

The hypocrite says:

“Do what I say, not what I do.”

The teacher says:

“Do what I say, not what I did.”

Hypocrite or Hero?

Thinking about the relationship between being a citizen and teaching Citizenship.

Lee Jerome, Middlesex University



“It’s improved so much, like drastically, year 7 and 8 were so basic we kind of did it in primary school and the teacher was crap... but year 9 Citizenship, it involves you a lot more and I prefer that.” (Y9 Student, Oakton School)

“When I think of citizenship education I think of Mrs C and world peace for some reason...” (Y9 Student, Oakton School)

Performative-managerialism

“A new kind of teacher... [is] ‘called up’ by educational reform – a teacher who can maximize performance, who can set aside irrelevant principles, or out-moded social commitments, for whom excellence and improvement are the driving forces of their practice.” (Ball, 2003: 223)



... the Panopticon must not be understood as a dream building: it is the diagram of a mechanism of power reduced to its ideal form.

Michel Foucault, *Discipline and Punish*, 1977

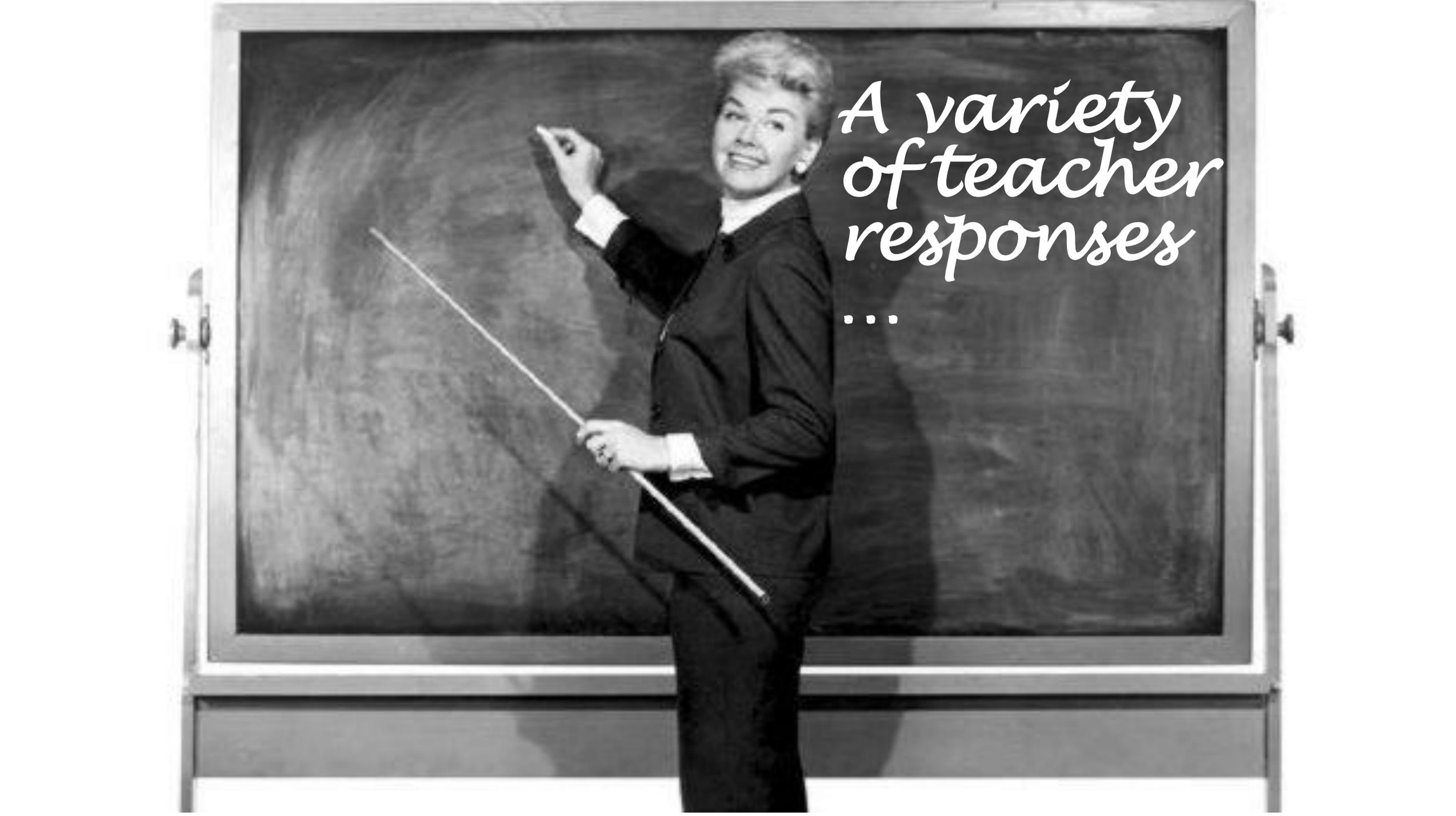


The creeping expansion of the market is “by definition... detrimental to education as a public good and vitiates the humanistic mission of education.”

We are, “recast[ing] education not as a public or societal good grounded in democratic principles of justice and equal opportunity but as an individual, atomized and personalized private good”

(Macpherson et al. 2014)

UN Special Rapporteur on Education –
2014 Report

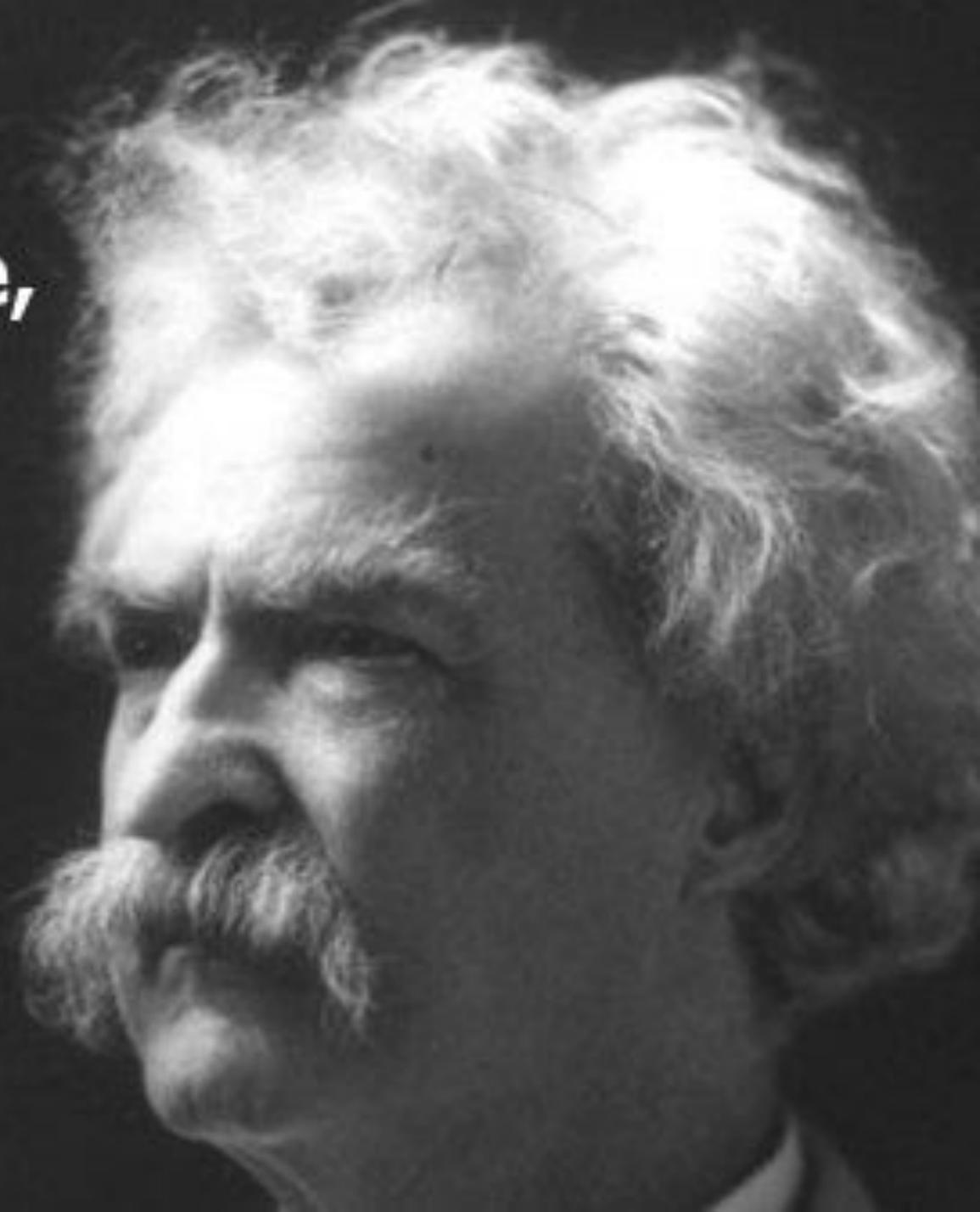


*A variety
of teacher
responses*

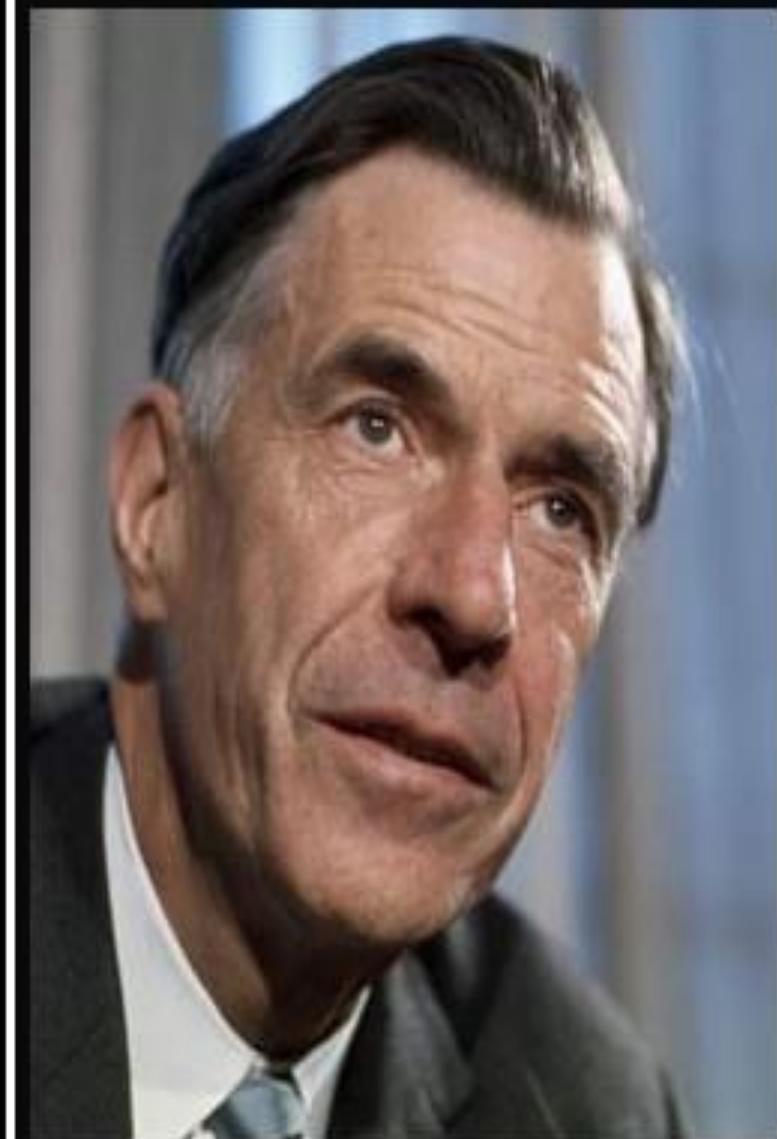
...

**All you need in
this life is
ignorance and confidence,
and then success
is sure**

~ Mark Twain ~







The modern conservative is engaged in one of man's oldest exercises in moral philosophy; that is, the search for a superior moral justification for selfishness

(John Kenneth Galbraith)

WHILE THE SCHOOL HAS EMBRACED
THE PRINCIPLES OF AUTONOMY
AND INDEPENDENCE,
YOU WILL OF COURSE
CONTINUE TO OBEY MY
EVERY COMMAND...



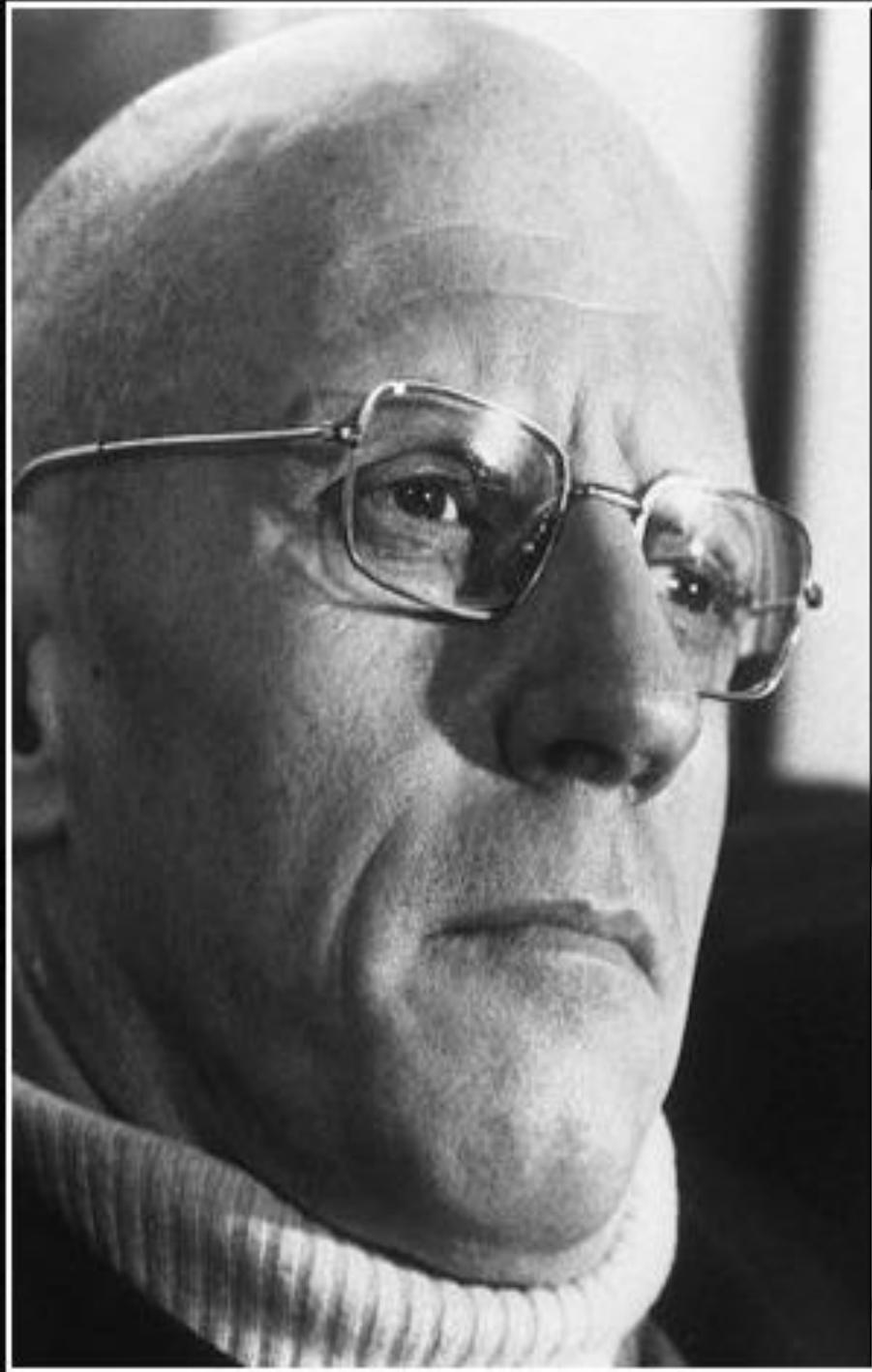
We Can Do It!



Flax



WAR PRODUCTION CO-ORDINATING COMMITTEE





“caught up in this *hurly burly* of reforms, teachers’ agency is only possible where power relations permit freedom”

(Stickney, 2012: 656).

“All of this involves recognition of the possibilities of power, the fragility of freedom and the limits of contingency and domination, while seeking a space within them”

(Ball and Olmedo, 2013: 94).

“micro-politics of little fears”

(Lazzarato, 2009)



Stephen Ball

Individual resistance to performativity
“democratic professionalism”
Schools as “educative institutions”



Michael Apple

Collective resistance
“De-centred unities”