also alludes, again quickly, to the literature around the social construction of childhood and of the need to hear (somehow) the voices of children, as well as some literature on poetry. She makes a rather large leap in suggesting that the poetic space "offers a form of distillation, a stripping down to the core of being and as such represents a convergence or place we may share with children." Later she calls this a "blurring of boundaries", perhaps a more appropriate phrase would be an "attempted blurring of boundaries."

2. This work is aesthetically satisfying and emotionally moving.

Reviewer response:

The author's showing of her mother's notebooks and her own early work is a really interesting part of this article. We see her motivation, her connection to her work. The movement into the found poetry of the children is thus made more meaningful, and we become intimately interested in the children's words and the poetic constructs of the author. The author frames her construction well, so we understand the clustering she is showing us.

# Representation values special talents and enhances reader/viewer understanding

Education and the arts: Blurring boundaries and creating spaces. *LEARNing Landscapes*, 2(1), Autumn, 2008.

It has long been held that form and content are distinct phenomena and that one can modify the form of an object or event without changing its content. I argue that content and form coexist ... To change the form of a form is to change the quality of the experience that makes it possible. The quality of experience that it makes possible is what the content of the form is ... Related to the multiple ways in which we represent the world ... is the way in which we come to know the world through entailments of our body (Eisner, 2008, pp. 25, 28).



# Juxtaposition provides validation, inclusion and possibility

Artful inquiry: Transforming understanding through creative engagement.  
*LEARNIng Landscapes*, 9(2), Spring, 2016.

Hi Lynn,

I just wanted to write and thank you so very much for having me in this addition of LEARNIng Landscapes. I am honoured and humbled to be in there with some of my very favourite arts-based scholars (Patricia Leavy!!) I was almost star struck. I wouldn't have had this opportunity had you not recognized the value in the work I do and the passion that I bring to it. So thank you for seeing it, acknowledging it, and giving me the chance to tell my story to your readers ... Melissa (Email, July 15, 2016)



Poetry in education: Possibilities and practices. *LEARNIng Landscapes*, 4(1).  
Autumn, 2010.

Arendt and Rich ... speak ...of the capacity of human beings to reach beyond themselves to what they believe should be, might be in some space they bring into being among and between themselves. The two remind us ... of what it signifies to imagine not what is necessarily probable or predictable, but what may be conceived as possible (Greene, 1997, pp. 1-2).



# Voice honours diversity and expands horizons

What would you say to other students who are working on projects?

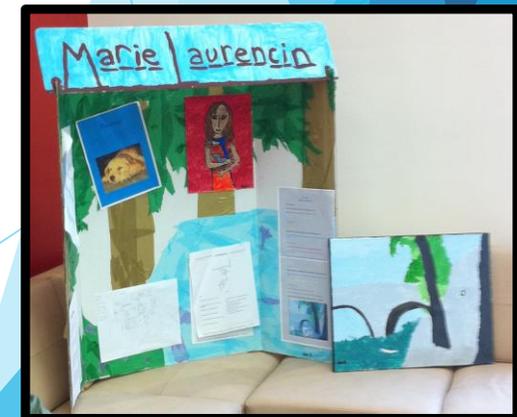
First of all don't try to do it all at once. It may seem like you're getting it over with but it's actually much longer because you start not wanting to do it anymore. So if you do it in small bits then you get it done faster even though it seems [it would take longer to do].

What would you say to teachers who want to assign projects?

Don't give them a due date that's so close that they have to do it in one night or whatever, because it's not always such a good project and it's kind of stressful if you have to do it in one night.

Last of all, what have you learned from this inquiry that will help you in the future?

Just keep trying. I'm going to have to research things in the future, that's for sure. I'll have to do many things like this in the future and if I have to get more than 20 facts it's going to take even longer than the hours I spent trying to get information for this. Basically just to keep trying and not just say it's not out there, I can't find it.



Inclusive education: Socially just perspectives and practices. *LEARNing Landscapes*, 7(2), Spring, 2014.

I knew as early as I can remember, pretty much. It just didn't feel right, I just didn't match the body I was in ... I think it was in grade 4. I told my mom one night and I was crying to her, I said, 'Mom, I just want to be a boy!' So later she told my dad, of course, and they both looked up "transgender" on Google ... My mom, I know she's really accepting and stuff, but you got to keep in mind she never had a daughter ... (She'd) ... always had a son, but ... (she) ... just didn't know it. And so, if your kid is really upset and depressed about what their gender is, then why not just let them be who they are. It wouldn't be any different (Kauffman, 2014, pp. 33-39).



# Special support for authors can provide opportunity

Leadership in an era of change. *LEARNIng Landscapes*, 1(2), Spring 2008.

When I first thought about leadership and education what came to mind was the idea of tutoring. I was thinking of drawing students helping each other and I was going to draw that. But then I thought, no, it would probably be best to draw something about Student Council, so I did. After I finished my first drawing I was encouraged to continue with my original idea, and I was happy about that.

Our Student Council in high school was pretty good. Even from grade seven students were represented on the council so it wasn't made up of only the older kids. They did a pretty good job. They organized fields trips to the Cabane à Sucre and Tremblant, dances, and music at lunch hours and recess. They also got tutoring started so that teachers could help students in their breaks. I found Student Council too autocratic though and too much responsibility. I wanted to focus on my work and my friends and I found it interfered with those things. That's how most of us felt. In our class we didn't care who represented the group. Whoever wanted to could do it (Hawkins, 2008, pp. 178-179).



### Pre-review response:

I have just finished reading your piece and found many of the stories very powerful. Before it is ready to send to review, you will need to do some work on it. Luckily, you have sent your work in quite early, so you have time. Here is what is needed:

1. You need to address the literature that has been done in this area. That is, you need more citations to show how what you are saying/doing is informed by research. You need to address what is known to work and what you are doing that either supports the research, or adds to it in some way (perhaps simply by sharing rich stories to bring the research to life).

2. I found myself confused about the organization of the piece. You will need to help your readers walk through your piece better by guiding them through the organization. I suggest that you have someone else read your piece too.

### Contributor response:

Thanks so much for the rich feedback. While this week is really busy, I will definitely tackle the frames you suggest in your reply. While I have had others read this piece, I will include the more comprehensive, focused eye that you suggest in a reread. Thanks for your clarity and focus for me, and I look forward to moving forward into possibility.

# Publishing is a vehicle and opportunity for teaching and learning

Our task is to create enough safe spaces and trusting relationships within the academic (*educational*) workplace—hedged about by appropriate structural protections—that more of us will be able to tell the truth about our own struggles and joys as teachers (*writers*) in ways that befriend the soul and give it room to grow. Not all spaces can be safe, not all relationships trustworthy, but we can surely develop more of them than we now have so that an increase of honesty and healing can happen within us and among us—for our own sake, the sake of our teaching (*learning/publishing*), and the sake of our students/*contributors* (Palmer, 2007).