

DESIGNING PEDAGOGIES OF PRACTICE FOR A CRITICAL PRACTICE-BASED TEACHER EDUCATION

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The current moment of practice-based teacher education (PBTE) has set out to develop a shared language in the field (Grossman & McDonald, 2008), disrupt the assumption that learning to teach does not require sustained learning (Ball & Cohen, 1999), establish teacher education as an “agent of professional countersocialization” (Ball & Cohen, 1999, p. 6), restructure teacher education’s organizational dichotomy between theory and practice (Grossman, Hammerness, & McDonald, 2009), and to do so by learning in, from, and through practice (Ball & Cohen, 1999).

Since the initial call for a turn toward PBTE (Ball & Cohen, 1999), much of the scholarly attention has been on the development of and research on various pedagogies of practice (Grossman et al., 2009) – the vehicles by which practice-based actually becomes practice-based. Reflective of and responding to Grossman, Compton, and colleagues’ (2009) finding of the lack of approximations of practice within teacher education, contemporary PBTE researchers and teacher educators intensely focus on the design, facilitation, and outcome of approximations.

Despite this focus, little attention has been paid to the nature of the simplification (Grossman & McDonald, 2008) within approximations of practice. Critiques of the current moment of PBTE have included these simplifications and their ties to a technocratic view of teaching and teacher preparation (Zeichner, 2012). While it may be necessary for these pedagogies to expose TCs to context less complex and authentic than a classroom, what have we lost in the process? Have we compromised preparing teacher candidates to respond to students in adaptive (Hatano & Inagaki, 1986) and culturally responsive ways (Gay, 2002)? Have we marginalized the “social, cultural, political, and situated dimensions of teachers’ practices” (Philip et al., 2018, p. 9) and inadvertently worked against education’s ultimate goals of equity and justice?

In order to turn the gaze of PBTE toward goals of equity and justice, PBTE must (re)evaluate the structures we have built, with pedagogies of practice being a main focus. Some PBTE scholars (Dutro & Cartun, 2016; Kavanagh, 2017; Kavanagh & Danielson, 2020) have begun to explore the ways in which core practices can become social justice oriented, possible theoretical considerations for such endeavors, and the design and facilitation of pedagogies of practice to serve social justice purposes. Despite these efforts, much is left to accomplish in developing critical practice-based teacher education pedagogies.

In order to further establish a framework of critical PBTE, this poster presentation will provide an initial proposal in the design of various pedagogies of practice through the representation, decomposition, and approximation of discretionary spaces (Ball, 2018). Through discretionary spaces, teacher educators and teacher candidates will investigate moments where teachers have the “discretion either to reproduce unjust and inequitable social patterns or to interrupt those patterns through their embodied activity in the classroom” (Kavanagh & Danielson, 2020, p. 71). These spaces are inherently tied to systems of oppression and inquiry such as race, class, gender, and language. Calling upon these spaces centers the design and investigation of pedagogies at the intersection of the relationship between practice and improvisation and the social, historical, and cultural complexities of teaching.

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