

Re-authoring Teaching:

C R E A T I N G A



C O L L A B O R A T O R Y

I found myself falling in love with the people in this book. I was reminded of the mediaeval "scholares vagantes" (wandering scholars), with Peggy like a modern day tour guide whose itinerary was to have us travel from place to place, teacher to teacher, seeking wisdoms.

David Epston, MSW, Co-founder, Narrative Therapy; from the Foreword.

Peggy Sax's book inspired my imagination to look at my "growing edge" as a teacher-practitioner, inciting me to review the principles and beliefs I hold dear and to reflect on the congruency between the cherished values of Narrative Therapy and the values and purposes expressed in the teaching relationship.

Marta Campillo, MA, Director of Centro de Atención Psicológica a la Familia AC, Xalapa, Veracruz, México

I was engaged from the first page in reflecting on extending my own teaching practices. I am left with all this lovely space to play with the ideas Peggy and her students have so generously offered.

Aileen Cheshire, M.COUNS., Counselling Co-ordinator, Bachelor of Social Practice, Unitec, Auckland, New Zealand

by Peggy Sax

www.reauthoringteaching.com

One does not read so much as engage with the pages of this book, which positions the reader as an active participant in the learning process. As a newer instructor, I was inspired to expand upon my collaborative processes in the classroom, through increasing the use of technology and dialogue between students, practitioners and consumers. As a student, it is a rare experience to read a text that simultaneously introduces and embodies the theoretical framework that it espouses. Peggy Sax clearly places a high value on her students' voices and experiences, and, quite unusually, removes herself from the center of her students' conversation while still structuring their learning. This text has much to offer students and teachers of Narrative Therapy, teachers seeking exemplars of a post-modernist approach in the classroom, as well as teachers of online courses in a range of subjects.

Beth Prullage, LICSW, Doctoral Candidate, Simmons College School of Social Work (SSW); Adjunct Faculty, Simmons College and Smith College (SSW)

This is a breakthrough book. It offers teachers and students in human service work a way to transcend classroom walls (and mindsets) by adding the fifth dimension of the Internet. Any teacher or student of relationship therapy will be inspired by the many examples of 'learning on a cloud' that Sax puts into her (cyber) spacecraft of a delicious, lively book.

Lynn Hoffman, LICSW, Author, Exchanging Voices: A Collaborative Approach to Family Therapy; Family Therapy: An Intimate Journey

Without being taught in any didactic or pedantic way, you cannot help but find yourself responding, reflecting and learning. In her hands, teaching and learning merge and learners become authorities on their own learning experience. Peggy Sax provides a model to aspire to of how online learning platforms can be used to enrich learning. I know of no better account of how to teach and to learn therapeutic practice in the era of online learning.

John Winslade, PHD, Coordinator of Educational Counseling Program, Dept. of Educational Psychology & Counseling, California State University, San Bernardino

Peggy Sax, PhD, is in independent practice in Middlebury, Vermont, USA, as a psychologist, consultant, workshop leader and university instructor. An enthusiastic teacher, Peggy feels privileged to have the opportunity to share powerful stories of learnings from over 30 years of work with families and their children; teens, adults, couples, communities; and students of all ages.

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