Superfluidity
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A Natural Step into Currere

In the past, I have unknowingly written using the *currere* steps of regressive, progressive, analytical, and synthetical writing (Pinar, 2004, 2012) by reflectively questioning, examining, critiquing, and narrating: 1) my own educational and academic life experiences (McDonald, 2016, 2021b; McDonald et al., 2020); 2) how those experiences influenced my progress as an academic and identity as an educator (McDonald, 1998, 2020b, 2016, 2021a; McDonald et al., 2016); 3) in what ways the emergence of insights impacted my pedagogical effectiveness (Edwards Bubb et al., 2011; McDonald, 2007, 2009, 2012a, 2012b, 2012c, 2013b, 2019; McDonald & Kahn, 2014); and 4) the holistic sense-making and reflective process utilized to authenticate my becoming of "self" in the field of education (McDonald, 2013a, 2018, 2020a).

My Meandering Path

I am an abstract/random type of thinker who rarely follows sequential steps, so the *currere* process is a little messier for me in that some steps serve as unconnected, individual writing pieces and other steps intersect or meld together in my narratives. However, all steps perform as platforms from which informative educational stories are launched. As a writer, I tend to use spirited metaphors, fiction, and other aesthetic illustrations in shared stories as expressive mediums to optimize critical perspectives or novel ideas. On that note, a few years back, I created a poetic process dubbed *Superfluidity*, which employs specific technical standards and conceptual guidelines. Each poetic line is a stand-alone value statement or identity claim (individual or collective). However, connections between the lines are dependent upon the ending syllable *sound* serving as the beginning sound for the next line. Ideally, the word or phrase that begins the poem is also the word or phrase that ends the poem. Basically, the poem design (i.e., italicized syllables and flowing line format) is an intentional visual manipulation to reinforce overlapping and relational thoughts, which graphically and dramatically demonstrate movement and intersections of experiences. Playing with and manipulating word syllables is the creative fun part!

Journey of Artistic Discovery

As a poetic process, *Superfluidity* emerged through an inductive attempt to connect my string of thoughts on an overarching theme beyond the conceptual relationship. While reading my scripted expressions out loud and rearranging segments, the beginning and ending syllables leapt out as possible connectors in overlaps of *sound* within the words and phrases. Through subtle phrase manipulation, the syllable-connection edified my collective collage (of thoughts *and* text). The whimsical beauty in this method is— there is no right or wrong, just endless personalized possibilities. Additionally, the visual created through deliberate spacing and italicized syllables generates a vortex image, which seamlessly captures the lyrical flow-of-thought intent. I experienced emotionally moving excitement in the novelty of this purposefully flowing writing process and an intimate satisfaction in the end result. Branding this imaginative writing experience *Superfluidity* simultaneously portrays both the process and product as fluid and lively.

A Poetic Tale of Professional Bonds

As a member of a Professional Learning Community (PLC) called the Faculty Academy (FA), I have been honored with nearly two decades of shared scholarly experiences and rewarding academic connections with exemplary colleagues. Comprised of Teacher Educators across five universities in the Houston area, FA members meet multiple times each semester to conduct critical discussions and collectively support professional development as scholars. Our union has historically served as an informal support system for members acquiring promotion and tenure as well as navigating their experiences as academics. Through this PLC, FA members have been exceptionally productive in generating over 27 group presentations at national and international educational conferences, two books (36 book chapters) (Craig et al., 2020; McDonald, 2018), one book in progress, and two refereed journal articles (McDonald et al., 2016; McDonald & Kahn, 2014). Themes of these presentations and publications all align with our educational experiences as learners, educators, and academics.

In preparation for one of our conference presentations, I was inspired to write a *Superfluidity* poem that described FA discussions and interactions shared over the years regarding our academic PLC journey taken together. Read as an introduction to the conference presentation, the poem encapsulated FA members' shared encounters, which nourished and enhanced our collegial unions and communal connections over the years. True to the nature of the *Superfluidity* process, session attendees shared responses to the poem, which spawned additional overlaps and connections with their own experiences in academia. In the poem, "Whorl of Inspiration" (shared on the following page), the *currere* process is revealed through regressive, progressive, analytical, and synthetical thoughts (i.e., words or phrases) as well as the focused content of FA members' educational experiences.

Whorl of Inspiration

Inspira*tion*

      Shun the nor*mal*

           *Mal*content with mediocri*ty*

                 *Tea*cher exempl*ar*

                       Are we making a real differ*ence*?

      *Ense*mble of ener*gy*

           *Je*er at fearing fail*ure*

                You're making it hap*pen*

                       *Pen*sive and playful prog*ress*

      *Res*urrecting connections our de*cree*

                *Cre*ating ideas to make kn*own*

                       Own learning extraordi*naire*

        *Nar*y a dull mo*ment*

             *Ment*oring each oth*er*

                     *Ur*gent administrators are contra*ry*

        *R*elationships quite comple*x*

             *Ex*periences that bind and *tie*

                     *Ti*me to envision and beg*in*

      *In*spiration

Final Comment for Starting the Poetry Process

Inspiration generates action. I hope readers are encouraged to try the *Superfluidity* method for meaningfully voicing their own educational encounters or as a pedagogical strategy for use in one's practice. Perhaps a poem prompt can challenge and rouse participation. For those whose interest is piqued, play with the process by adding to and continuing the following poem beginning:

Curr*ere*

Ray of sunsh*ine*

*Ein*stein's theory of relativi*ty* . . .

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