

Between designing
and making:
Articulating
response-ability in
teacher
professional
learning and
development |
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On being a teacher... in tension

A **global discourse** of quality, standards and effectiveness;

The teacher is the implementer of evidence-based teaching practice... "what works"



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A **local discourse** of agency

The teacher as designer and curriculum-maker

But without changes in accountability structures

[Colucci-Gray, 2022]

In the latter case, it is not only difficult to envisage a different state of affairs; ***it is even difficult to imagine that things can be different, let alone to consider that things ought*** to be different.

[Biesta, 2021]

To the extent that norms operate as psychic phenomena, **restricting and producing desire**, they also govern the formation of the subject and circumscribe the domain of a livable sociality (Butler, 1997).

The need for a different approach

- To situate one's practice within an **interpretative frame** with respect to the existing norms – not simply pragmatic/operational;

Which requires the cultivation of an *ethical disposition of care*

- not simply an emotional state of being considerate towards others, but it includes the fundamental search for new **symbolic horizons** to inhabit ;

a practice that encourages and nourishes in others the **desire to take care of themselves, of their thoughts** and of the reasons for one's own existence (Mortari, 2013).

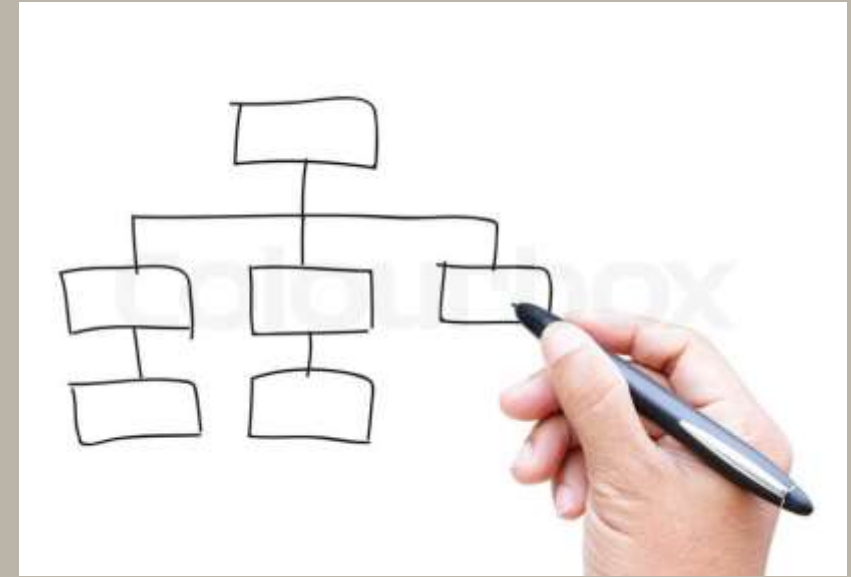
Arts-based methodologies... 'As if'

‘To elicit, process and share understandings and individual **experiences in daily life that are not readily or fully accessed** through more traditional fieldwork approaches’ (Greenwood, 2012);

ART PRACTICE as a **fictioning device** (i.e., the novel; clay-modelling, historical writings; self-portraits) to interact with reality in a different way;

The real world exists but we act in it through a medium or **set of devices** that enables **reflection as well as re-imagination of oneself** within that world;

‘Employing creative methods...is not simply reporting of experience...it involves practitioners in ‘symbolising’ their experiences...[as] a more nuanced and humanised enactment of educational research’ (Colucci-Gray and Darling-McQuistan, 2018, p.892)



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Creating a 'maker' space at Moray House



Approaching collage....



'Rosa Cran claims that “**Collage is about encounters.** It is about bringing ideas into conversation with one another . . . it is multidimensional and interdisciplinary: artistic systems of order.” That order is not just an illustration, visual list, or patchwork, but arranged by “some intuitive grasp of how the world might be put together” (de Rijke, 2024, p.302). This is **not a jigsaw**, but a **composition** with its own tonalities, responses, adjustments....

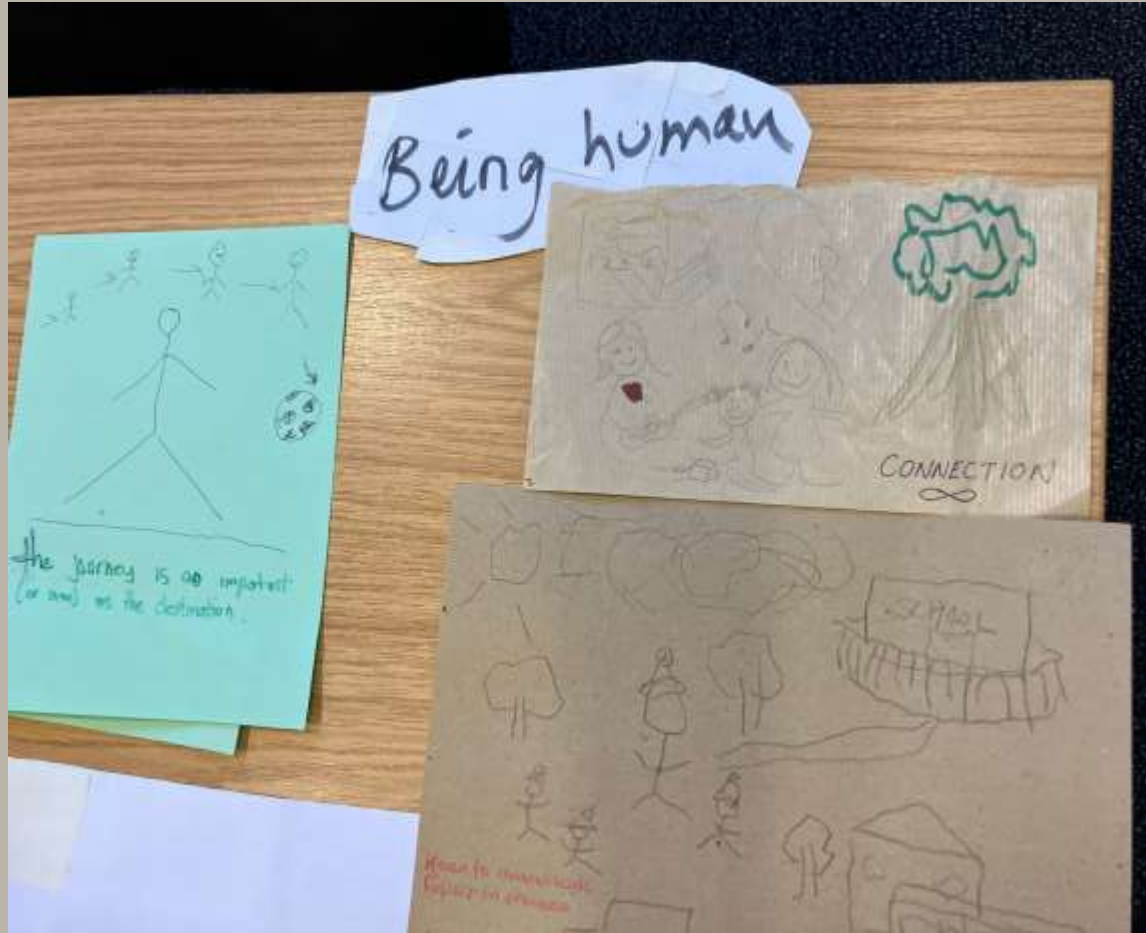
Forcing the design...



The top left hand-side of the collage:

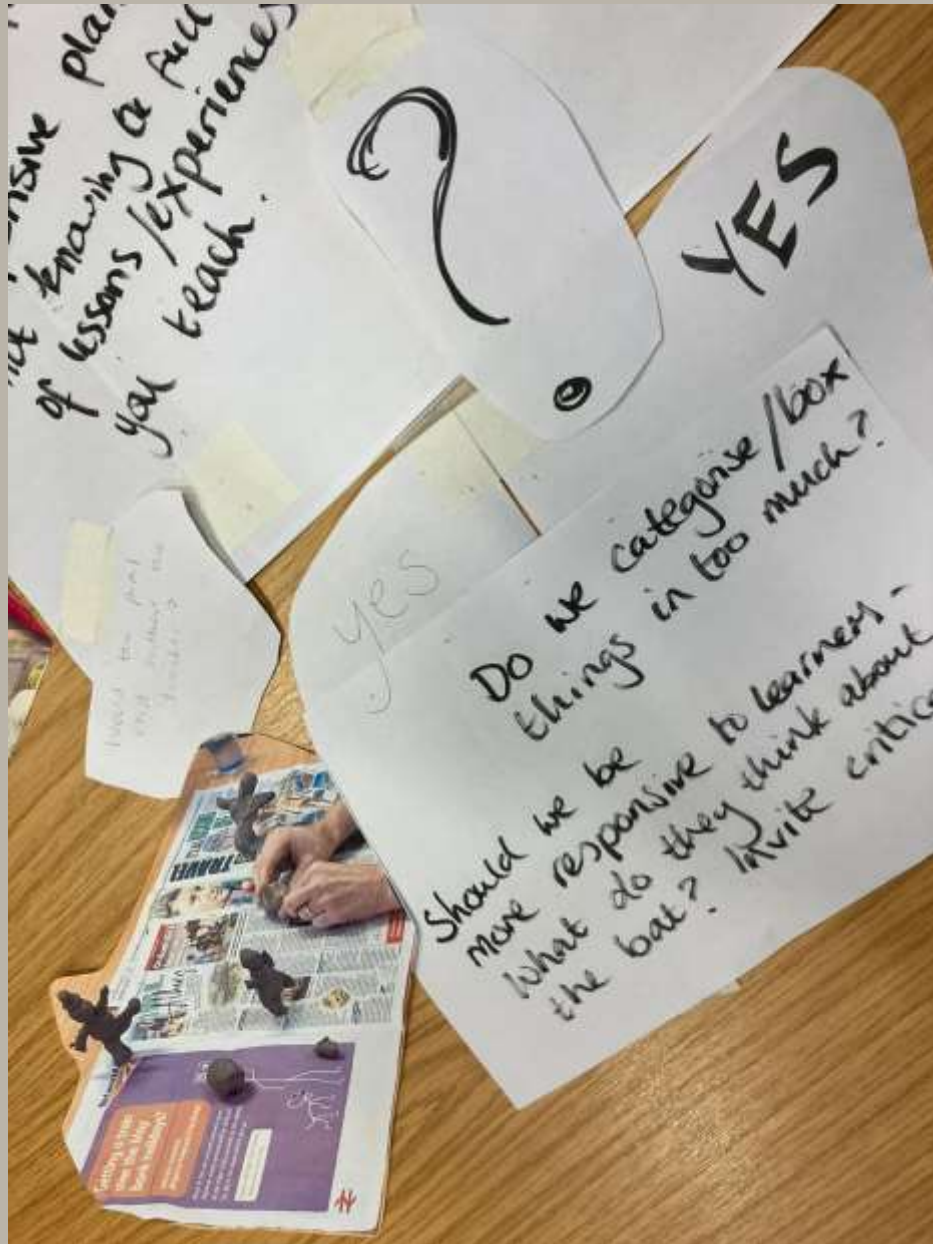
- The Split body;
- Humanity | where is it in the policy;
- Piece-by-piece clay figurines...

Being human...



To the right hand-side:

- Connections;
- Community;
- Being Human...



Should we be more responsive?

The bottom right hand-side diagonal line:

- Questions;
- Do we categorise / box things too much?;
- Should we be more responsive to learners?...

Towards Teacher Response-ability?

"Curriculum design is quite clearly laid out for us... But you have to keep coming back and revisiting it and be prepared to have conversations that might be uncomfortable."

" Finding the space in the working day to have those conversations is really tricky... to be creative we have to have freedom and that goes for the learners and the educators." (Secondary Teacher)

Some questions to consider....

- What is the value of this type of research for us as Teacher Educators and Researchers?
- What does it tell us about 'evidence'?
- What does it tell us about the ethical responsibilities involved in researching personal lived experiences?

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