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**Learner participation,  
reproduction and compensatory  
education –  
An investigation of trainee  
teachers' constructions of  
learner identities.**

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- ◉ Aims and background
- ◉ Methodology and Perspective
- ◉ Connections and Constructions
- ◉ Theoretical frameworks
- ◉ Context
- ◉ Discussion



# THESIS AIMS

- researching the influence of cultural and context difference for traditional and non-traditional learners
- Examining the interface between teacher educators and trainee teachers and their assumptions and constructions of the learner.

“Through darkling, one has some inkling, some notion of what sort of thing is being talked about.”

Strawson 1962

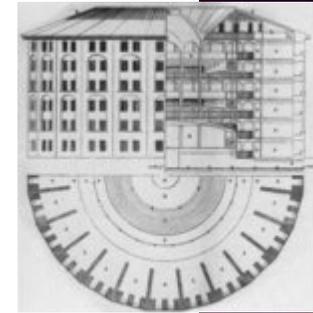
# METHODOLOGY AND PERSPECTIVE

- Ontological uncertainty
  - Knowledge in action
  - Abstract possibilities
- Functionalist
- Participant researcher
  - Reflexive
  - Situated
- Ethnographic
  - Narrative and phenomena
  - Everyday practice and expression
- Discourse analysis/symbolic interactionist
  - Interpretive
  - Symbolic
  - Constructed
  - dispositional



The teacher - student interface. Is there a problem? Who is the problem?





- *“What was at issue was not whether the prison environment was too harsh or aseptic, too punitive or too efficient, but its very materiality as an instrument and vector of power, it is this whole technology of power over the body that the technology of the soul fails to conceal or to compensate for the simple reason that it is one of its tools”*

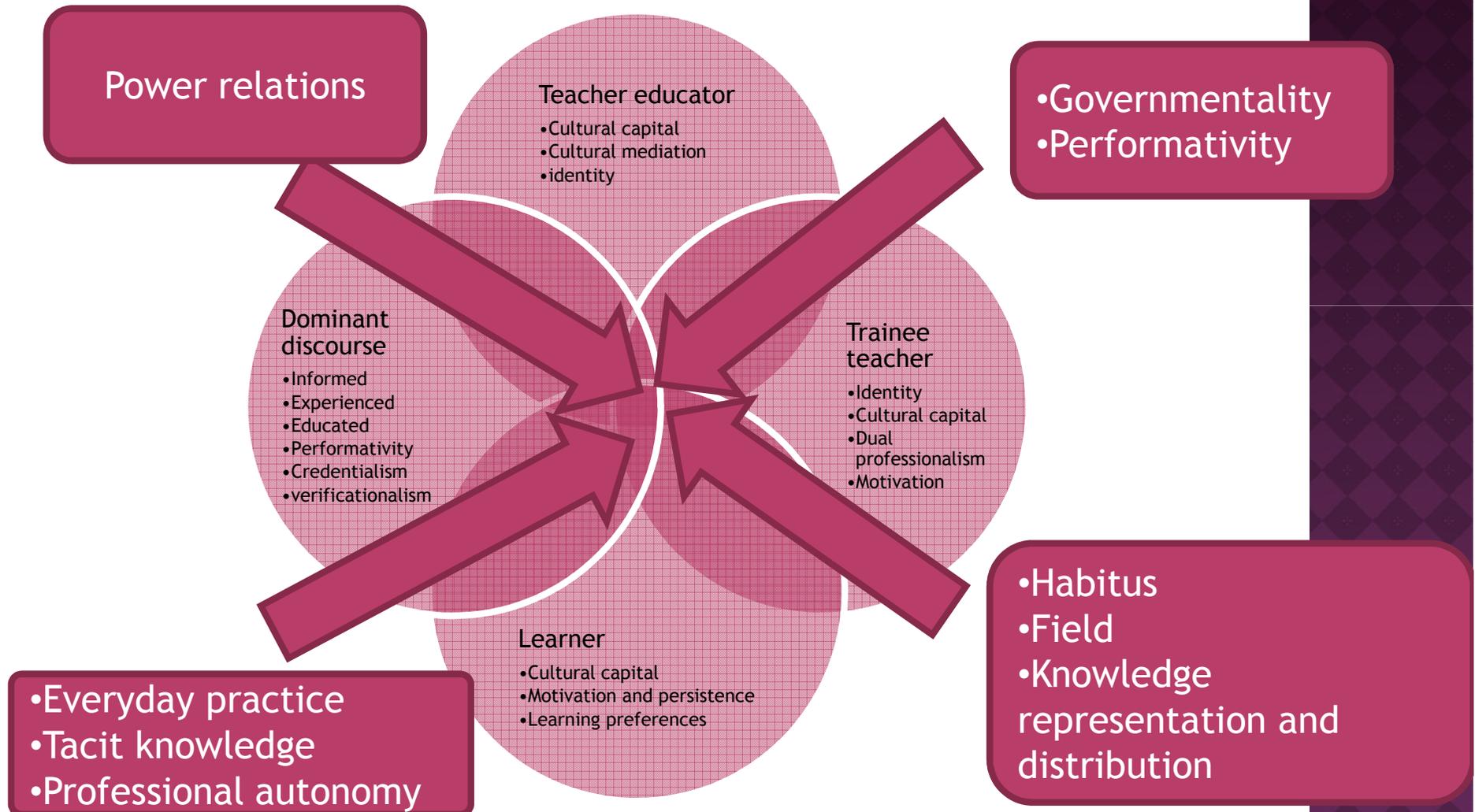
Foucault (1977)

# Bentham's Panopticon revisited in a typical Cert.Ed classroom

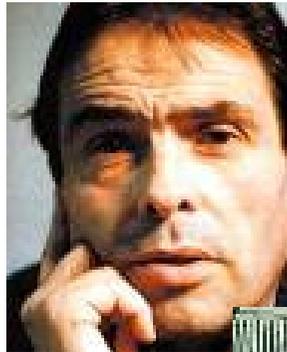
A teacher educator, or any teacher faces trainees in revolt over engaging with stuff that is good for them. It doesn't matter if it is less or more, abstract, related, contextualising, enabling, emancipatory, practical, useful, the discourse is owned by the TE, not the TT who objects to the material - the power over their actions, not whether it may or may not be good for them.



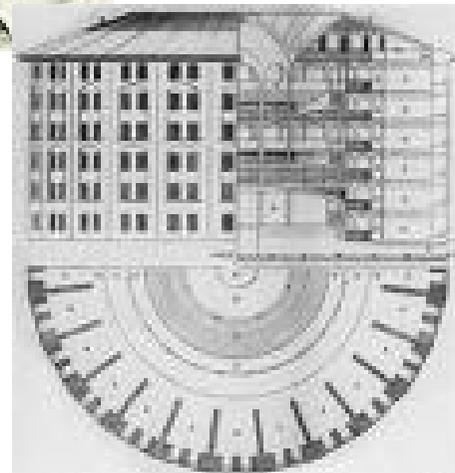
# CONNECTIONS AND CONSTRUCTIONS



Bourdieu



Foucault



# CULTURAL CAPITAL

- ⦿ “an imaginary universe of perfect competition or perfect equality of opportunity, a world without inertia, without accumulation, without heredity or acquired properties.”
- ⦿ a passive and silent group who far from being passive by choice may indeed be “seriously angry about the hand they have been dealt”  
(Gorard 2006 cited in Watson, 2006: p8).

# IDENTITY, SELF-OWNERSHIP AND AUTONOMY

- ◉ The language of identity not only names the reality but also produces it

From Saussure (Easthorpe 1992 in Brown and Jones 2001: p 72)

- ◉ Problematizing the learner
- ◉ The universal “We”



**“Parallel lives” – the cultural context**

***“Communities leading parallel lives delineated by high levels of segregation in housing and schools, reinforced by differences in language, culture and religion”***

# From the problem

Making learners the problem

Dominant discourses



## Towards a wider debate. Identities, culture, motivations and lived realities

- ◉ Compensatory Education
- ◉ Cultural responsiveness
- ◉ Cultural Capital
- ◉ Power relations, surveillance and governance



# DISCUSSION

- ◉ Questions please



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