

Humility in education: professional learning and wellbeing practice

Abstract

'Humility in Education: Professional Learning and Wellbeing Practice' reflects a dedicated partnership between two educational organisations, a university in Northern Australia and one of the high schools in Northeast America, to explore how humility can be practiced in the high school classrooms. Student behaviours (Spaulding et al., 2010), microaggressions in schools (Banks et al., 2022) and social vigilantism (Saucier & Webster, 2009) among youth have been challenging and need to be addressed with the development and implementation of humble pedagogical practices (Gregory, 2014; Worthington & Allison, 2018; Clemente, 2023). This research conducted a five-phase Participatory Action Research with the high school learning community. High school certified teachers and non-certified staff were invited to participate in developing and implementing the practices of humility in the classrooms. The study used multiple qualitative data collection methods, including research group thinking labs, surveys, a seven-week intervention, overt observations, student exit slips, participant interviews and focus groups. Content analysis and thematic coding of the preliminary data suggest that following research workshops and professional development sessions, the research group confidently addressed the strangeness associated with the teaching of humility and meticulously designed and implemented lessons using various pedagogical strategies and teaching methodologies. Students were receptive and highly engaged. However, a seven-week intervention was a relatively short period for implementing the humility lessons to reinforce and cultivate the sustainable expression of humility among students. The study proposes implications for future research, training, policy and DEI practices.