Re-framing Education as a Thirdspace: Neonarratives of Pedagogy, Power and Transformation.

Dr Janice K. Jones

Capacity Building Research Network

Faculty of Education, University of Southern Queensland.

University of Exeter

Graduate School of Education Seminar, 24th October 2012

Positioning the study: the theoretical framework and 'lens'

Place, time, space and identity: the researcher, the study and the postcolonial context.

POSITION AND CONTEXT

Acknowledgement of Country

Dinawan Dreaming by Donna Moodie

University of Southern Queensland

- 25,648 students
- Students from 85 + countries
- Top 3 international China, Malaysia & India
- Student to academic rate: 21/1

- Very high (2%) Indigenous students
- 80% Faculty of Education study fully online
- 7,382 postgraduate (very high) 94%

Schools in Australia

- Decreased from 9,600 in 2000 to 9,468 in 2010 (-132).

- Government schools -223

- Non-government schools +91 (+12 Catholic, +79 independent)

- In 2010, 6,743 government schools (71%), 1,708 Catholic schools (18%), and 1,017 Independent schools (11%).

Australian Bureau of Statistics. (2010) 4221.0 - Schools, Australia, 2010

At-risk students

- In 2006, 7% of 15-19 year olds who were no longer attending high school had not completed Year 10.

- This proportion was considerably higher in remote (14%) and very remote areas (36%).

- (51%) of Indigenous 15-19 year olds participating (up from 43% in 1996).

PISA Results 2009

- 34 OECD countries and 31 partner countries
- 14,000 students from 353 schools in Australia(randomly selected)
- "*While females continue to outperform males in reading literacy, the average scores of Australian males and females have declined significantly since reading literacy was first a major domain of assessment for PISA, by 17 and 13 points respectively*" (Thomson, De Bortoli, et al., 2009)

Australia – performance monitoring

- Response to the Melbourne Declaration: National Assessment Program (NAP) focuses on: attendance, participation, completion and attainment in schools

- Annual assessment for students in Years 3, 5, 7 and 9 for Literacy,numeracy, science, civics and citizenship, ICT

- "...an everyday part of the school calendar and has been since 2008"

National Report on Schooling in Australia (2010, p.6)
MCEETYA. (2008). *Melbourne declaration on educational goals for young Australians.* Melbourne: Curriculum Corporation

Contemporary Postcolonial Theory

Identity

Culture

Theories of Cultural Transmission

Agency

Colonization

Hegemony

Multiplicity

Border Theory

Resistance

Place/Space

Doxa/Habitus

Alterity

Thirdspace

Globalization

Symphonic self

Border/Boundary

Hybridity

"an *inter*national culture, based not on the exoticism of multiculturalism or the *diversity* of cultures, but on the inscription and articulation of culture's *hybridity"* *(Bhabha, 2004)*

Colonized Culture and Identity

Imperialism: Highland clearances and diaspora of mother's family in/from Scotland

Famine and 'the troubles': father's family migrate from Ireland to Scotland

Parents: Economic migrants Scotland to England

Self: British born, but 'not from here' after 28 years in Lancashire

Colonizing Identity

Australia: 11 years

Canada: 2 years

Turkey: 6 months

Korea: 3 months

USA: 11 months

Hybrid Identity

Social engagement: teacher, researcher, artist, writer, performer, environmentalist

Personal engagement: mother, wife, daughter, sister, aunt, friend, mentor

Tribal affiliation: Celtic, transnational, global, agnostic

Autoethnography in the Study

- hybrid postcolonial identity informs a "negotiation of meaning and representation"

(Bhabha, 1990)

- "Critical pedagogy asks: Whose standard? Whose culture? Whose knowledge? Whose history? Whose language? Whose perspective?"

(Wink, 2005).

- re-situating identity and practice to the borderlands for disruption of, and subsequent re-casting of, experience

Licona, A. C. (2007).

- As beings we are "simultaneously historical, social and spatial... actively participating individually and collectively in the construction/production - the "becoming" - of histories, geographies, societies. (Soja, 1996), informed by Lefebvre (1974) and Heiddegger

The questions

- What happens to the personal and professional understandings of a teacher educator as a result of her reflexive engagement in the third space between traditional and non-traditional educational places?

- How do those understandings impact upon her philosophy and practice of pedagogy?

- What are the implications of promoting a critical and creative approach within an educational policy which utilizes a system of measurable outcomes?

The contentions

- **Systemic practices of pedagogy and curriculum in 21st century Queensland appear to be informed by contradictory and potentially irreconcilable ideologies.**

- **A hidden curriculum may work against change, re-inscribing capital through power relationships that maintain inequalities.**

- **Culture and identity inform teachers' personal doxa and habitus, potentially re-instilling established practices and agency**

Field Theory, Power and agency

- Pierre Bourdieu: "symbolic violence" by which dominating ideas self-legitimise through the structuring forms of curriculum and pedagogy and through the influence of doxa upon practices of teaching and learning. Bourdieu, P. (1991a). *Language and symbolic power*. Cambridge, MA: Harvard University Press.)

- Freirean concepts of liberatory pedagogy (1993) extended to 21st century contexts: Joan Wink (2005), bell hooks (1994, 2006) and Henri Giroux and Joe Kincheloe (2007) as critical and transformative pedagogies

Spatial Theory

- Firstspace epistemologies (Lefebvre,1974), (Bourdieu, 2006) privilege scientific modes of thinking, reinforcing static binaries and dialectics.

- "rational, scientific, technical justifications, always in the name of objectivity, are relied upon. In this way, the audit culture perpetuates itself" (Bourdieu, 1998, p. 90).

Binaries – Secondspace

- Secondspace theories, underpinned by the "assumption that knowledge is primarily produced through discursively devised representations" Soja, E. W. (1996). *Thirdspace: Journeys to los angeles and other real-and-imagined places*. Malden, MA: Blackwell, p.79

- an episteme of "intelligibility in terms of opposites" Lefebvre (1974)

- Neither Firstspace empiricism nor Secondspace dialectic can fully represent the complexities of human knowledge and praxis. (Lefbvre, 1974)
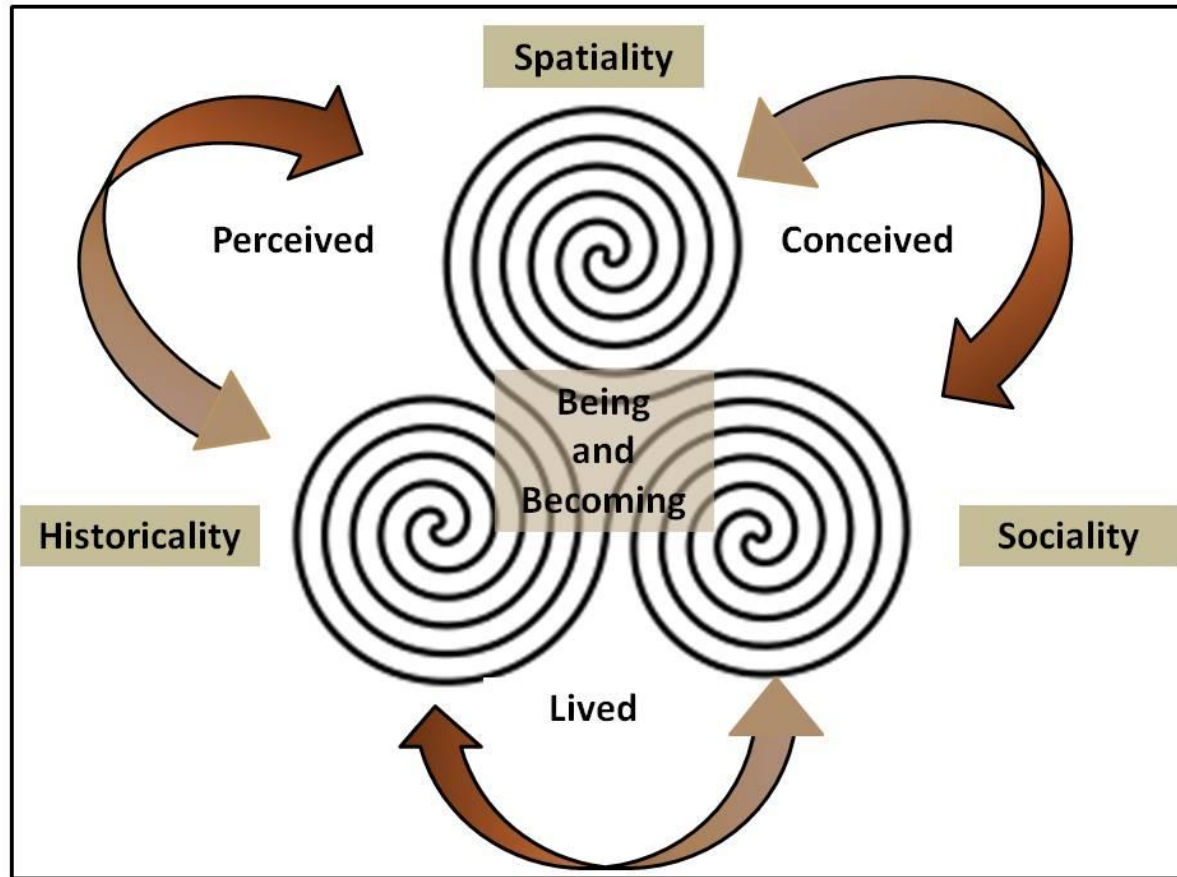
Thirdspace

A trialectics of being and spatiality. Modified from Soja (1996, pp. 71-74) and adapted from Lefebvre (Lefebvre, 1974)

Positioning – Pedagogies

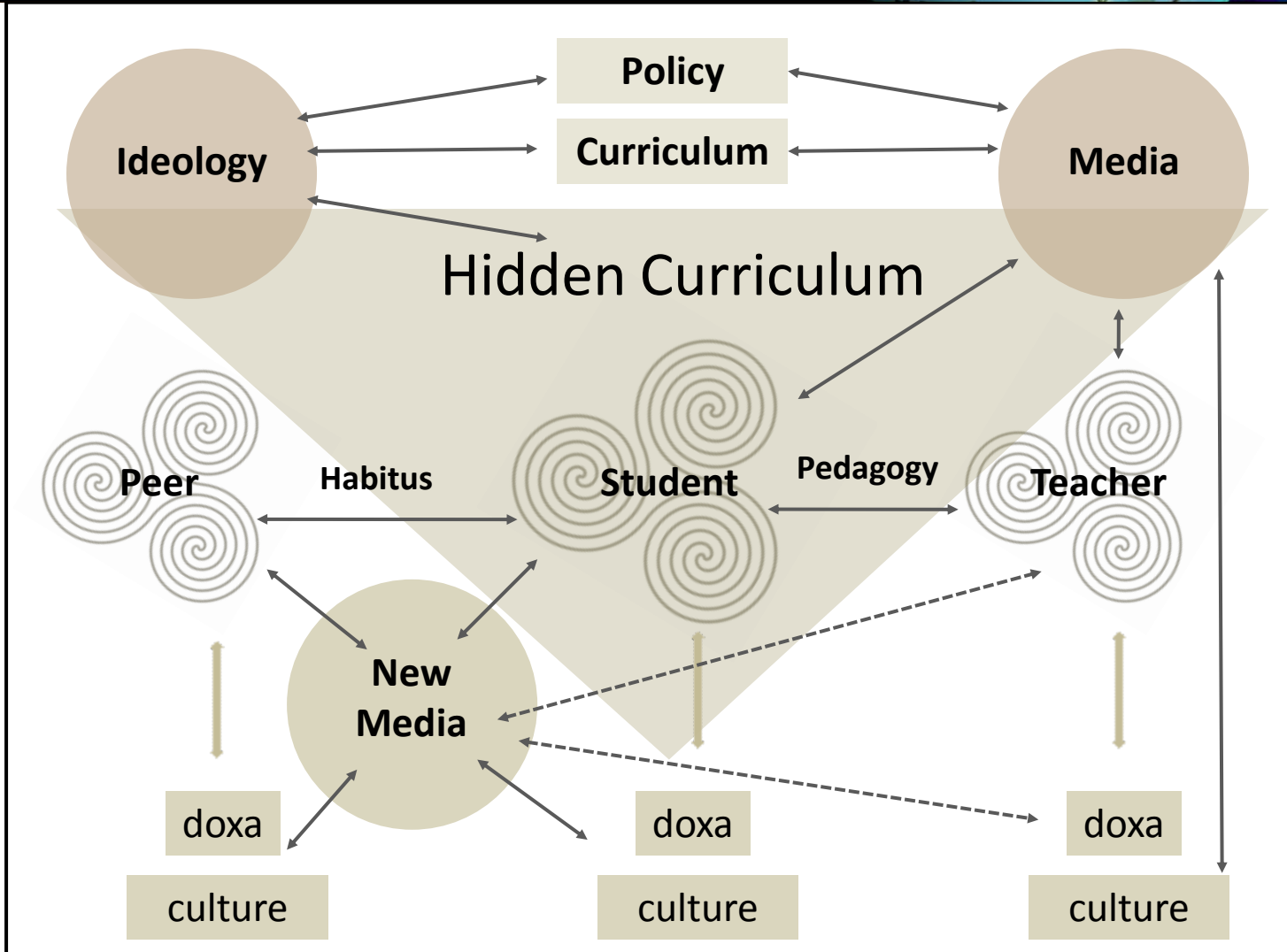|	Didactic (Firstspace) Pedagogies	Authentic (Secondspace) Pedagogies	Transformative (Thirdspace) Pedagogies
Space and Place	Separate classroom, school Rows of desks facing 'front' Teacher uses board	Adapted classroom with shared spaces/tables/work stations	Flexible Space: "Schome" Flexible Time/ Lifelong/ Lifewide
Communication	Teacher dominated talk Students listen	Teacher facilitated talk Some student-student dialogue	Networked and horizontal learner-learner/learner-teacher talk
Hegemonic Relationship	Authoritative: subjects, syllabi, textbooks, teacher commands/ learner obeys 'Sage on the Stage'	Child-centred learning Learner-centred activities 'Guide on the Side'	Extended community as co-learners/ 'Meddler in the Middle'
Social-cultural	One-size-fits-all curriculum and pedagogy	Some self-paced learning Deficit view of difference Social integration	Inclusive learning Pluralism Transnationalism
Ownership	My classroom and students My work (students)	Partial student ownership of knowledge and space	Collaborative learning Any place, any time Our learning/knowledge
Teaching and Learning	Transmission/ instruction: teacher mediated syllabus, emphasis on fact and value	Experiential learning/ Learning how to learn/ Cross disciplinary/student-led inquiry	Teacher as designer/ Learner as co-designer/ Learning as multiple knowledge processes, ways of knowing
Moral and Ethical	Discipline and conformity bring success Failure is the student's fault	Inquiring minds/ active citizens Opportunity for special needs students to access the 'mainstream'	Learner can: navigate, discern, change, negotiate deep diversity create, innovate, collaborate compromise in a pluralistic society Failure is a learning opportunity

- Pre-1928
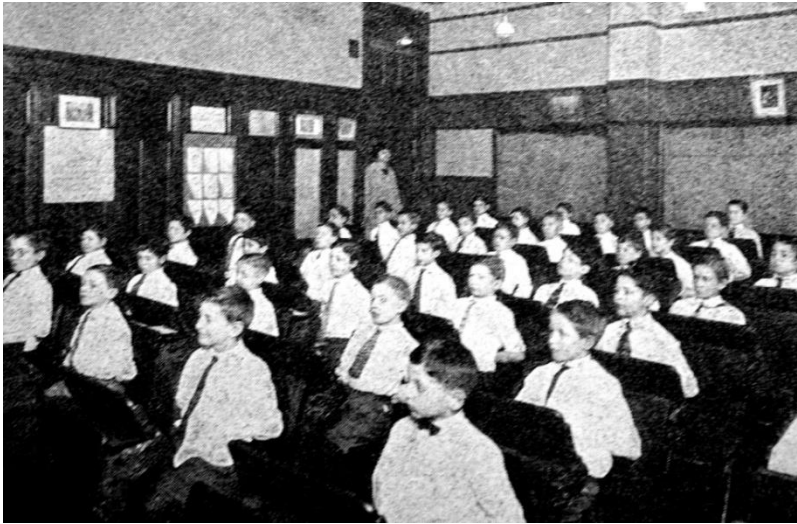
- 1928

"Eyes front! Arms folded! Sit still! Pay attention! Question-and-answer situations – this was the listening regime" (Rugg & Shumaker, 1928, p. i).
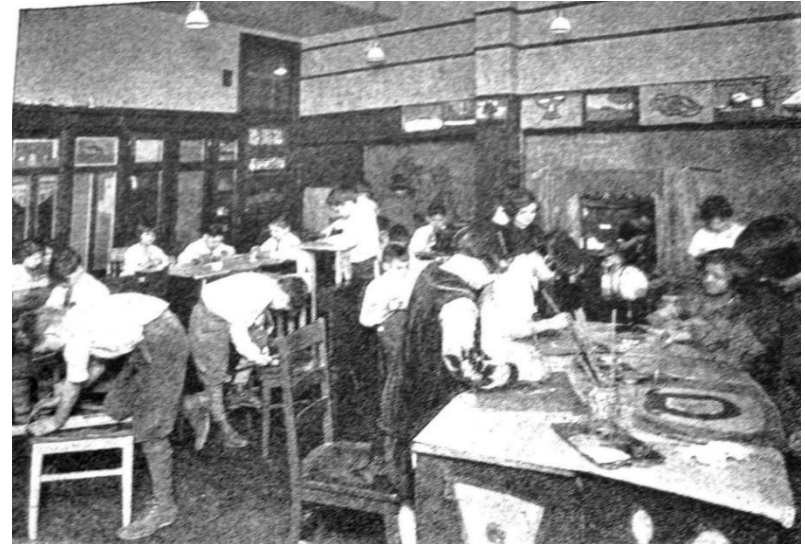
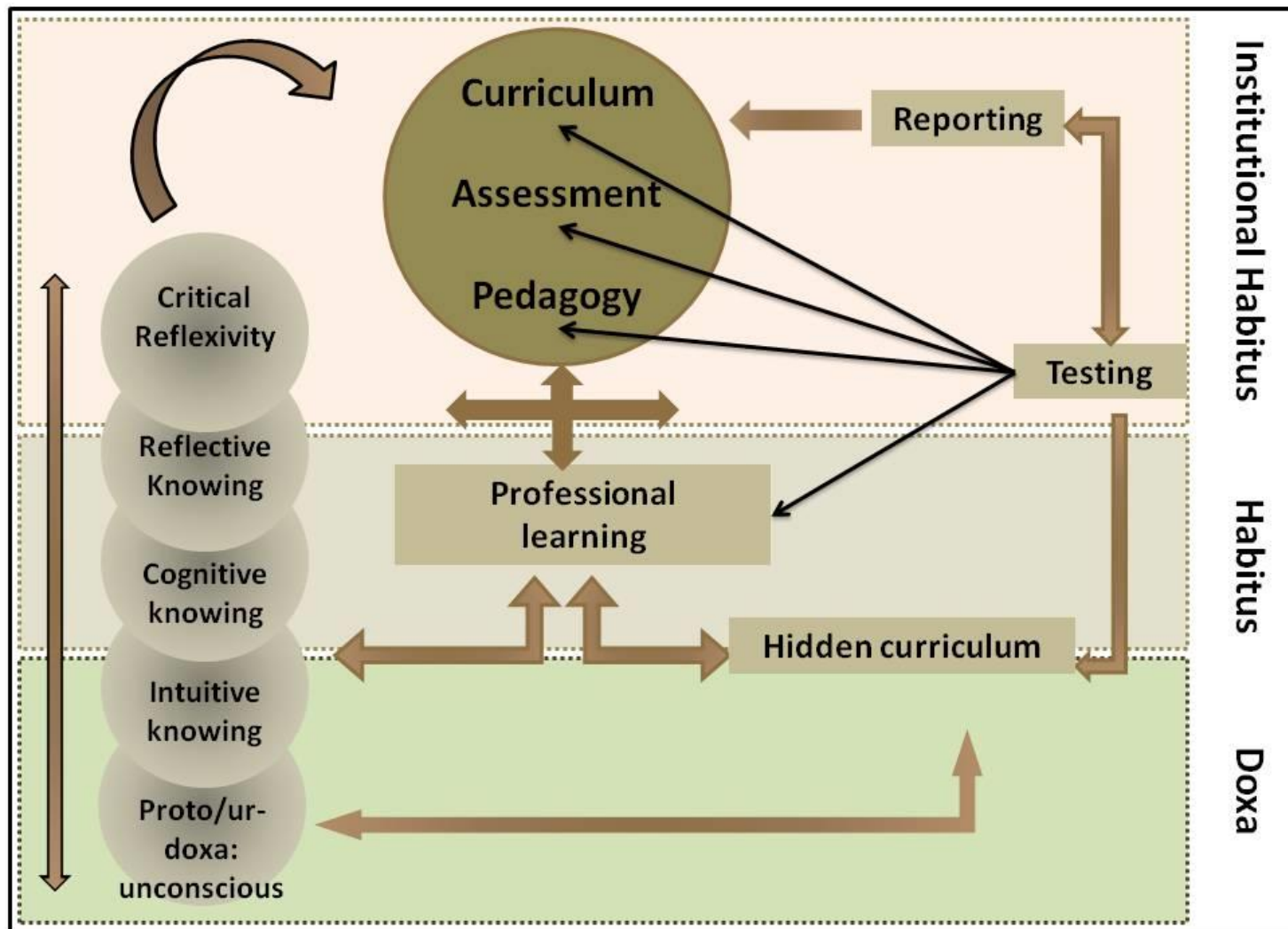"Freedom! Pupil initiative! Activity! A life of happy intimacy – this is the drawing-out environment of the new school".

Hidden Curriculum

Policy

Curriculum

Ideology

Media

Hidden Curriculum

Peer — Habitus — Student — Pedagogy — Teacher

New Media

doxa

doxa

doxa

culture

culture

culture

1. learned and social (may change over time, place and contexts of power).

2. transferable (individuals and groups)

3. lasting, but may erode or transform

4. inherent inertia - later schemas are less deeply established than those laid down in early life

Re-writing our world" (Wink, 2005)

- Critical pedagogy seeks to rebalance and democratise education

- Educators are challenged to relearn and to unlearn, questioning received ideologies

- "writing stories" (Richardson, 2000)

- Writing upon writing (Richardson and Adams St Pierre 2005)

Method and processes for the study in a participatory context:

A newly-established primary school in rural Queensland run by a community of parents.

Play-based emergent curriculum.

THE STUDY

Are we at school?

The Magic Gardens Project

The researcher

- *At first I (expect the children) to gravitate to me to plan the garden, (then) realizing I must allow the children to plant where they wish, we learn together. Frustrated, I hear my voice on film (addressing) 'little people' in a tone that (makes me) fear I am not a constructivist teacher [F.29.04.06:1] or even 'a good teacher' [R.29.05.06:3].*

- *On early visits I feel like an alien with my purposeful approach and time-driven schedules. My agenda to 'build trust' is from another world where trust has to be proven [F. 13.11.05:2 .4].*

The community

- *Children have created a mini-town with a train and taxis. They exchange money (leaves). Bert sets up a shop and the girls a day-care centre for their babies. Bert makes a TV show of the town using the video camera: he films Michael, in his train, as he bumps over a crossing and waits for a broken signal. Beverly and Bert try to download the film: ringing Bert's older brother for help. Ollie sets up a café. He adds coffee to the menu at the request of the late night taxi drivers, and ice-cream but will not serve soft drink because it is unhealthy.*

Learning through play

Reggio Emilia approach:
Parents, peers and the environment as teachers (Malaguzzi, 1998), New (2007)
Reggio Emilia

Knights: research into armour, warfare, helmet and shield design, figure painting, filming and acting out. Visiting stunt-man actor shared 'theatre fighting'.Strategic 'war games' for 3 weeks.
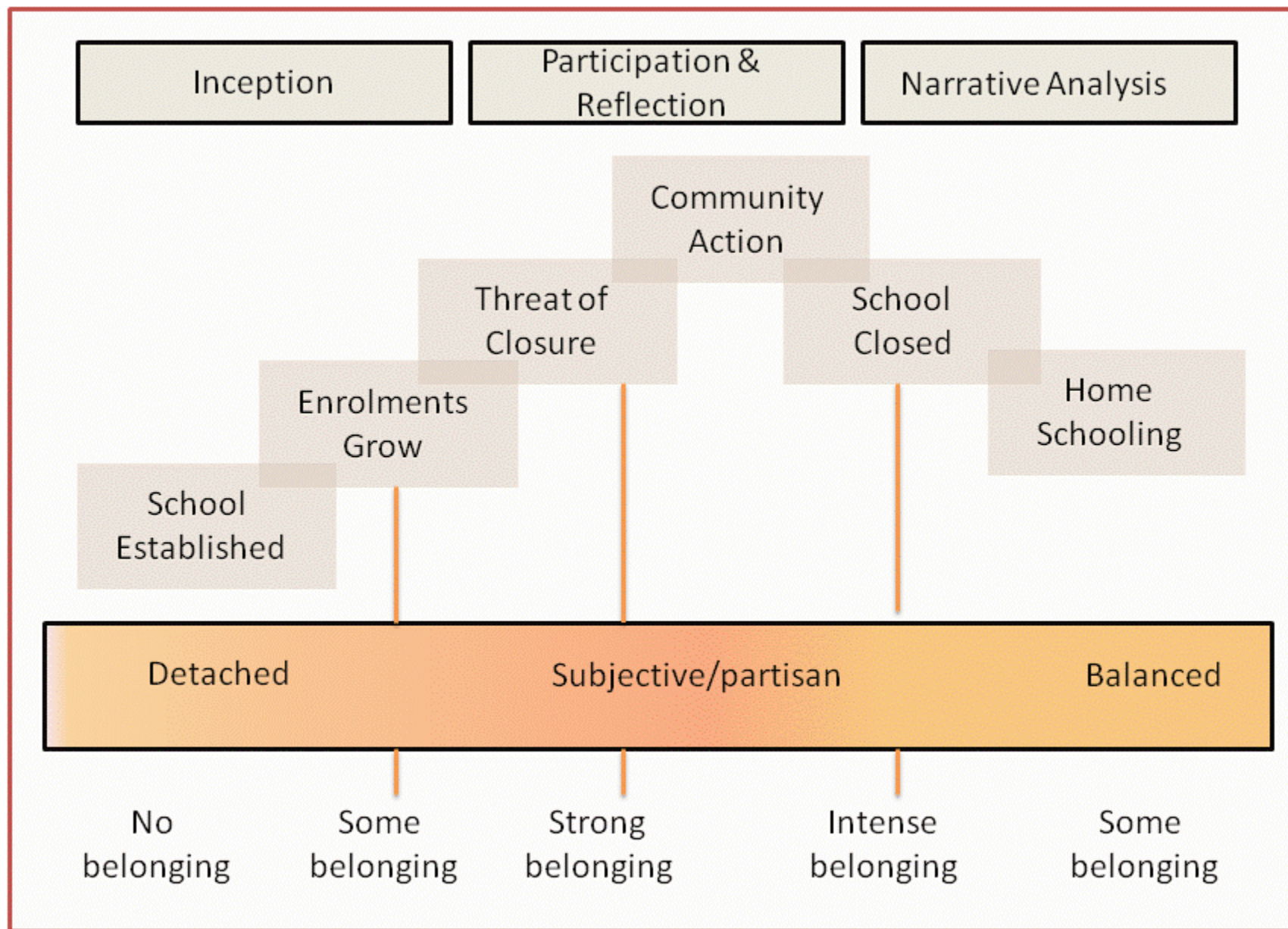
Pre-service teacher workshops

Children and parents assessed the pre-service teachers' workshops. Facilitators also self and peer assessed. One group of visiting pre-service teachers ordered children to 'line up' to give feedback....but the children dutifully complied.

This simple shift in agency – and adult concepts of order highlighted a key difference between 'traditional' and 'child-centred' education.


WHAT DO YOU THINK OF OUR PLAY?
Put your goat picture in the column that describes what you think.

It was OK | It was pretty good. | It was fantastic!

GERTRUDE THE GIRLY PIRATE

- *battling an invisible giant: the 'factory system' of education as 'giant exercise in mediocrity' (with its) lack of parental choice, and emphasis on testing and teacher-defined curricula. Authorities have described the community's efforts to keep the school open as "a subversive campaign". [F.26.09.07:5].*
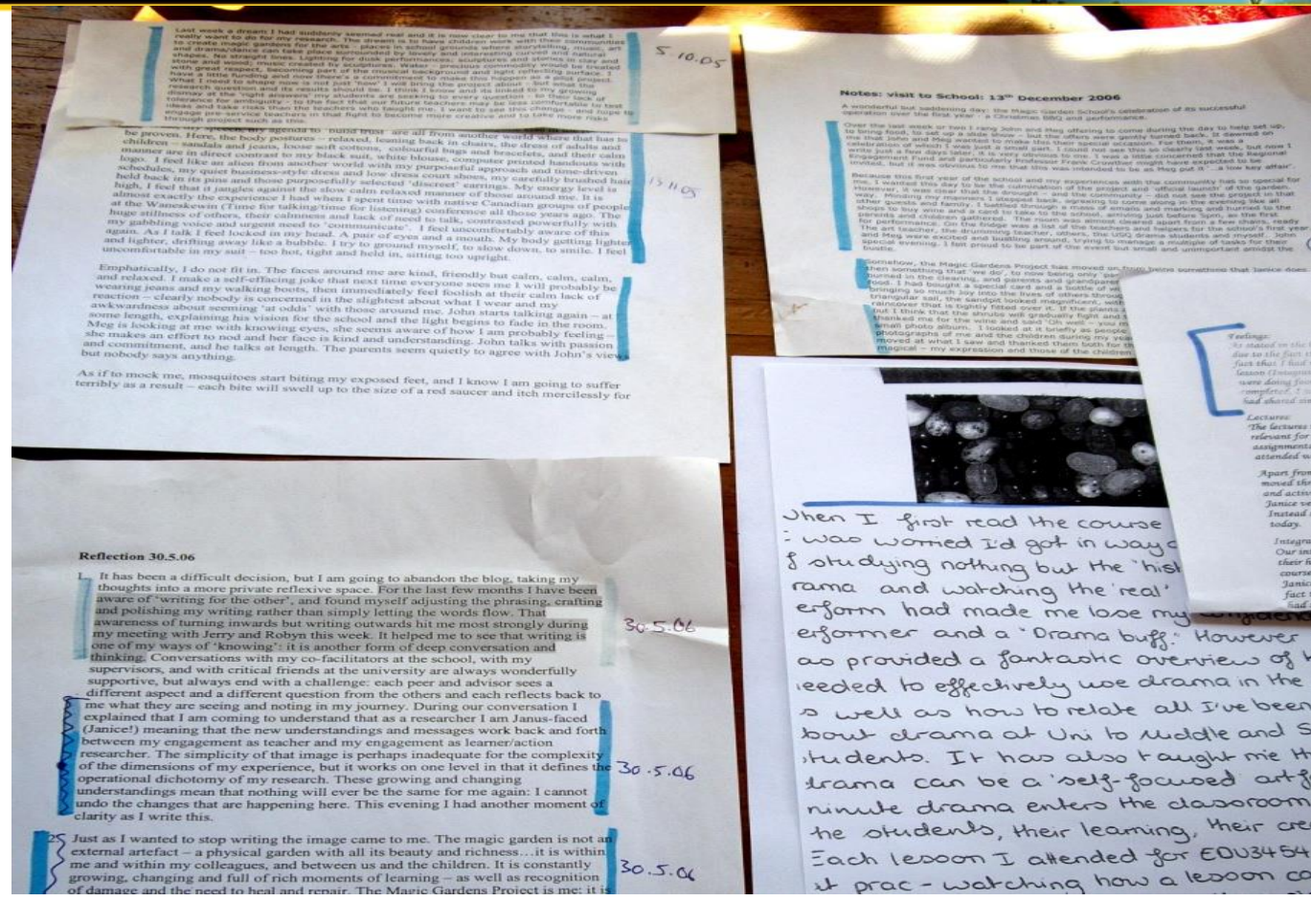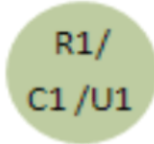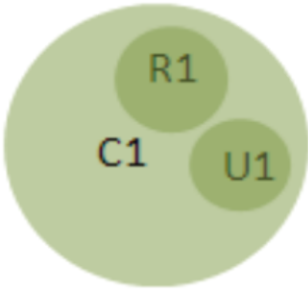
Themes are colour coded in the bricolage

Narratology as method

- Data collection and coding
- Narrative constructions (community, researcher, pre-service teachers)
- Narrative reductions (analysis of gaps/silences/intersections
- Generation of neonarratives
- Critical analysis/discussion

Modified from Stewart's four stage process of narratology (1994, p. 152)

1.	No common elements (Exclusion)	
2.	Some common elements (Intersection)	
3.	Identical elements (Equality)	
4.	One or more element is subsumed within another (Inclusion)	
5.	Gap or silence (Negation)	
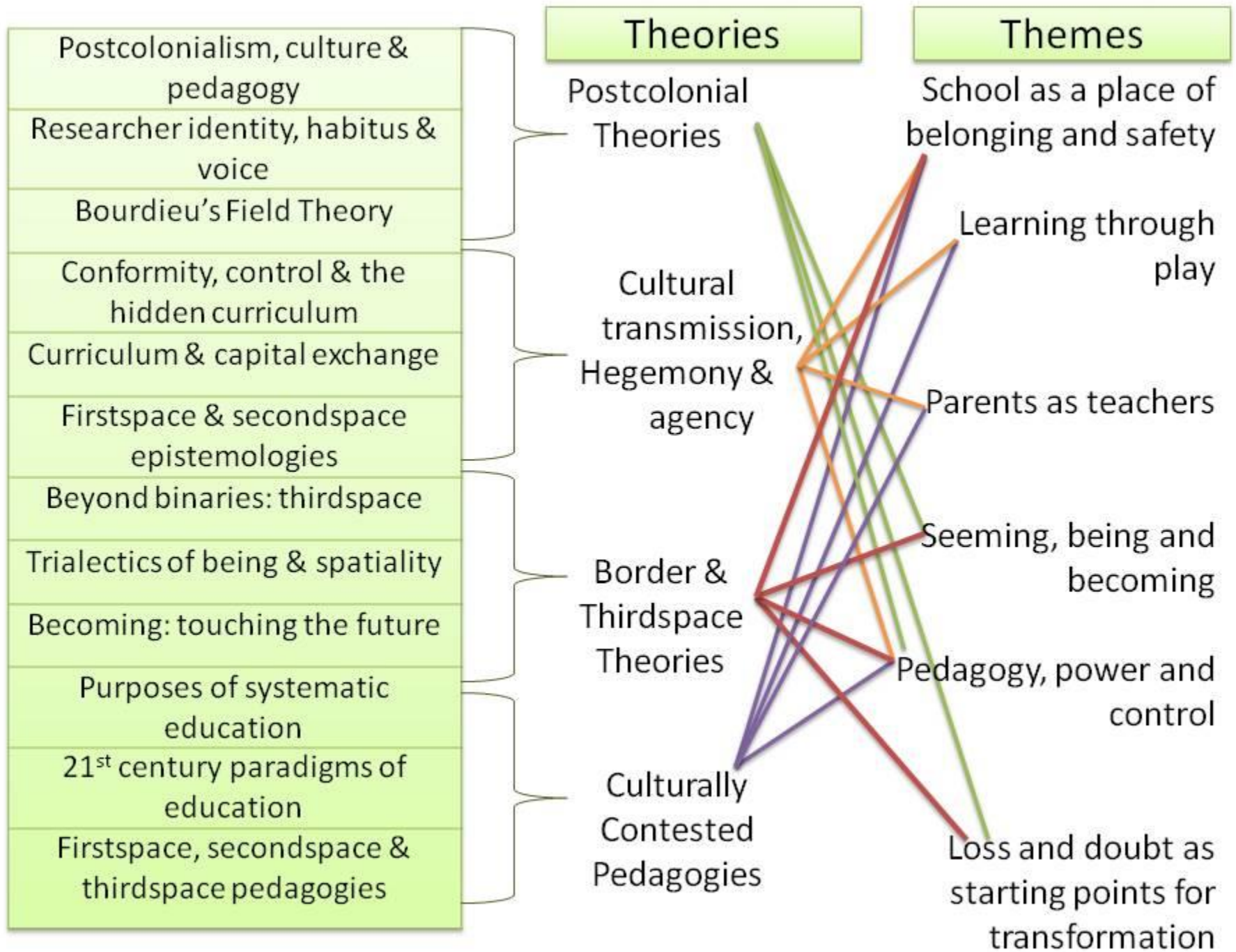
Children and adults learning together: music terminology and skills

Backward mapping
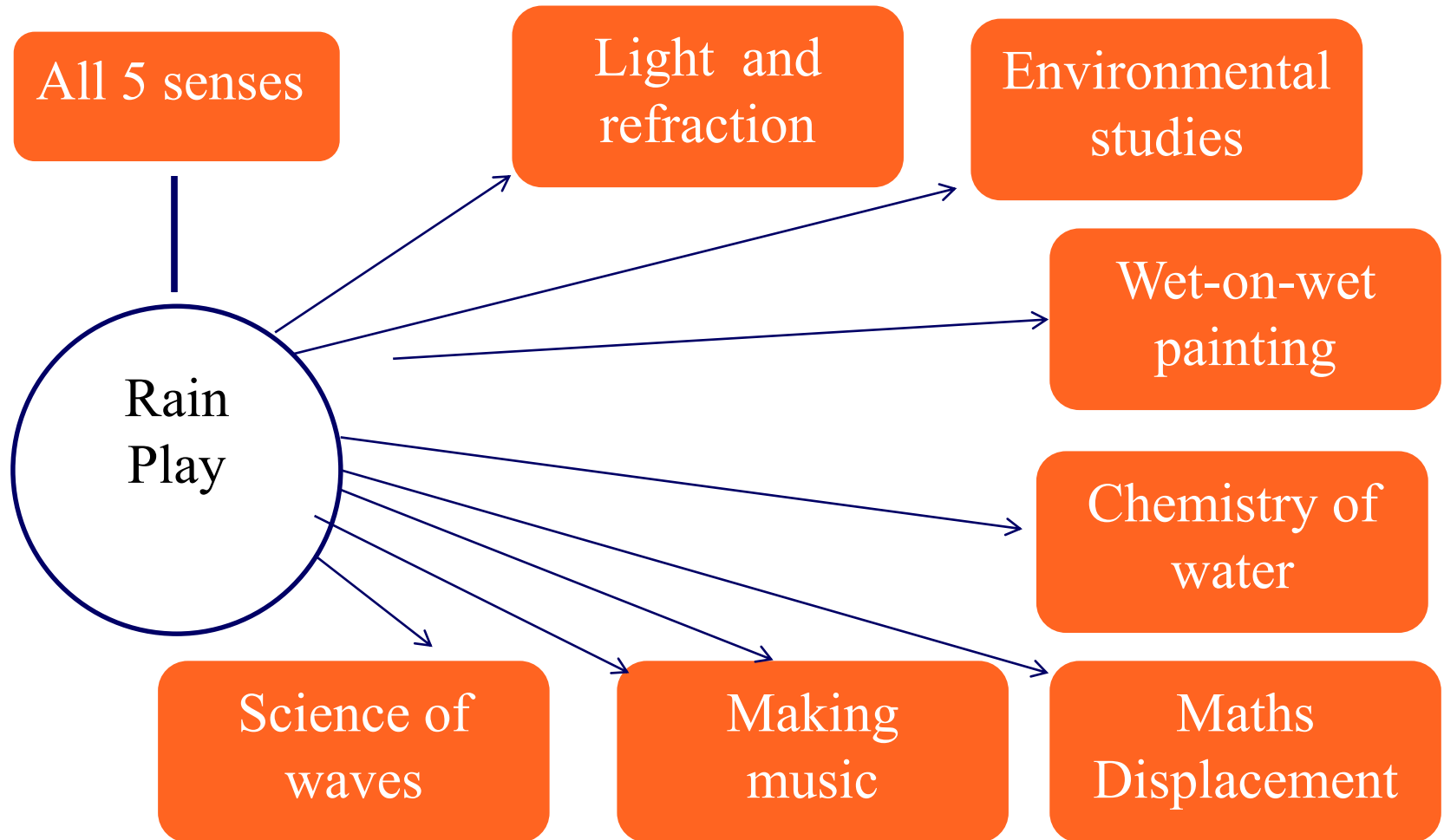
- *Michael instructs Pippa (age 3) "Use a bucket to get more coal". He says "We live in a train world. We're making a world". He makes a map and he and Robbie discuss it, adding trees where they stop for lunch, a road that crosses the railway, and water in a river. They locate these things in the real environment [D:08.08.07]*

New confidence to create

Michael developed photo stories about himself as Superhero. Then, for weeks he and a younger child developed a game of trains: others joined in creating a shop, childminding service, taxis, 'money', bridges, carriages, tracks. Michael wrote his first words on his beautiful poster of a train. He began to create cartoon books...

PUSH-

- ...parents who experience a change in thinking, critiquing the school's ideology, curriculum and pedagogy and seeking power to influence both, seek more fully to engage in school decision-making around practices of teaching than those parents who are empathetic with the school's play-based curriculum.

- Parent conflict initiates a call to power, leading to the closure of the school.

Pre-service teachers

- *this reflective journal ... a valuable guide and reference for me in the future, (to) practice constructivism. [SR.Creative.14.10.06:5.3]*

- *we were nervous...as we didn't know the school or how the children would respond. I thought they would be harder to win over, because (they can) make their own decisions and choices. In private and state schools teachers make them sit and watch, clap when told to and make noise (only) when they are allowed to [SF.03.04.07:S1.1] (Pre-service teacher) said she felt natural within the alternative school*

- express concerns that their experience of undergraduate study exposes them to a profoundly normative culture both from peers and from the systemic affordances of the University

- systemic assessment and course offerings do not seem to provide support for different behaviours, or ways of knowing and learning

- ...between the visionary nature of institutional philosophy and how it is manifest in physical and bureaucratic place and space. Seeming to internalise that dichotomy, pre-service teachers voice a personal awareness that pragmatism informs the "way things are done" in education, a means of resolving conflict

Issues

- Future educators express concerns that their experience of study exposes them to a profoundly normative culture both from peers and from the systemic affordances of the University

- University processes: assessment and course offerings do not seem to provide support for different behaviours, or ways of knowing and learning

Becoming a transformative educator?

- Endeavours towards change may be countermanded by an adaptive self that tends to re-instil and re-create the known (Wacquant, 2005).

- Are professional conversations and reflexive praxis for 'critical pedagogy' sufficient to counteract and intervene between the re-establishing forces of personal doxa and personal and systemic habitus (Cornbleth, 2010, p. 296)?

- Importance of ongoing, recursive writing and discussion for change in personal practice – and for professional habitus to transform – and in relation to policy?

References

Australian Bureau of Statistics. (2010). *4221.0 - Schools, Australia, 2010*
Retrieved from http://www.abs.gov.au/4221.0

Australian Curriculum Assessment and Reporting Authority. (2010).
National report on schooling in Australia 2010. Sydney: ACARA
Retrieved from
http://www.acara.edu.au/verve/_resources/National_Report_on_School
ing_in_Australia_2010_live.pdf.

Thomson, S., De Bortoli, L., Nicholas, M., Hillman, K., & Buckley, S.
(2009). *PISA in brief - highlights from the full Australian report:
Challenges for Australian education: Results from PISA 2009*. Paris,
France: OECD Program for International Student Assessment (PISA),
Retrieved from http://www.acer.edu.au/documents/PISA-2009-In-
Brief.pdf.

Thank you - Questions Welcome

- My contact email is:
- jonesja@usq.edu.au