

ILEs as Social Assemblages

Implications for Initial Teacher Education

Dr Emily Nelson & Leigh Johnson, Eastern Institute of Technology, New Zealand
Transitions 19, 2-4 October, University of Melbourne



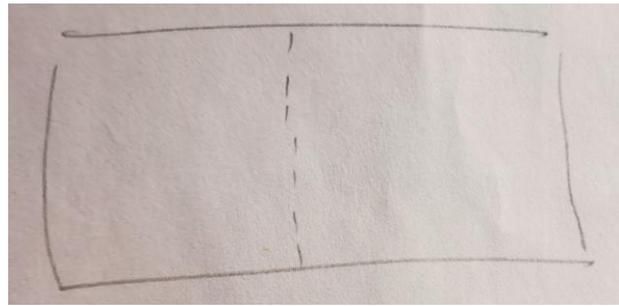
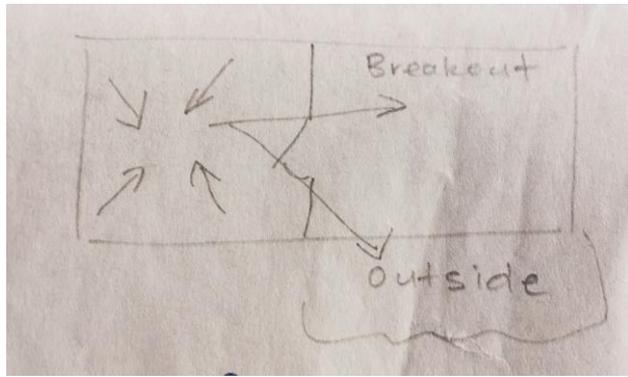
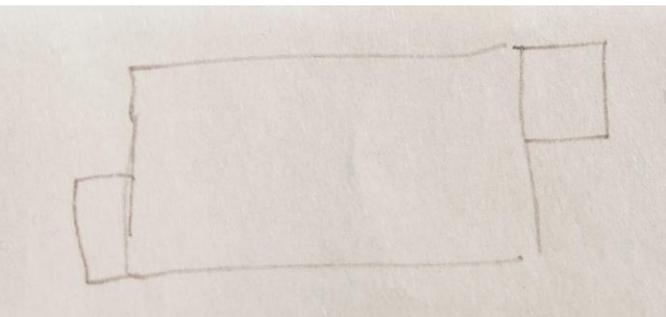
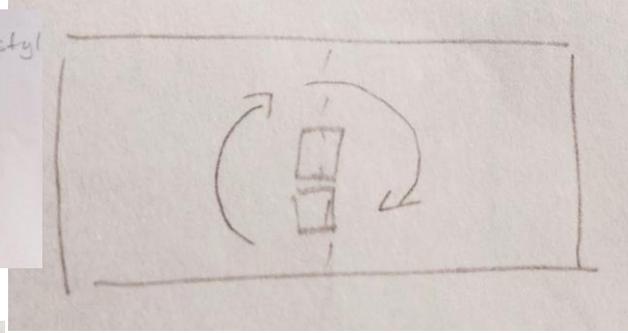
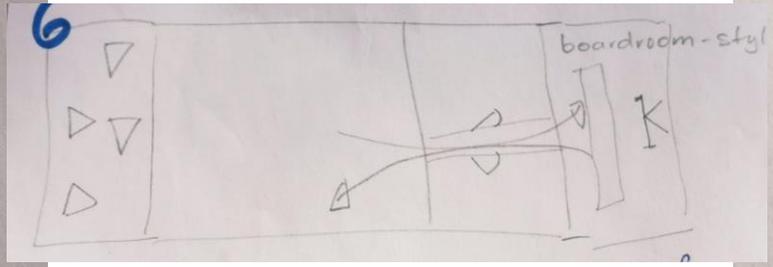
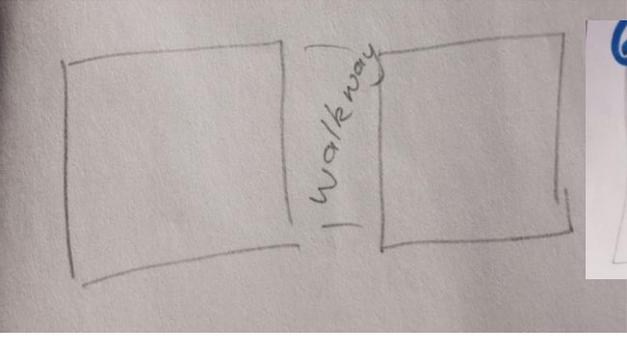
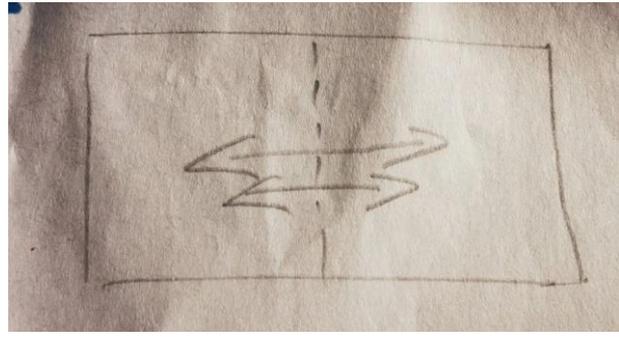
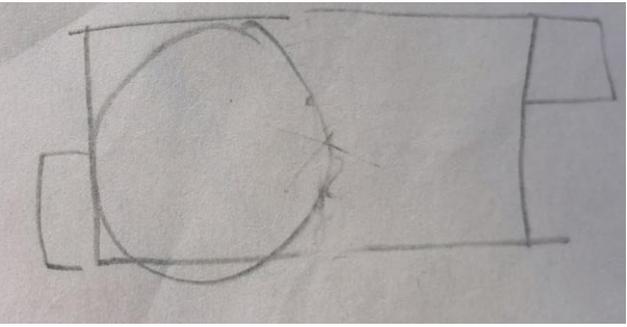
Landscape

The Study

- 6 participants - Year 3 Candidate Teachers
- 2 Group interviews - 1 group of 4 and 1 group of 2
- 10 ILEs experienced
- Conducted by a researcher not in a teaching relationship with participants

Participant	Gender	Age	Ethnicity	ILE Practicum				
				5.07	6.06	6.07	7.04	7.05
1	F	33	NZ Māori	x	x			
2	M	26	NZ Euro		x			
3	F	29	NZ Māori		x		x	
4	F	27	NZ Euro			x	x	
5	F	26	NZ Euro		x		x	
6	F	21	NZ Euro				x	

Retro-spaces





Spark for Analysis

- We were struck by the affective and embodied experiences described by participants
- Turned to new materialism
 - Flattened ontology
 - Affect
 - assemblage
- “Not only are individuals taken to be agential but so too are objects, spaces and places” (Mulcahy, 2019, p. 94)
- ILEs as new material assemblages of schooling - new comings together of humans, objects, spaces and places, thoughts and expectations
- **Research question** : How do affects in ILEs work to produce successful teaching experiences for/with Candidate Teachers?

Analysing the Assemblage

- Research as ‘assemblage’ (Mulcahy, 2012)
- Analytic assemblage - “analysing how a problematic social assemblage works in the present can also allow us to think about ways to alter the assemblage and to make it work differently” (Feely, 2019, p. 17)
- Analytic processes:
 - Stage 1: Identifying components, forces and relations
 - Stage 2: Mapping flows
 - Stage 3: Exploring processes of reterritorialisation and deterritorialisation





Identifying Forces, Components & Relations

Affects - All retro spaces - origin story - walls - no walls - doors - doorways - furniture arrangement

Affected - class management - confidence - noise - feelings of security - attitudes

*“Yeah, that’s something that I would have desired; a space that was maybe purpose built, rather than all these old classrooms and we’ll make it into this new space. It needed a bit more work to make it work”
(FG2, p. 2)*

“In the class that I was in, there was that room that you would go in with the door; you could shut it and you could work in there with a small group. It was more secluded and more intimate I suppose.” (FG2, p. 2)

Material Forces

Affects Classes - origin story - student agency - surveillance - workshops - business - day care - media messages

Affected ease of teaching - discourses of class management - pedagogy - participation of the teacher

“It was quite open. I think that it affected the teaching. Because there was breakout spaces and little corners to hide behind. You always had to be aware of roving the classroom and making sure everyone was on task.” (FG1, p. 1)

“I think you have to allow more opportunities for student agency in an MLE so you’ve got to let go of some of the control and provide work where you don’t have to be standing in front of them” (FG1, p. 2)

Discursive Forces

Affects Immersive collaborative partnership

Affected teacher identity - partnership - energy levels (almost less tired) - commitment

“We were kind of thrown in the deep end a little bit, but also I think it was really beneficial being put in that position. It’s always learning.” (FG1, p. 7)

“The process of finding your way, the process is almost more important than [the destination]” (FG2, p. 11)

“So you’re constantly working on your professional development because you don’t want to let down your team member ... ‘what can I do to help you out so I’m not dragging?’” (FG1, p. 6)

Embodied Sensation

Full management qualitatively different for ILE

As far as full management goes, even though we had to step in and take out x number of days of full management, we always had the support of other teachers there. They never take 60 kids just by themselves for a full day, so we're not going to do that, we're not going to step in and do that either. We're always going to work together. May take on more responsibility but never do everything ourselves" (FG1, p. 4)

Disconnect between campus expectations and practicum realities

"I think while they see the classrooms, they're not the teachers in the classrooms so I don't think they're probably prepared for the experience of an MLE. it's fine to observe it and stuff but unless you're in the thick of it I don't think you really appreciate the work it takes to have an MLE running efficiently." (FG1, p. 7)

Rules & Policies



Mapping Flows

<p>The Architecture</p> <p>Origin story - how it was/how it is Joined/not joined Previous use Breakout spaces</p>	<p>Furniture Arrangements</p> <p>Teachers' desk Breakout spaces Orchestration between furniture/spaces</p>	<p>Biological Bodies</p> <p>Number of children Number of colleagues Arrangement of children in relation to teachers</p>	<p>Class Management Discourses</p> <p>Gaze Noise Possible pedagogy 'Class' language Collaboration with colleagues Doorways</p>	<p>Student Agency</p> <p>Student choice Self-selected workshops Paralysis</p>	<p>Participant Evaluation</p> <p>Retro Desire Seclusion Chaos Ambivalence for employment</p>	<p>Rules & Procedures</p> <p>Class size Practicum requirements Full management School philosophy MOE policy</p>
---	---	--	--	--	---	--



Material

Discursive

Student Agency

“Obviously the workshops were dictated by the children who had to choose which workshops they attended and that sort of thing.”

Paralysing student teacher bodies

Doorways

[In an open space] you can see what the kids are up to instead of trying to stand in the doorway, have a look at both classrooms and go “come on, come on, get into [a central point].”

Spatial design impacting on class management

Collaboration

“I felt like the need to plan collaboratively formed those strong relationships more quickly, and for me, I felt I was able to ask for help sooner” (FG2, p. 5)

“Two minds are better than one. You bounce ideas off each other and you’ve got someone there to prompt you to reflect in the moment. I know we have to reflect anyway, and we do, but it sort of gives you space to do it right then and there; and they can ask you questions: Why did you decide to do that? Whereas you might not realise that you did that.” (FG2, p. 7)

Enhanced efficacy, and enhanced capacity to act in teacher role

De-Territorializing Practicum

Re-Territorializing Forces

- Practicum requirements linked to traditional practicum model e.g. full management, individualised lesson planning
- Continued existence of single-cell classrooms
- Student agency paralysis
- Regulations – centre the student teacher – they have to demonstrate individual competence

De-Territorializing Forces

- Collaborative teaching (challenging full management and discursive/materiality of teaching alone, teaching as individualised)
- Bespoke environments – practice cannot be prescribed
- Push back from student teachers and associate teacher
- Research

- We are teacher educators
- We don't control how ILEs develop (all bespoke)
- We prepare pre-service teachers for conventional classrooms and ILEs
- We wonder how we might change our requirements to become more flexible and adaptable across schooling configurations?
- We wonder also how we might make shaping these practicum requirements a shared venture with our practicum associate teachers?

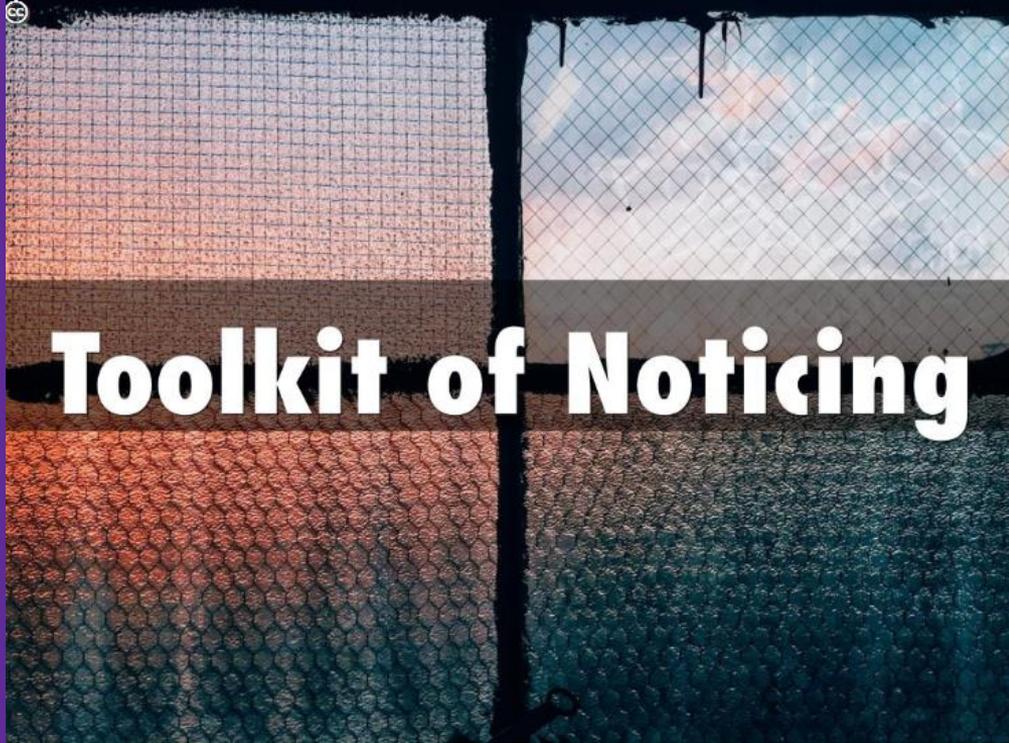


We wonder how we might support pre-service teachers to operate in an assessment framework that **centres** them in an environment that **decentres** them by design?

“So, managing transitions, volume, distractions, placement, student agency, whether children are able to work independently or whether they need to be sort of near you, especially in that space where they could get lost, maybe.” (FG2, p. 3)

What force might we exert in the social assemblage of practicum?





To support deliberate observation, noticing, questioning:

- Origin Stories
- Guiding philosophies, beliefs, values, discourses
- Material features
- Collaboration

[What is my role within this space?](#)

Introduce Curriculum for ILEs and Practicum

- Philosophical imaginaries of ILEs (Couch, 2018)
- Spatial typologies of ILEs (Imms, Cleveland & Fisher, 2016)
- Typologies for teaching collaboratively (Bradbeer, 2016)
- Key learning progressions to support student teachers with the rapid-pace decision-making of ILEs (Alterator & Deed, 2013)
- Designing approaches for professional dialogue
- Student voice & student agency
- Classroom orchestration (Munoz-Cristobal, et al., 2015)
- Reflection opportunities on the degree of coherence between their pedagogical reference points and the lived realities of their ILE experiences (Deed, Cox & Edwards, 2014)

enelson@eit.ac.nz

ljohnson@eit.ac.nz

References

Alterator, S., & Deed, C. (2013). Teacher adaptation to open learning spaces. *Issues in Educational Research*, 23(3), 315-330.

Bradbeer, C. (2016). Working together in the space-between: Pedagogy, learning environments and teacher collaboration. In: W., Imms, B., Cleveland, K., Fisher (eds) *Evaluating Learning Environments. Advances in Learning Environments Research*. SensePublishers, Rotterdam.

Couch, B. From progressivism to instrumentalism: Innovative learning environments according to New Zealand's Ministry of Education. In L. Benade & M. Jackson (eds.). *Transforming education: Design & governance in global contexts*. Singapore: Springer. doi: 10.1007/978-10-5678-9_8

Deed, C., Cox, P., & Edwards, D. (2014). Preparing pre-service teachers for open-plan up-scaled learning communities (pp. 125-138). In V. Prain et al. (Eds.), *Adapting to teaching and learning in open-plan schools*. Rotterdam, The Netherlands: Sense.

Feely, M. (2019). Assemblage analysis: An experimental new-materialist method for analysing narrative data. *Qualitative Research*, 1-20. DOI:10.1177/1468794119830641

Imms, W., Cleveland, B., & Fisher, K. (2016). Pursuing that elusive evidence about what works in learning environment design. In W. Imms., B. Cleveland., & K. Fisher (Eds.), *Evaluating learning environments: Snapshots of emerging issues, methods and knowledge* (pp. 3-20). Rotterdam, The Netherlands: Sense.

Mulcahy, D. (2012). Affective assemblages: body matters in the pedagogic practices of contemporary school classrooms. *Pedagogy, Culture & Society*, 20(1), 9-27. DOI: 10.1080/14681366.2012.649413

Mulcahy, D. (2019). Pedagogic affect and its politics: Learning to affect and be affected in education. *Discourse: Studies in the Cultural Politics of Education*, 40(1), 93-108. DOI:10.1080/01596306.2018.1549706

Munoz-Cristobal, J., Jorin-Abellan, I., Asensio-Perez, J., Martinez-Mones, A., Prieto, L., & Dimitriadis, Y. (2015). Supporting teacher orchestration in ubiquitous learning environments: A study in primary education. *IEEE Transactions on Learning Technologies*, 8(1), 83-97.