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Performativity “and the damage done”: an account of how a surveillance culture and “regress of mistrust” initially impacted on participation in an action research study within a further education college.

- Introduction and contextual information about my research
- Unpack concepts of performativity, organizational field, habitus and capital and discuss them in relation to my research
- Concluding remarks

Aim of the research

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

The 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?**

What is modelling?

- “the practice of **intentionally displaying** certain teaching behaviour with the aim of promoting student teachers’ professional learning (cf. Gallimore & Tharp, 1992).”

(Lunenberg et al. 2007, p.589).

- Lunenberg et al. (2007,p.597) “**a powerful instrument**” that can shape and influence changes in student teachers’ practice...little or no recognition of modelling as a teaching method in teacher education”.

Loughran and Berry (2005, p.194) on modelling

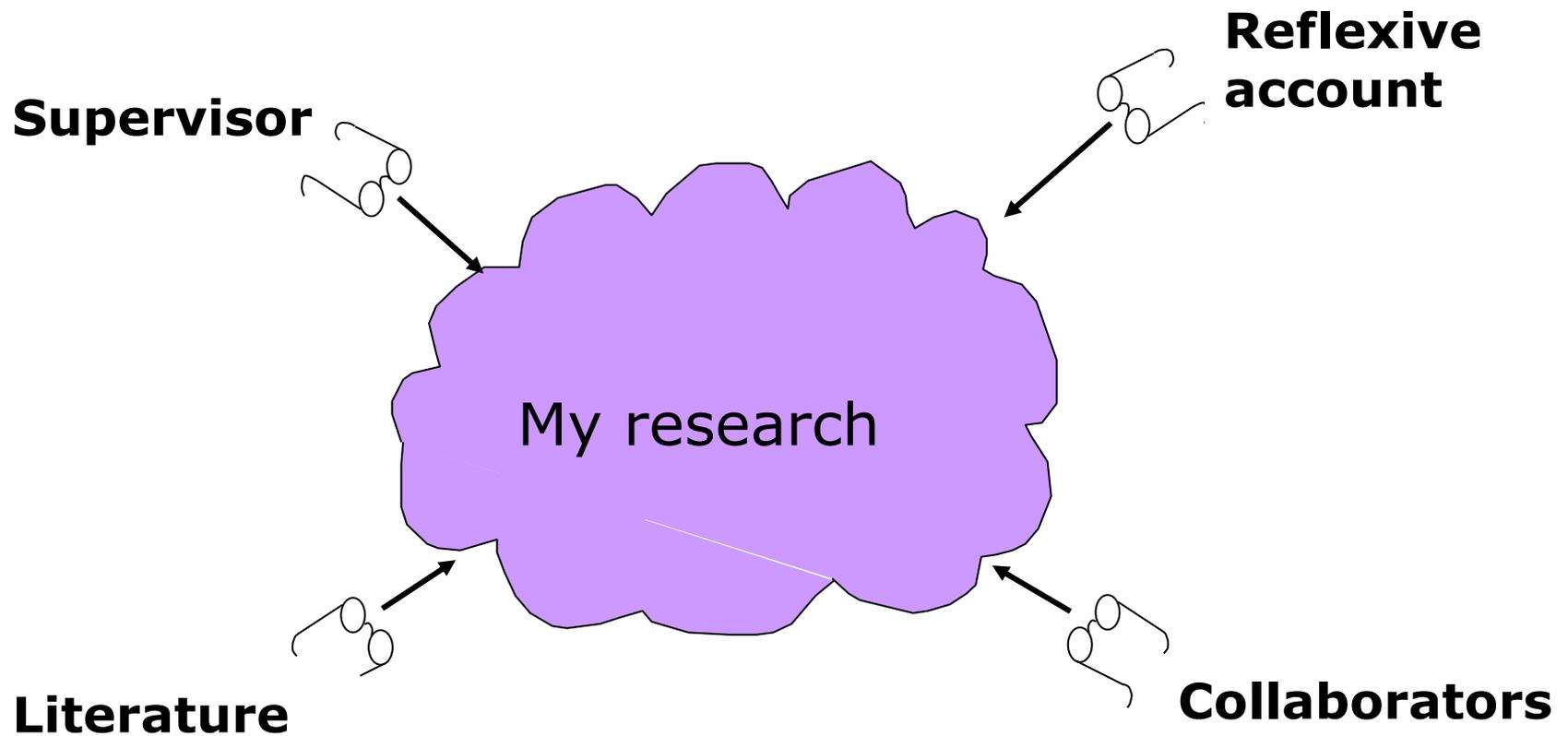
- “However, even though it may be desirable, it is **complex and difficult to do** and is **particularly difficult to develop alone.**”

Korthagen (2001 in Loughran, 2006, p.1)

- “[B]eing a teacher educator is often difficult...in most places, there is **no culture** in which it is common for teacher education staff to **collaboratively work on the question of how to improve the pedagogy of teacher education.**”

- **Second-person approach** (Chandler and Torbert, 2003, p.142)
- **Research “with” rather than “on” people...** (p.143)
- Working collaboratively with a group of teacher educators based at one further education college
- Using **stimulated recall interview** (with teacher), **semi-structured interview** (with teacher) and **focus group** (with teachers’ students)
- Through “craftmanship” (Kvale and Brinkmann, 2009, p.260) of my research to have a “**professional conversation**” (p.2) with each participant about their use of modelling

Reflectively and reflexively 'unpacking' research



Reflectively and reflexively ‘unpacking’ research



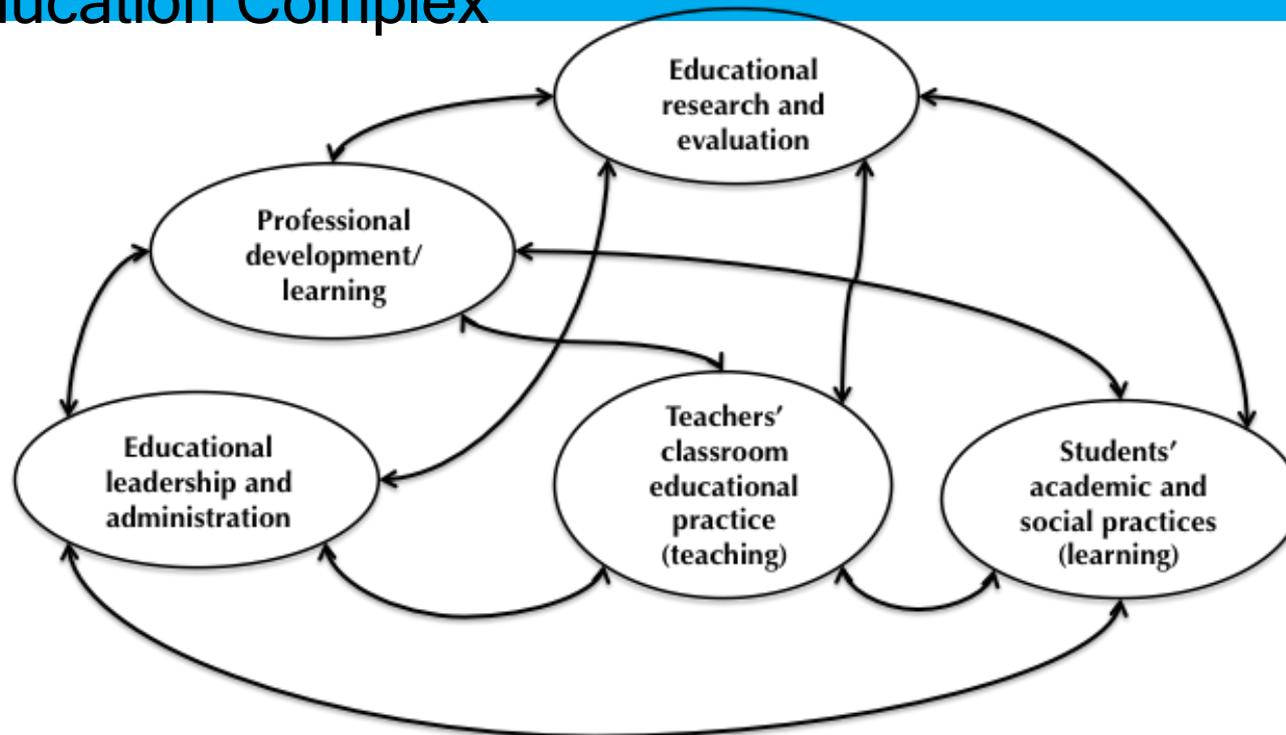
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- Bourdieu’s theoretical triad of organizational field, capital and habitus (Emirbayer and Johnson, 2008)
- “regress of mistrust” (Ball, 2003, p.226)
- “surveillance” (Foucault in Lawy and Tedder, 2012, p.306)
- “vulnerability” (Lunenberget al., 2007, p.590)



The theory of ecologies of practices

The Education Complex



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

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

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