The bio-politics of work: teachers in vocational education and training – towards an emancipatory practice?

Original Citation


This version is available at http://eprints.hud.ac.uk/30085/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
The bio-politics of work: teachers in vocational education and training – towards an emancipatory practice?

James Avis
HudCres
The University of Huddersfield
j.avis@hud.ac.uk
restoring trade union rights and extending them to ensure workers are involved in determining the future of their companies is critical to securing the skills, development and innovation to compete in a globalised economy. (McDonnell, 2015 no page number)
The current neoliberal mutation of capitalism [has shifted towards] a mode of elimination that targets most of us (Blacker, 2013:1)
one’s entire life is put to work, when knowledges and cognitive competences of the workforce (the general intellect that Marx spoke about in his Grundrisse) assume the role played by machines in the Fordist period, incarnated in the living productive bodies of cooperation, in which language, effects, emotions and relational and communication capacities all contributed to the creation of value. (Marazzi, 2011:113)
• loss of control
• intensification of labour
• increase in administration
• perceived marginalisation of teaching
• stress on measurable performance indicators
  (Avis, 1999, p.251)
they secretly believe do not really need to be performed (Graeber, 2013:np).
Work that people find genuinely creative and meaningful... is now often supposed to be done unpaid. While technology has failed to liberate people into a life of leisure, it has succeeded in shunting non-bullshit work into non-work time (Glaser 2014:88)

demands that people work in order to make a living, yet it is increasingly unable to generate enough jobs (Srnicek and Williams, 2015, p126).