

Positioning educational context: pedagogy as human relations

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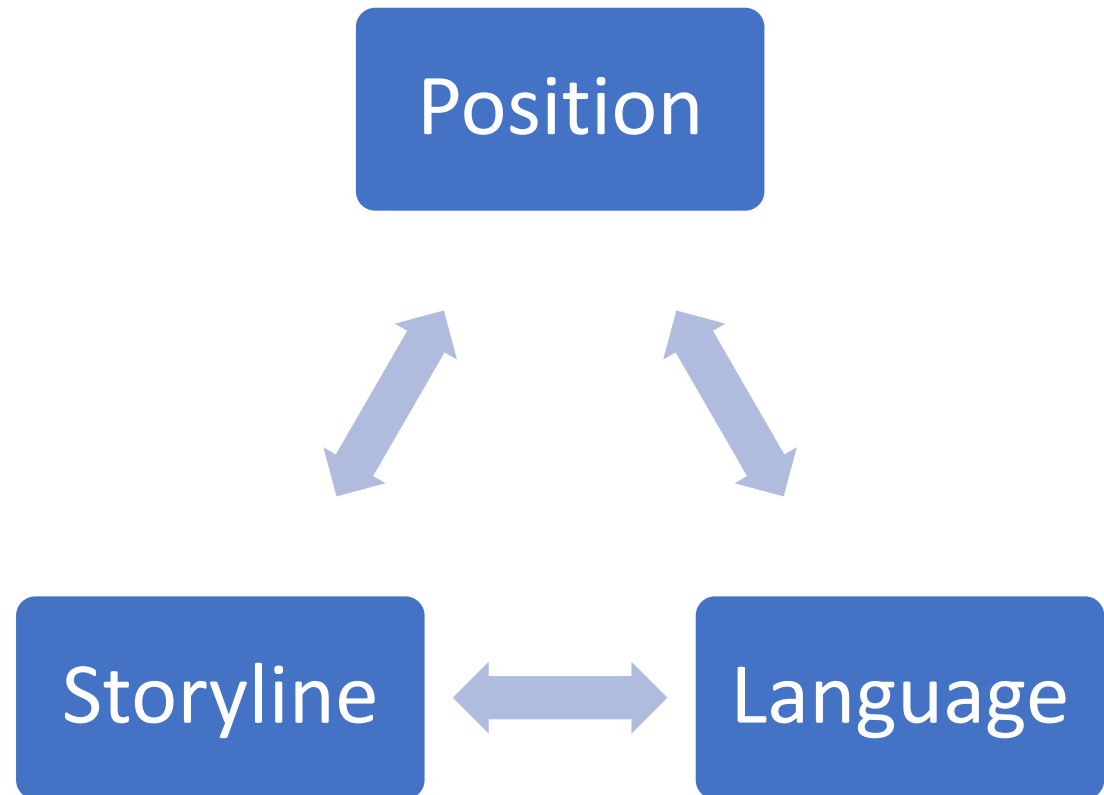
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The problem with context

- 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



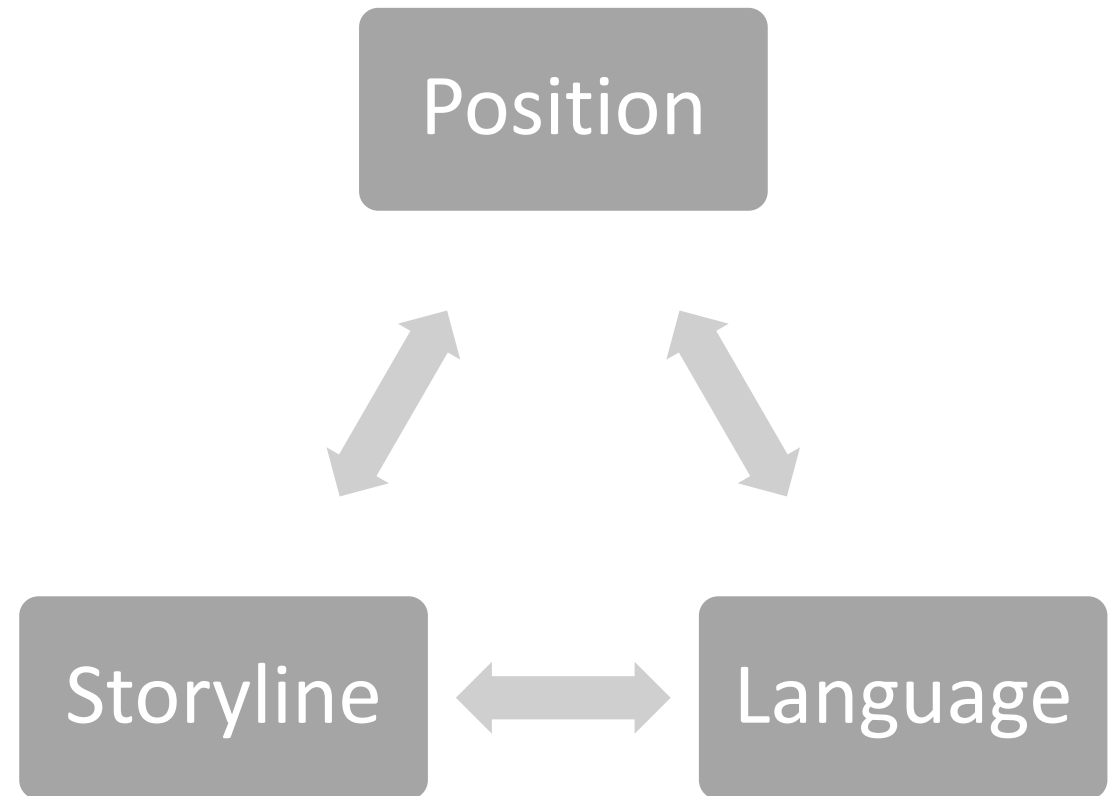
Perhaps alone, to alter their relationship with/to professional practice?



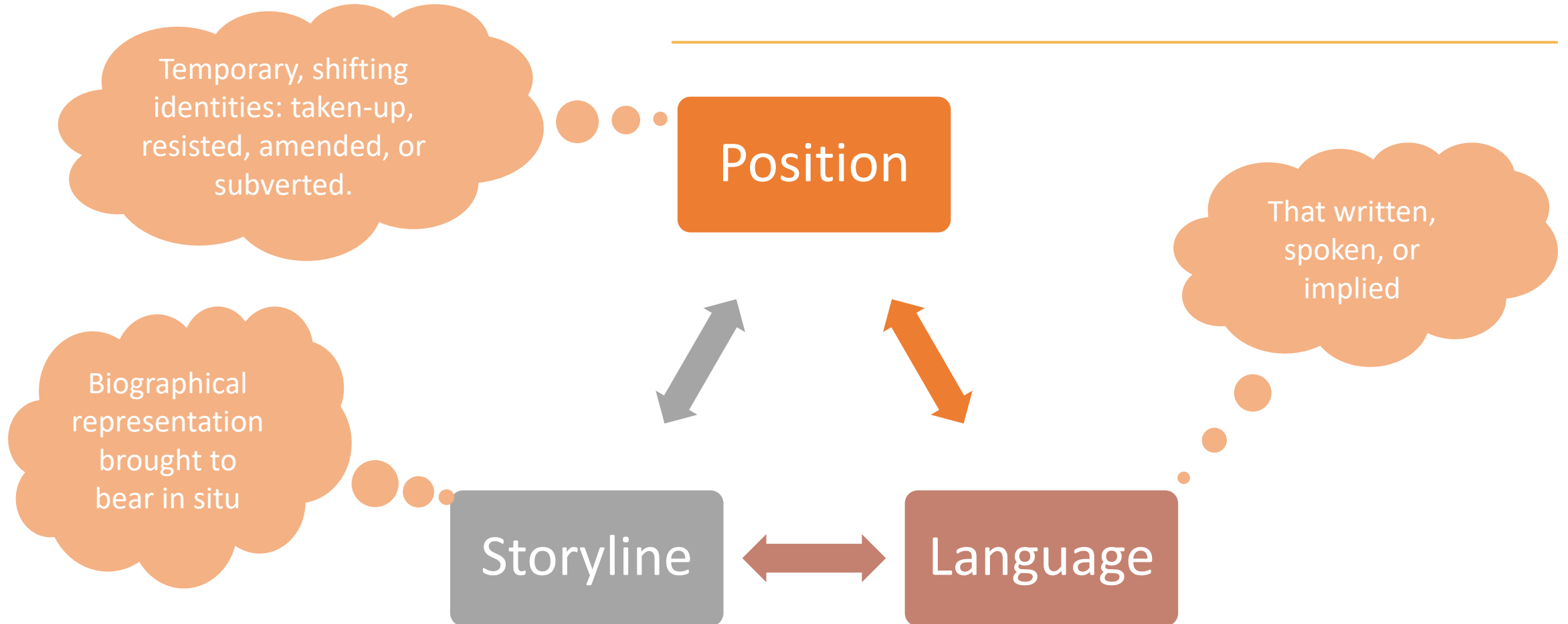
Specifically, though, they influence the relationship the learner has with the world



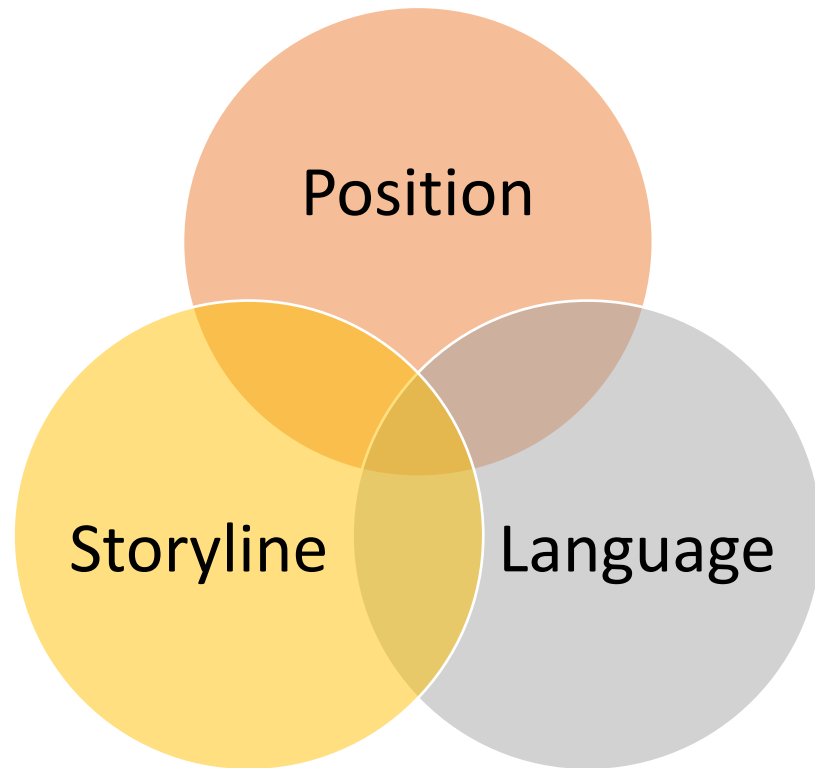
Pedagogy is relational, theoretically and practically: with and for 'The Other'



Positioning Theory and pedagogy



Context as intersections



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'.