

Renewing teachers' practice(s): Starting over. And over. And over.

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Who I am

- A teacher: helping people to learn.
- A lifelong learner.
- Curious about:
 - the types of environments/climates which enable learning
 - particularly practice as the medium of learning e.g. teachers learning through the practice of teaching
 - particularly how time mobilises learning

'Learning = change over time'

- Time= (linear) duration
- Change = force effecting learning: a changed or changing environment is deemed to structure learning (and the learner).
- Learning = predicated on an absence, lack of completeness
(Knorr Cetina,2001)
- Learning = continuing motion, pursuit, travel to reduce the extent of absence
- Learning = becoming (Hodkinson, Biesta & James, 2008)

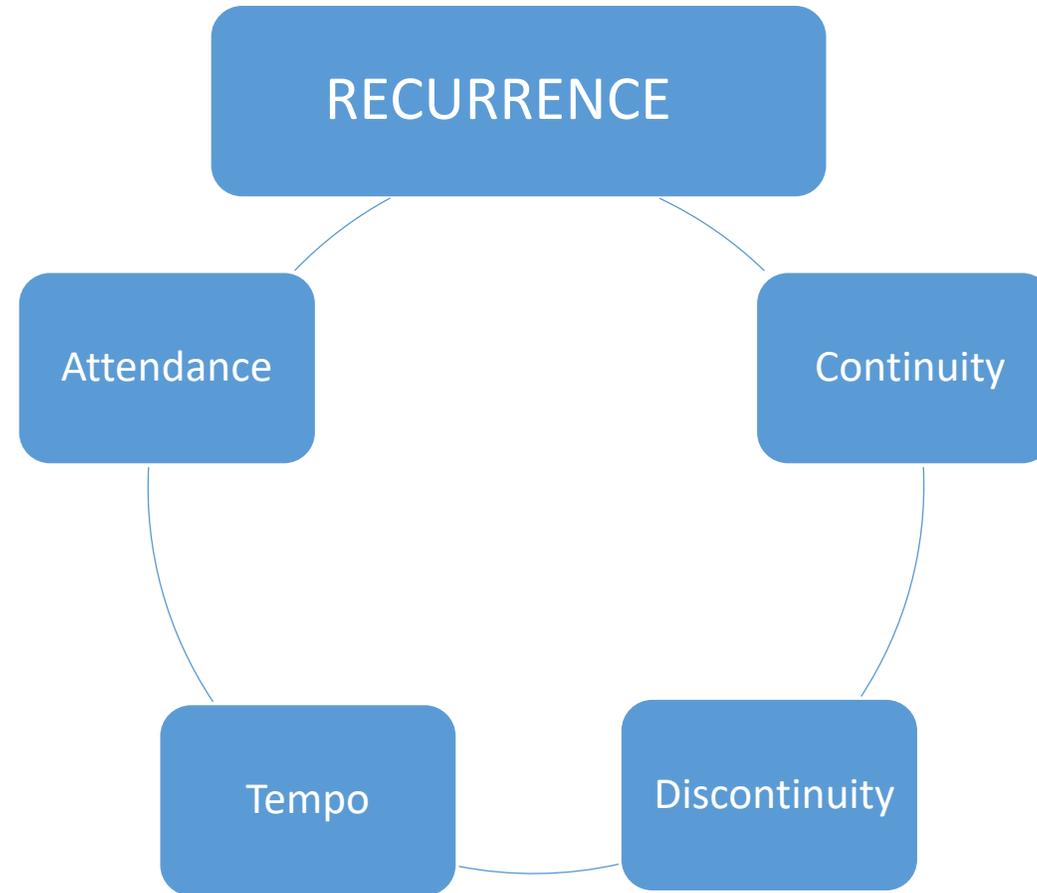
‘Why am I still teaching presentation skills?’

Two interwoven imperatives in formal education:

- To continually produce the new
- To produce excellence

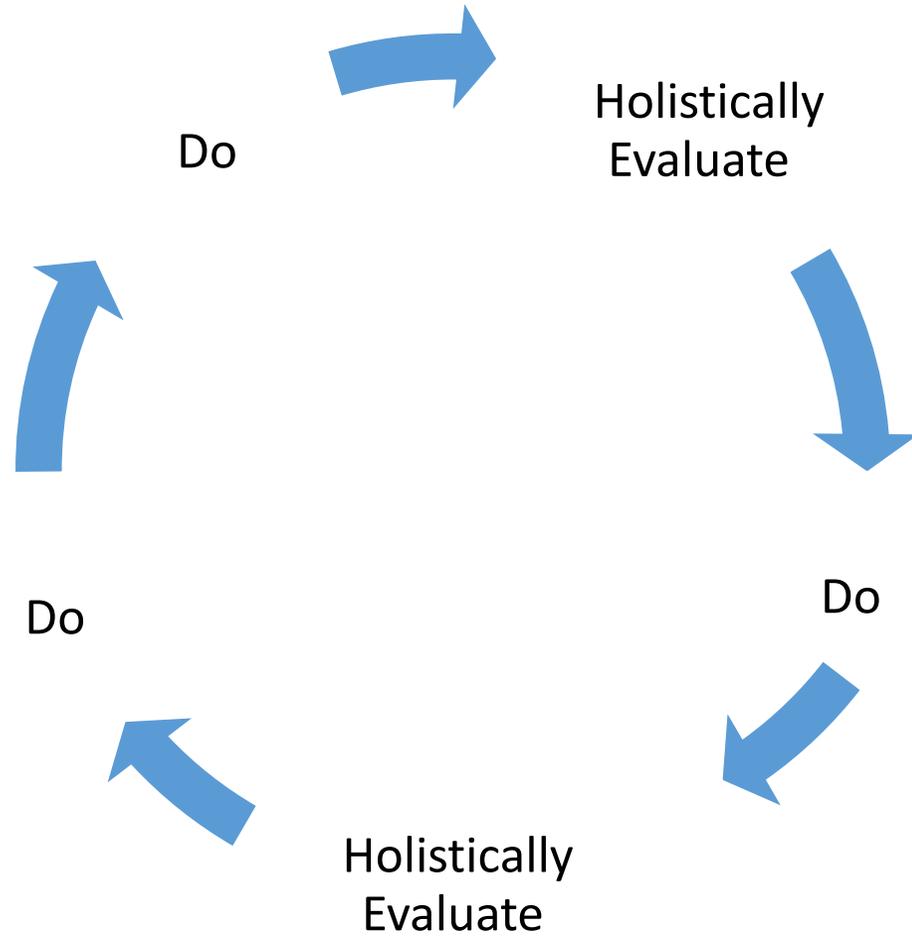
Evidencing excellence = demonstrating innovation

Five Enabling Temporalities for Learning



Think of something you are good at...

How did you get good at it?



If you're already good, doesn't repetition just produce stasis?

Generates a cycle of mutually reinforcing confidence/competence building (Shove et al, 2007):

successfully having done something, i.e. achieved some level of competence, engenders confidence to do it again and further enhance competence...

Familiarity through recurrence leads to habit formation/automation:

- not needing to consider everything anew leads to efficiency and optimisation, and 'spare time'
- attention freed up to engage in consideration of the new and meta-evaluation of the habituated practice itself

(Young, 1988)

Anticipation/expectation of recurrence and re-performance...

invites, compels:

- experimentation, trialling
- creative, explorative, speculative engagement
- absorbing play

encourages:

- seeking out ways to hone practice
- curiosity
- trying to do something differently

Other ways recurrence also harbours change:

- The persistence of a (cyclical) practice time = subject to some of its elements changing e.g. new participants, materialities....
- Performance is never the same, only similar to previous occurrences: ***répétition sans répétition*** with small changes coalescing over time into bigger changes

Recurrence both stabilises and unsettles practice: discontinuous continuity or dynamic persistence

- Change is slow, gradual evolutionary, not swift and revolutionary
- New emerges from old: a balance between stability and instability (Young, 1988)

- Pace is conducive to genuine learning
- Worth investing in (re)learning to practice a persisting practice since the goal posts are not always moving

Decentring the changing environment to focus on the changing appreciation of the environment by the learner

- To notice what previously went unnoticed, make the invisible visible (Mason, 2002)
- Greater intimacy, sensitivity, more nuanced understanding, an 'education of the attention' (Ingold, 2000)
- Having time for learning/teaching, investing it with significance through (embodied) attention and deliberation
- Engaging in mindful not mindless practices

Learning:

not (always) = travelling, predicated on an *absence*, about *becoming*;
= staying put, about *presence* and *being*

Time quantity and time quality

- Intensification of time = time poor, under time pressure
(e.g. Menzies & Newson, 2007; Ylijoki & Mäntylä, 2003)
- Acceleration of time: hasty time, instant time (e.g. Macnaghten & Urry, 1998)
iTime (Agger, 2011)
- Future-time orientation (Clegg, 2010): emphasis on planning, future performativity self-surveillance, self-improvement, (self-) promotion, career progression

From problem solving to problem setting

- Do we teach the same ‘things’ or different people each academic cycle?
- Do we have to/choose to teach in the same way – or does the recurrent nature of teaching afford us possibilities/compel us to renew our practice(s)
- Does ‘experienced’ just mean doing the same teacherly things better- or continuing to extend experience by seeking/trying out the new?
- Does ‘new’ (have to) mean innovation, continual becoming or being: remaining where we are now, recombining/reassessing the known/familiar into fresh, deeper understanding
- How much is L&T and teaching innovation driven by institutional imperatives e.g. the ‘excellence’ agenda, rather than by genuine pedagogical concerns to do the fundamentals well enough?

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