

**BAKHTIN'S CARNIVAL: DEVELOPING NARRATIVE
FRAMEWORKS IN ANALYSING GLOBAL AND LOCAL TEACHER
IDENTITIES**

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Abstract

Teachers in the UK and Australia are increasingly silenced by the regulations within schools and by a culture that wants a scapegoat for society's ills. This paper investigates the author's use of autoethnography to reflect upon and record her teaching experiences, in both countries, as a series of connected short stories. The creative narratives explore the gaps and silences of school environments, restoring them through the device of Bakhtin's carnival. By using carnival as a narrative framework, the author is able to carnivalise conflict from school situations and create further possibilities for exploring teacher identity at global and local levels. The parameters of carnivalised writing demand humour as an integral part of the literary artefact and this particular aspect facilitates the ability to write without censure. Carnival serves as a powerful creative writing device for highlighting specific aspects of teaching and, more importantly, the dynamics of relationships between teachers and students, teachers and parents, and teachers and colleagues. Working through the autoethnographic process, the author shows how carnival restores the voice of the teacher in a way that promotes unlimited artistic freedom without the fear of breaching confidentiality. Carnivalising conflict proves to be an effective tool in developing teacher resilience and skills that can be transferred to the classroom.

Keywords: autoethnography, carnival, culture, education