

The process of personal scholarly inquiry encourages practitioners to examine the preconceptions they bring to their work. This is a demanding form of deep, professional learning. In this SPN, Nikki Waters confronts the choice of entering into or avoiding a painful confrontation with her own ideas. As she recounts her journey with honesty and transparency, she shows how she drew from various scholars and theoretical perspectives to dismantle and then rebuild her assumptions about teaching. In a recent conversation, Nikki indicated that she has been reconsidering some of the ideas expressed in the SPN. As she has continued to mature in her professional practice, her understanding of the complexities of relational teaching has continued to evolve. This is the hallmark of a Scholar-Practitioner—someone who cares deeply about their work with children and continues to learn through metacognitive reflection.