Index

action research 6, 143, 189–201
activity theory 15, 17, 19, 26, 28
   Arnseth’s critique of 24, 25
   see also Engeström, Y.
Alexander, R. 63
alterity 130, 135
animation 62
attainment, gap in 96–7, 103
   pupil 3

Badiou, A. 220
Baxter-Magolda, M. 181, 184
De Beauvoir, S. 2, 141, 205, 215
Bourdieu, P. xi, 2, 78, 95–106, 118
   capital: social, cultural, economic
   and symbolic theory of 99–100
   habitus 78, 95
   and Passeron 10, 95, 97, 98, 116
boyhood 145–7, 152, 154–5
bricolage 142, 39, 157–71
Bridges, D. 189, 190, 194
Brown, J. S. 17, 19, 21, 22, 26, 162, 172
Bruner, J. 14, 61–2, 64–73
   see also play, Sylva, K., discovery learning
Buckley, B. 204, 207, 213, 216
Butler, J. 2, 203–4, 208, 211–15
Cambridge Review of Primary Education 63, 185
capital
cultural 98, 101–2
   forms of 2, 78, 95–106
   social 103
   see also Bourdieu, P.
Carr, W. 189, 193
classification: social 96
clinical practice 17, 24, 25
cognitive apprenticeship 19, 21
   see also Vygotsky, L.S.
cognitive constructionism 178
collaborative
   learning 72, 142, 158
   research 78, 109–19
Collins, A. 17, 19, 21, 22, 26, 162, 172
communities of practice 23, 85, 87, 88, 91, 92, 172, 174
   see also Lave, J., Wenger, E., and
   situated learning
Connell, R. 34, 44, 145–6, 149–55

constructivism 21, 142, 157, 161, 175, 186, 187
social constructivism 19, 21, 157, 161–2, 165, 168, 171, 177–9, 185–6
Continuing Professional Development (CPD): and Head Teachers and Local Authorities 14, 48–57
Cope, P. 18
Corbett, J. 131
Craddock, D. 15–17, 19, 21, 25
critical discourse analysis 31
Crossley, N. 32
culture 111, 128, 146
of education 68
Cuthbertson, P. 18
data analysis 6, 23, 193, 196
Derrida, J. 31, 33, 125, 212
binary opposition 31
deconstruction 31, 33
Dewey, J. 89, 142, 158, 163, 166, 175, 178
discourse
analysis 31
of care 113
of disquiet 114
hegemonic or authoritative 32, 35, 38–9, 40–43
-theories of 78
see also critical discourse analysis
discovery learning 61
see also Bruner, J.
Dreyfus, H.L. and Dreyfus, S.E.
and cognitive constructionism 17, 28
Duguid, P. 162, 172
educational practitioners 13
Elliott, J. 143, 189, 192, 194
Engeström, Y. 15–17, 19, 20–21, 24, 26, 28
see also activity theory
epistemology 16, 27, 78, 126, 132, 147, 177–87, 192, 196, 200, 205–7
Eraut, M. 17–18, 21, 24, 81–2, 84, 86–7, 89, 90–92
see also non-formal learning
experiential learning 21, 90
Fairclough, N. 31–2
feminism 14, 41, 205
see also gender
film, filmmaking 203–5, 208–12, 215
Foucault, M. 14, 32–4, 47–8, 51–2, 54–5, 78, 89, 104, 109–12, 116–120, 123, 125–9, 155, 175, 215
see also power
Fry, R. 19, 21
see also experiential learning
Fulcher, G. 131
gender 2, 34, 40, 124, 142, 145–6, 148, 151–5, 197, 199, 208, 214
Gender Trouble 203–4, 208, 212
as performance 208
relation theories of 145
social construction of 117, 148
see also feminism, Butler, J.
Giddens, A. 35–6, 44, 115
girls: in physics 190–98
Giroux, H. 7
Graduate Teacher Programme (GTP) 82–3, 89
Gramsci, A. 14, 37, 47–8, 51, 53
grounded theory 193
habit 78, 95, 97–8, 102–6
see also Bourdieu, P.
Hean, S. 15–17, 19, 21, 25
hegemony 14, 34, 36–7, 39–40, 47, 51, 53, 55, 57, 149
see also Gramsci, A.
Holm, A. 17, 19, 21, 22, 26
Index

identity: teachers’ professional 50–52, 54–5, 57, 77, 81–91, 180
inclusion 78, 123–4, 127–35
informal learning 14
see also non-formal learning
Information and Communications
Technology (ICT) 37, 61–4, 66–72
intersubjectivity 32, 35
see also subjectivity

Johnson, M.
metaphors 204

Kemmis, S. 190, 195, 199
Kolb, D. A. 19, 21
see also experiential learning

Lakoff, G.
metaphors 204
Lave, J. 17, 19, 21, 23–4, 41, 77, 81–2, 85, 87–92, 158, 162–3, 165
see also communities of practice, situated learning, Wenger, E.

Learning
life-long 17
technology 178, 181, 186
theories of 15–16, 19, 21, 25, 26–7
values in 175, 177
see also informal, non-formal
life history narrative interviews 110
Lyotard, J. F. 125

MacLure, M. 3, 124, 126, 128, 132–3
masculinity(ies) 35, 142, 145–50, 155
and patriarchy 34
see also Connell, R.
Masters in Teaching and Learning (MTL) 54
McConnell, D. 157–8
methodologies: see methods
methods xii, 184, 197
critical 205
distinctive methodologies 141
dominance in educational research 3
research 3, 77, 152
teaching 176
Mitra, S. 63, 70, 73

informal learning 14
see also non-formal learning

Johnson, M.
metaphors 204

Kemmis, S. 190, 195, 199
Kolb, D. A. 19, 21
see also experiential learning

Lakoff, G.
metaphors 204
Lave, J. 17, 19, 21, 23–4, 41, 77, 81–2, 85, 87–92, 158, 162–3, 165
see also communities of practice, situated learning, Wenger, E.

Learning
life-long 17
technology 178, 181, 186
theories of 15–16, 19, 21, 25, 26–7
values in 175, 177
see also informal, non-formal
life history narrative interviews 110
Lyotard, J. F. 125

MacLure, M. 3, 124, 126, 128, 132–3
masculinity(ies) 35, 142, 145–50, 155
and patriarchy 34
see also Connell, R.
Masters in Teaching and Learning (MTL) 54
McConnell, D. 157–8
methodologies: see methods
methods xii, 184, 197
critical 205
distinctive methodologies 141
dominance in educational research 3
research 3, 77, 152
teaching 176
Mitra, S. 63, 70, 73
post-structuralism 14, 31, 42–3, 123, 125–7, 131, 134, 205
power
knowledge and status
theories 32–43
see also Foucault, theories
practice
art 143, 203–16
praxis/practical philosophy 143
as research 203–7, 213–14
see also praxis
praxis 143, 194
Pring, R. 1, 3
professional training 13
professionalism: teachers’ 142

qualitative 19
data 82; 110, 181
enquiry 7, 196
research method 6, 7, 25, 147

regimes of truth
theory of 112–3, 117–18
representation 68, 72
reproduction: cultural 98
research
starting a project 143
see also action, discourse-based,
methods, practice as, researchers
researchers 7, 13
experienced 110, 141
new 8
Resnick, M. 68, 74
role models 102–3
Rose Review of Primary
Education 63
Schön, D. 199
reflection in/on action 81–4, 86, 89–92
Singing 145–51, 153–5
situated learning 3, 14, 19, 23–5, 77, 81–2, 85, 87, 89–91, 142, 162, 164–5, 168, 170

see also communities of practice,
Lave, J., Wenger, E.
Skeggs, B. 99, 106, 107
Smith, D. 31, 34–6, 38, 41, 117
social class 3, 51, 96–7, 150, 155
social constructivism: see
constructivism
socio-cultural theory 163
see also Vygotsky, L.S.
special educational needs (SEN) 124, 133
status 47–58
see also Foucault, power
Stenhouse, L. 193, 197
Stoddart, B. 18
subjectivity 34–5, 39, 129, 203, 205, 208, 212, 215
see also intersubjectivity, Butler, J.
Sullivan, G. 203–6, 211–12, 214–15
Sylva, K. 14, 61–2, 64–7, 69, 72

teacher
-educators 6, 9, 177
and signature pedagogies 6
trainee 32, 36–8, 77, 89
teaching: assistants 109–10, 112–15
117, 119–20
see also teacher
theoretical frameworks 2, 5, 7–9, 50, 57, 62, 77, 91, 111–12, 115, 119, 134, 157, 169–71, 193, 198, 204
developing 128–9
hybridity 141
see also theory, theorizing
theorizing 3, 142, 149, 151, 212–13, 220
in practice 142, 189
identity 208
of methodology 143
as a political act 220
theory xii, 8
application of 1, 3, 6, 8–9, 141
-barren 7
bewildered by 8
celebration of 7
crossing boundaries 2
in education research 3
explanation of social phenomena 4
immersed in 14
intellectual formula of 1, 6, 9
and intellectual problems 2
‘journey’ metaphor of 5
lived experience of 14
as new ways of thinking 2
perplexing 8
power/knowledge and status 14, 33, 48, 78, 109–12, 118, 125, 130, 133
and social justice 7
in trepidation of 3
troublesome xii, 7
and understanding 141
see also activity, constructivism, grounded, habitus, method, play,
practice, poststructuralism, power, ontology, research, socio-cultural
Thomas, G. 1
Tremain, S. 127–8, 131
Vygotsky, L.S. 19, 21–3, 142, 158, 163, 166, 175, 178
see also social constructivism, zone of proximal development
Weedon, C. 31, 34–5, 39
Wenger, E. 17, 19, 21, 23, 24, 85, 87, 88, 90–92, 162, 163
Winter, R. 192, 195
Youdell, D. 126–7, 129, 131, 133
zone of proximal development 22, 163
see also Vygotsky, L.S.