

AT LAST! SUBMISSION OF MY DISSERTATION

6 June 1997

I feel that I should mention the tussle that continues between Jack and I whereby he has encouraged me to explain my life as a woman in the police service and I have resisted this. We seem to have reached a truce as we both appreciate the account that I have written here in which I have focussed upon criteria for judgement rather than policing. However I have to agree with him when he says, *"I think your story of your professional life in police service would be a most interesting story and make an important contribution to professional knowledge. I'm not in any way saying that this is the dissertation you "should" have produced. I don't believe this. I think you have produced your dissertation in your way and I'm delighted with it. I love the way you say:*

"Therefore could we possibly move on from my involvement with police training and consider my existence as an individual regardless of which section of the police force I happen to work in at this time."

In bringing this account to a temporary halt in order that it can be judged in terms of the University criteria, I want to add that Jack's interest in my professional life as a police officer has continued to niggle away at me. I do sometimes feel that I haven't presented myself as a true "action researcher focussed on improving practice" and that my living educational theory hasn't adequately explained my professional life.

I believe that in correspondence I have found a form of representation that is authentic and reminds me to keep the other person in mind. However, I am now more inclined to make my work in the police force a greater part of the subject matter for any future account but I was interested to read a letter in my Police Review magazine this week which said;

"One way for a senior officer to really gain street credibility would be to write a best-selling biography revealing the state of the service when they joined, the obstacles they encountered while attempting to achieve changes for the better and the steps they took to overcome them.

In recent years, there has been a definite dearth of such tomes, the exceptions being those by John Stalker and Alison Halford, both of whom were, funnily enough, boat rockers in their own way whose careers came to premature ends." (Kenny, 1997 p.21)

I wonder whether this is a warning to me of the risks that go with such an exercise.

I am currently working on a project in which I am promoting the concept of "Professional Conduct" *within* my force, particularly with regard to the way that we behave *towards each other*. I feel sure that in this work I am seeing the relevance of what I have learnt through writing this dissertation but I am not yet ready to make it public. Perhaps after a while I shall be able to share that with you. Despite my not making it public at this time, I intend to continue to develop dialogical and dialectical approaches in my own field of influence within the police service.

I have been accused before of leaving my readers hanging, with no real ending to my assignments and failing to draw together the loose ends. I actually believe that it would be wrong of me to summarise and conclude my account in some nice neat way. I've given you my intentions for the future and, who knows, they may turn into another educational

research enquiry before too long. My current enquiry has not ended but it continues on beyond this dissertation.

I do hope that you can now understand my belief that "*enquiry is not just for professional practice, it has an effect on my whole life,*" and that you can now see my dissertation "*in the context of a person who is trying to explain her theory that educational development can almost be considered synonymous with the progression of life itself and therefore to understand my educational development, you have to understand my life.*"

At last, I am ready to submit this dissertation to you.

With best wishes

Hilary