Positioning educational context: pedagogy as human relations

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The problem with context

• Often deployed to allude to environment, physical space, etc.
• Matters psychological/ sociological/ anthropological/ historical, etc. can be elided.
• Aspects such as age may be taken as ‘confounding variables’ to be moderated/considered/factored for.
  • This feeds into the drive for quantitative mechanisms that seek to reduce ‘context’ to a ‘manageable’ feature.
• Context is thus positioned as a ‘limiting’ function.
Context: whole-ness and ‘the round’
A proposal: Pedagogy as **Being in and acting on the world with and for others**

- The ‘Teacher’ is in and acts on the world
- Perhaps alone, to alter their relationship with/to professional practice?
- Specifically, though, they influence the relationship the learner has with the world
- Pedagogy is relational, theoretically and practically: with and for ‘The Other’
Positioning Theory and pedagogy

Temporary, shifting identities: taken-up, resisted, amended, or subverted.

Biographical representation brought to bear in situ

Position

That written, spoken, or implied

Storyline

Language
While each provide a perspective, alone none can capture context fully.

Intersections offer moments of interactional context.

Together, these locate pedagogy as relational: implicitly connected to context.
To summarise?

• Such intersections attach to relationships between ‘worlds’: gone, here, and yet to be (but not chronological).

• Such ‘worlds’ coalesce, struggle, contest, (re)affirm…

• ‘Contexts’ as ‘positioned worlds’ here accord with ‘being in’ and ‘acting on’.

• Such intersectional-relational matters offer pedagogically context(ual) ‘moments’ that exist only in relation
An ‘Anglo-phonic’ example?

1. Behaviour management as effective (for control):
   • Either, the elision of context (no excuses), or;
   • A means to obviate temporality (students ‘had’ and ‘have’) and individuality, within a frame of pedagogy as ‘methods and practices of the professional’.

2. Behaviour ‘management’ as positioned context(ual) exigencies (pressing needs) in the ‘here-and-now’:
   • Storyline, language and (offered/resisted/taken-up/redefined/subverted) positions in flux are intimately connected to context;
   • Pedagogy is thus not ‘between people in (static?) role’, but rather embedded through ‘moment-by-moment’ relational intersections of ‘worlds’.