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

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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)

[neo-liberal capitalism] “keep [us] all up to the mark” (Olssen, 2003, p200).

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

