

Introduction

The title of this book, *Continuing Cooperative Development*, has three resonances for me. First, it emphasizes the fact that the type of professional development that the book seeks to enable will always remain an ongoing proposition. There is no destination as such; the goal is to continue developing. Second, developments in the style of nonjudgmental discourse that the book introduces are currently continuing in various countries and contexts, some of which are represented here by guest authors. Third, the book continues my own professional development, drawing as it does on my earlier book, *Cooperative Development* (1992).

One thing is surely clear: the intervening ten years have seen a shift in the field of TESOL away from the idea of the teacher “using a method,” or “applying a theory.” The idea of teachers responsively and responsibly investigating their professional contexts in order to develop personal understandings and shared theorizations of their work has become much more accessible and mainstream than it was, even if it remains just as demanding for those who want to pursue these goals. *Continuing Cooperative Development* aims to mitigate these demands and to support such a creative, exploratory approach.

I have completely revised the earlier text and made some adjustments to the design of cooperative development itself, working in ideas that I have learned along the way. In addition, there are many more examples here of authentic exchanges set in situations in which this style of work has been used on specific projects. I have also introduced a range of new tasks that have proved successful over the years. Anyone who would like to access the old activities, which remain equally valid and useful, can download them from: www.les.aston.ac.uk/lisu/staff/je/CD/.

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In addition, I have found that my earlier ideas have transcended their initial teacher-to-teacher, pairwork mode and have opened up a style of group development that can both support individual development and have a powerfully positive effect on the level of collegiality available in the workplace. This group strength can, in turn, be used to invite in visitors to share at least an outsider's experience of what such collegiality can mean in terms of potential for individual and institutional development. I believe that we can see here the bases of yet more beginnings.

In terms of presentation, I have once again relied on the intelligence of the reader to recognize that one can be serious without expressing that seriousness in a formally academic style. The main body of the book, therefore, proceeds with a minimum of references and acknowledgment, while chapter 12 picks up these obligations and takes some of the argumentation further.

I have looked for a quotation to open this book more inspirational than the one I used before. On reflection, I am quite happy to say that I have failed to find one. It's still Bob Marley, 1980:

None but ourselves can free our minds.