Learning as a rehearsal of change

★ As a tool for change in classrooms/research, to explore new roles/identities in the classroom & different narratives in research (Gallagher, 2001; 2007)
★ As a critical pedagogy of place, routed in a specific local “requires that researchers question what it means for historically non-dominant youth to learn within place” (Schindel Dimick, 2016, p. 818)
★ As a way to ‘trouble the fixed identities of the oppressor and the oppressed, troubling the critical educator’s identity knitting’ (Kitching, 2011)
★ As a way to diversify ways of expressing (hooks, 1994), “constructing alternative ground rules for communication” (Ellsworth, 1989, p.337)

Pedagogies as critical spatial practices

Looking at space as produced through social interactions, in a “shifting geometry of power” (Massey, 1994, p. 16)
★ Exploring how a dominant mode for learning produces spatial segregation (Thomson, 2007)
★ How discourses and subjectivities are constituted and challenged in different learning spaces (Youdell and Armstrong, 2011)
★ Creating ‘counter-public spaces’ in schools, by deconstructing and then intervening in spatial practices (Thomson, 2007)
★ Engaging with “the margins” as “material space from which relationships of oppression might be reimagined and reshaped” (Gruenewald, 2003b, p. 631)

★ What do you see?
★ Describe the way the chairs are positioned.
★ Which object is the most powerful?
★ What does this constellation represent or make you think of?
★ Can you think of a different constellation to change the power relations?
★ How does this change the space for learning?

The great game of power
(Augsto Boal, 1992)

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http://cw.routledge.com/textbooks/actortraining/practitioner-boal.asp

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References