Understanding teaching as participation in social practice from the standpoint of the teaching subjects

Tilde Mardahl-Hansen
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Teachers matter! vs what matters to teachers?

Teachers as an important ‘factor’

What can we learn about teaching when we consider teachers as subjects who act reasoned, and when we understand these reasons as situated in social (school)practice?
Code of conduct vs conduct of everyday life

- 1) preliminary activities before the school bell rings (activities such as the transmission of messages to colleagues, copying, collecting materials for the first hour, and welcoming students to the class),
- 2) teaching situations across disciplines and classes
- 3) for example, 'hallway or playground duty' during the students’ breaks
- 4) meetings
- 5) preparation periods
- 6) breaks.
'A nexus of practices'

- Curriculum, reflection, general education, evaluation, well-being, democracy, training, administration, test, collaboration, teamwork, intranet (for teachers and for parents/students), motivation, discipline, inclusion, preparation, planning, learning processes, learnings ends, materials, methods, documentation, reforms, parent meetings, updating, etc.
Different aspects of teachers' everyday life together with school students coexist not only because of their contemporaries, but because of their interconnection.
’Complex, contradictory relations do not lie between the nodes in networks; they are what things are. Relations that makes things what they are with respect to each other are multiple, historical and contradictory’. (Lave, 2011, p.155)
"What motivates me is to have an idea and then develop it into a process that works. However, often there are many intermediate calculations before I can get an idea to succeed. It’s actually part of **getting it to work.**”

(Ole, my translation, my emphasis on ‘getting it to work’)
"You cannot plan what happens in the room with the students. Anything might suddenly happen. That can be both positive or negative. Something may have occurred at home, something during the break, or something may happen. The planning must not negatively affect the execution of the teaching."

(Ole, my translation)
"Social conversation and conflict resolution is part of what we have to do. Some of our [teachers'] task is also to educate for democracy. They must therefore learn to verbalize conflicts, both in pairs or how many they are, but also in plenum [in the class], because even if you are not a participant, it may still be instructive. But it is a **balancing act**, because it should not take up too much time. We must achieve the academic goals ... so in the classes where it takes up too much time, then I have to say that we need to talk about it at some other time than in class, e.g. during the breaks" (Karen, my translation, my emphasis on ‘balancing act’).

- Treatment of everyday troubles vs everyday troubles