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SEPD School Research Festival, April 2014

"Yours Conceptually": an exploration of the warrant of using 'practice architectures' and 'ecologies of practices' as the conceptual framework for an action research study based at a further education college.

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David Powell   1

Overview

- Introduction and contextual information about my research
- Unpack the twin concepts of 'practice architectures' and 'ecologies of practices'
- Open up the session for us to explore practice architectures and ecologies of practice
- Concluding remarks

My study

- Action research study that adopts a **second-person approach** (Chandler and Torbert, 2003, p.142)

- Focuses on Lifelong Learning teacher educators' use of modelling, a teaching strategy used to help student teachers learn how to teach, in an in-service teacher training programme

- Collaborating with a team of teacher educators based at one further education college

- Using **stimulated recall interview** (with teacher educator), **semi-structured interview** (with teacher educator) and **focus group** (with teachers' students) as my data collection instruments

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Aim of the research

- To work **collaboratively** with **a team of teacher educators from a further education college** to examine the use of modelling in their practice

Seeking to answer four research questions

- How do teacher educators from the further education sector use modelling with their student teachers?

- What factors affect the use of modelling by teacher educators from further education colleges?

- What are in-Service student teachers' perceptions of modelling as a teaching method and how does it help them learn how to teach?

- What happens when teacher educators work collaboratively to improve the 'pedagogy of teacher education'?

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The 'bricoleur' and their 'bricolage' (Kincheloe, 2004, p.2)

- Bricoleur is "a handywoman or handyman who makes use of the tools that are available to complete a task". (p.1)

- Bricolage involves "employing these methodological strategies as they are needed in the unfolding context of the research situation" (p.2).

- "Theoretical coherence...epistemological innovation...and self-consciousness and awareness" (p.2)

- Bricoleurs inhabit 'the domain of complexity' as they seek to interpret the elaborate world we live in (p2)

- Bricoleurs 'attack this complexity, uncovering the invisible artefacts of power and culture...' (p.2)

Conceptual framework based on Kemmis et al.'s (2014) twin ideas of 'practice architectures' and 'ecologies of practices'

- Practice architectures: a contemporary theory of practice concerned with the **"saying, doings and relatings"** in any one or all of five activities **at a given site**. The five activities are **student learning, teaching, professional learning, leading learning** and **research**.

- Practice architectures are principally concerned with **"the nexuses of arrangements that make practices possible"** (p.14) at any given site.

- Ecologies of practices: the **symbiosis** between the practices and those enacting them.

The *sayings*, *doings* and *relatings* of a practice hang together in the *project* of the practice

(Kemmis et al., 2014, p.33)
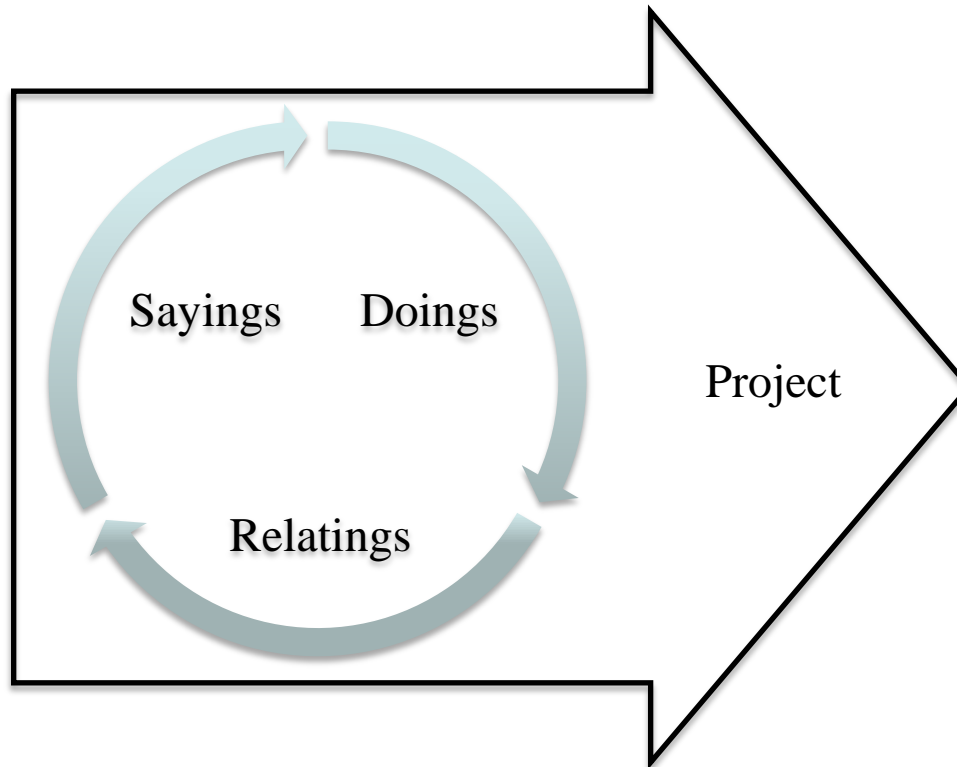
The *sayings*, *doings* and *relatings* of a practice are made possible and held in place by *practice architectures*

In **semantic space**, in the medium of **language**

In **physical space-time**, in the medium of **activity** or **work**

Cultural-discursive arrangements

Material-economic arrangements

Sayings   Doings

Project

Relatings

Social-political arrangements

In **social space**, in the medium of **solidarity** and **power**

Practice architectures =
cultural-discursive +
material-economic +
social-political arrangements

(Kemmis et al., 2014, p.34)
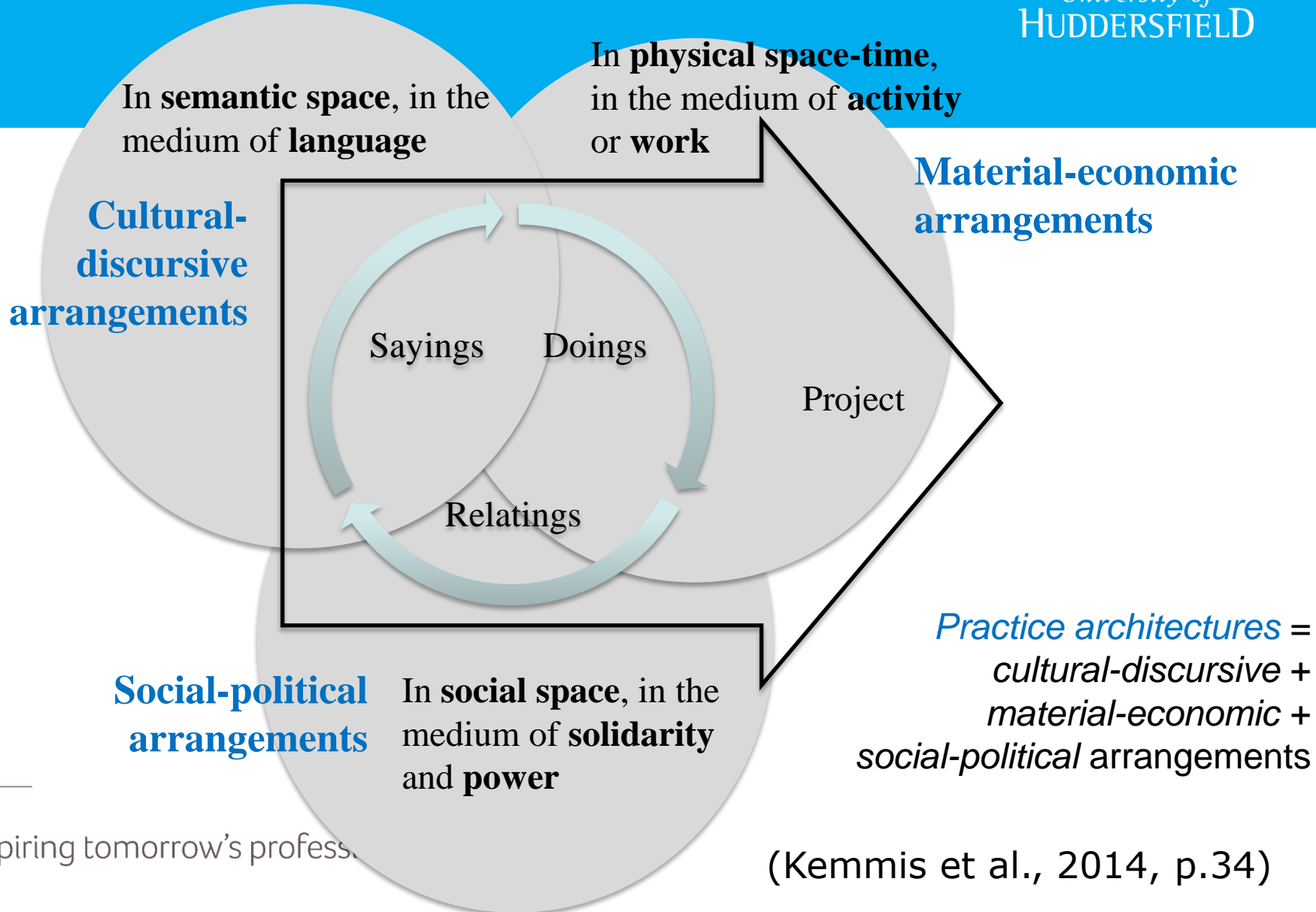
Key ideas within PAs and EoPs

- Project (p.39), i.e. 'The purpose of the practice' being studied
- "Intersubjective spaces" (p.4), i.e. The connections that exist between people. For example, their shared use of language, an activity or location and group membership
- Dispositions (habitus) (p.39), i.e. The knowledge (sayings), skills (doings) and values (relatings) of those being studied
- "Practice landscape" (p.5), e.g. Where we teach, the people and objects involved in the activity-timespace of the project and how these come together to affect how we teach
- "Practice traditions" (p.5), e.g. How teacher educators are expected to behave, recent classes
- Praxis

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The theory of practice architectures

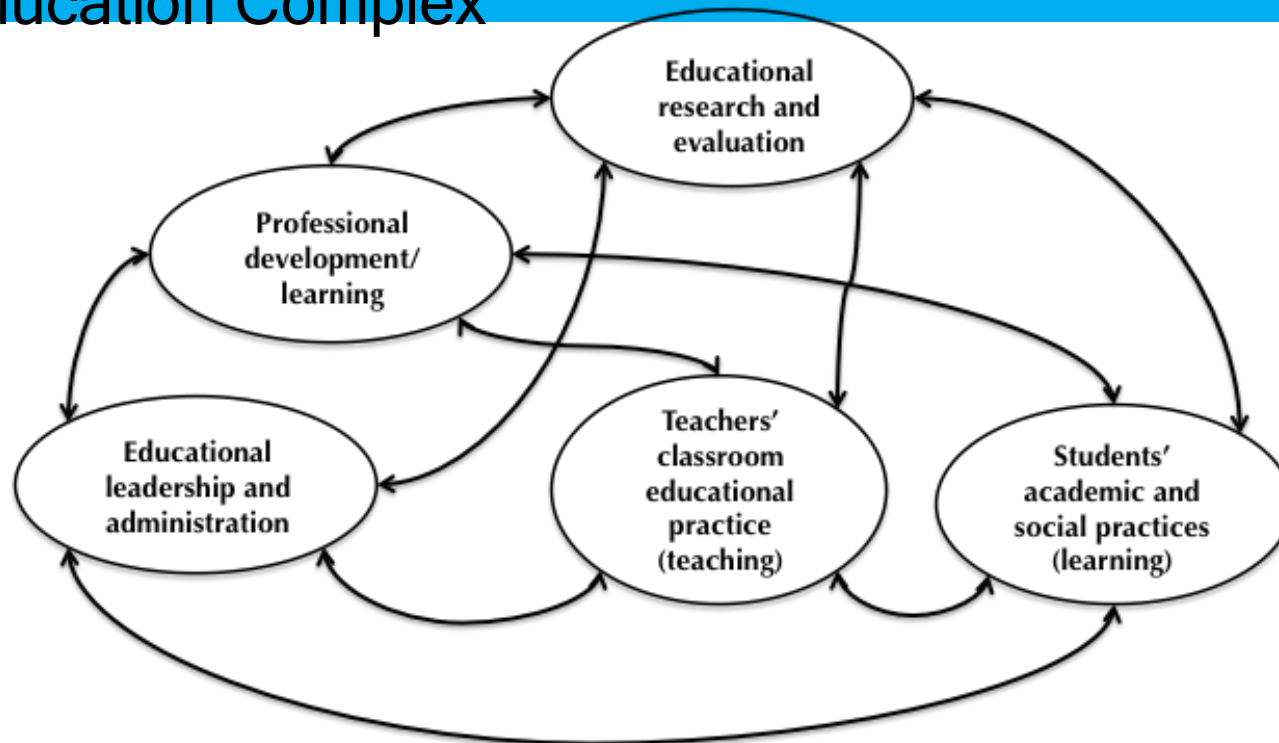|	Practices are interactionally secured in	In intersubjective space and the medium of	Practice architectures: the arrangements and 'set-ups' that enable and constrain interaction	
ON THE SIDE OF THE INDIVIDUAL: THE PERSON	People's 'sayings' - and thinking (the 'cognitive')	In semantic space, realised in the medium of language	Cultural-discursive arrangements found in or brought to a site (e.g., language, ideas)	ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE
	People's 'doings' (the 'psychomotor')	In physical space-time, realised in the medium of activity and work	Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)	
	People's 'relatings' (the 'affective')	In social space, realised in the medium of power and solidarity	Social-political arrangements found in or brought to a site (e.g., relationships between people)	
	which are bundled together in the projects of practices, and the dispositions (habitus) of practitioners.		which are bundled together in characteristic ways in practice landscapes and practice traditions.	

Thank you to Stephen Kemmis for this slide

The theory of ecologies of practices

The Education Complex

Educational research and evaluation

Professional development/ learning

Educational leadership and administration

Teachers' classroom educational practice (teaching)

Students' academic and social practices (learning)

(Kemmis et al., 2014, p.52)

"practices can sustain or suffocate other practices" (Kemmis et al., 2014, p.50)

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Philosophically congruent with an AR approach?

- PAs attack the prevailing orthodoxy of neo-liberal policy and 'machinery' sustained by 'New Public Management' system (Kemmis et al., 2014, p1)

- Equips and encourages teachers to be 'critical' (p.6) and thus actively engage in transformative pedagogies that restore 'democratic' educational practice within students' 'schooling' (p.10).

- A 'critical' lens for practitioners to appreciate the "sayings, doings and relatings" that exist in their own "intersubjective spaces" (p.7) and thus influence the 'practice traditions' (p.5) at their own site of work, so supporting them if they wish to challenge any current 'confused or irrational' practices there (Kemmis et al., 2014, p.6).

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Justifying my use of PAs and EoPs

- PAs seems to fit well with a study of how a team of teacher educators are using modelling and working together to examine its application at their college.

- Furthermore, Kemmis et al's (2014) work seeks to unpack the 'set of conditions' (p.14), which exist at a given site, and examine how these "arrangements 'hang together'" (p.4).

- Kemmis et al acknowledge that their thinking here is influenced by Schaztki's (2003, 2005) notion of 'site ontologies'

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Warrant is...

- "The confidence and backing to move forward" (Baumfield at al., 2013, p.48)

Yours conceptually,

David Powell

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