What the Foucault?

Why teachers should care about the “critical ontology of ourselves”

@sputniksteve

sputniksteve.wordpress.com
“Critical ontology of ourselves”

“The critical ontology of ourselves has to be considered not, certainly, as a theory, a doctrine, nor even as a permanent body of knowledge that is accumulating; it has to be conceived as an attitude, an ethos, a philosophical life in which the critique of what we are is at one and the same time the historical analysis of the limits that are imposed on us and an experiment with the possibility of going beyond them.”
“Critical ontology of ourselves”

“The critical ontology of ourselves has to be considered not, certainly, as a theory, a doctrine, nor even as a permanent body of knowledge that is accumulating; it has to be conceived as an attitude, an ethos, a philosophical life in which the critique of what we are is at one and the same time the historical analysis of the limits that are imposed on us and an experiment with the possibility of going beyond them.”
• Philosophical life
• Critique of what we are

• Analysis of the limits placed upon us
• The possibility of going beyond those limits
The limits placed upon us

– The status of CPD
– Expectations in job advertisements
– (Expectations from others on #EduTwitter)

Going beyond them

– The Tweacher Society
– Self Writing
Since qualifying as a teacher, and excluding additional things like conferences, do you feel that the quality of CPD that you have received has been:

- 6% Excellent
- 22% Good
- 35% Satisfactory
- 37% Inadequate

701 votes • Final results

2:43 AM - 29 Apr 2018

https://twitter.com/sputniksteve/status/990526858386165761
#teachingvacancyuk #criticalontology #Ontology4Teachers

5:38 PM - 23 Mar 2018

https://twitter.com/sputniksteve/status/977343860757053441
TES Job search

• “Outstanding”
• 2364 results international
• 2125 results UK
Definition of outstanding in English:

**outstanding**

**ADJECTIVE**

1. Exceptionally good.
   "the team's outstanding performance"

   + More example sentences  + Synonyms

2. Clearly noticeable.
   "works of outstanding banality"

   + More example sentences  + Synonyms

2. Not yet paid, resolved, or dealt with.
   "much of the work is still outstanding"

   "Julian's outstanding debts"

   + More example sentences  + Synonyms

https://en.oxforddictionaries.com/definition/outstanding
outstanding (adj.)  
1610s, "projecting, prominent, detached," present participle adjective from outstand (v.) "endure successfully, hold out against," from out (adv.) + stand (v.). Figurative sense of "conspicuous, striking" is first recorded 1830. Meaning "unpaid, unsettled" is from 1797. Related: Outstandingly.
We are seeking to appoint an outstanding leader of Chemistry to join our high performing Science department. Experience in a managerial capacity and of leading curriculum development is desirable but not essential.

Rated outstanding by Ofsted in February 2015, [Redacted] is one of the top performing schools in the country based on GCSE outcomes. In 2017, 87% of our Year 11 students achieved a good pass (Grade C/4 or above) in both English and Maths while 71% of students achieved a strong pass (Grade 5 or above) in both English and Maths. 34% of Year 11 students achieved A/A* or grade 7, 8 or 9. The Science department has also consistently delivered outstanding outcomes at both GCSE and post 16 level.

The behaviour of students is outstanding and the disciplined environment allows the teachers to focus on delivering great academic outcomes.

We are very ambitious in our aim to provide the best possible opportunities for our students. We set high standards for all professionals working at the school but we also provide a very strong net of support for both new and existing colleagues.
We need an outstanding teacher to join our Multi-Academy Trust for September 2018. This is a fantastic opportunity for an outstanding teacher or a Newly Qualified Teacher. Salary: Mainscale 1-6 dependent on experience. We offer excellent professional development opportunities and, most importantly, the chance to make a real difference. The closing date and shortlisting for this position is Monday
Due to expansion and an increased roll, a vacancy has arisen for a dynamic and passionate teacher of Science - any specialism. This role is initially to cover a maternity leave, but a permanent position would be available for the right applicant. The successful applicant will join our team of specialists at a crucial stage of our journey to become “outstanding”. The Faculty currently teaches all specialisms at KS4 and KS5. We offer outstanding induction and support programmes with many opportunities for professional development which would suit those with a desire for career progression. is part of the teacher training organisation.

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

Coopers School is committed to safeguarding the promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Deputy Head Teacher - Curriculum and Standards

We have outstanding students and our aim is to always provide an outstanding education for all of them. As a school we will constantly strive to make the learning experiences of our students the best it can be. We aim to fill their days with happy memories and experiences so that they enjoy their learning and develop a thirst for knowledge and make the best progress possible and the greatest success in examinations. xxx (part of xxx Multi-Academy Trust) is a mainstream, non-selective, comprehensive school for students aged 4-16. xxx School is built on traditional values. Pivotal to this is a positive ethos and culture of learning and success for all students. There is particular regard to outstanding achievement for all students whatever their academic starting point and a commitment to lifelong learning for all stakeholders.
Outstanding

Teacher

School
Behaviour
Pupils

18/07/2018
This is an exciting opportunity for an outstanding and experienced English Teacher who demonstrates a true passion for their subject. As the Deputy Curriculum Leader, you will support the Curriculum Leader for English in leading and developing the Department to ensure teaching is inspiring and differentiated to meet the needs of all learners.

Our school is a popular, oversubscribed school and we are looking for a creative, passionate and energetic teacher who can work with us as we strive to bring about rapid improvement to secure better progress for our learners.

The successful applicant will play a key role in the development of English at [insert school name] and with the Curriculum Leader for English, you will ensure that the team are being challenged to develop professionally, through effective guidance and robust monitoring and evaluation processes.

We care passionately about our staff, their well-being and their professional development and this is reflected in the fact that we are an enthusiastic team, committed to working collaboratively and sharing the very best practice. We are seeking ambitious candidates who are keen to develop further and as such are committed to providing excellent CPD for the development of staff. We are striving for the very best for our students and we are focussed on and passionate about learning.
Passion

• 1615 international results on TES jobs
  02/06/18

• 1421 UK results
passion (n.)

late 12c., "sufferings of Christ on the Cross," from Old French passion "Christ's passion, physical suffering" (10c.), from Late Latin passionem (nominative passio) "suffering, enduring," from past participle stem of Latin pati "to endure, undergo, experience," a word of uncertain origin.

Sense extended to sufferings of martyrs, and suffering generally, by early 13c.; meaning "strong emotion, desire" is attested from late 14c., from Late Latin use of passio to render Greek pathos. Replaced Old English polung (used in glosses to render Latin passio), literally "suffering," from polian (v.) "to endure." Sense of "sexual love" first attested 1580s; that of "strong liking, enthusiasm, predilection" is from 1630s. The passion-flower so called from 1630s.

The name passionflower -- flos passionis -- arose from the supposed resemblance of the corona to the crown of thorns, and of the other parts of the flower to the nails, or wounds, while the five sepals and five petals were taken to symbolize the ten apostles -- Peter ... and Judas ... being left out of the reckoning. ["Encyclopaedia Britannica," 1885]
passionate (adj.)

early 15c., "angry; emotional," from Medieval Latin passionatus "affected with passion," from Latin passio (genitive passionis) "passion" (see passion). Specific sense of "amorous" is attested from 1580s. Related: Passionately.
'To be, or not to be: that is the question'... Are you passionate about teaching English? Looking for a step up in your career? Or are you wanting to be supported to develop into Leadership? Then xxx would love you to be a new member of our English department!

The xxx Academy are looking for a passionate, enthusiastic and dynamic English Teacher to join our successful Academy. 'We recruit for attitude and train for skills' so if you are interested in leadership we have the opportunities available within the Department.
And today I want to make the case for difference, for maverick teachers and school leaders. Why? Because we desperately need more mavericks in the classroom and in the headteacher’s office.

A pretty ordinary education system – unfortunately we still have one – needs people who are flamboyant, colourful and yes, downright strange. In other words, we need extraordinary people. We need our awkward squad. The independent sector has always had them – our state system needs more of them.

It may seem peculiar to argue for more mavericks in education. Schools, after all, are ordered, structured places with clear hierarchies – the teacher and the taught, those who have authority and those who look up to it. Yet in my estimation the best heads and teachers are often mavericks. And when I say ‘maverick’ I mean ‘odd’. I should know; I’m pretty odd myself.

But I wasn’t born odd. I really had to work at it. I had to learn pretty quickly as a young teacher, that teaching, like it or not, was inevitably bound up with personality and character. Imparting knowledge is never going to be enough, especially when those at the receiving end are disinclined to receive it.
TES Jobs 02/06/2018

• Maverick: 0 results
• Flamboyant: 0 results
• Strange: 0 results
• Odd: 6 results
• Odd: 0 results
Maverick

Class Teacher Vacancy  Start date: 1st September 2018  Hours of work: Full time Contract/ Permanent  Salary: Mainscale 1 - 6  Closing date: Monday 16th April 2018  Interview date: Monday 23rd April 2018 (or sooner if you get your application in before that and we like your application – we are flexible)

We want you to come and teach in an amazing school rated in the top 2% in England for the progress our pupils make. We are looking for teachers who have a genuine desire for teaching children, who can generate opportunities for creative learning and can plan in the moment from affective AfL.

Timbercroft is a Centre of Excellence for Inclusion and we have been recognised as a future beacon school. We are proud to be a part of the Maritime Academy Trust. We have a team of friendly, devoted staff who have already established excellent behaviour and high expectations throughout the school and a culture of fun, sometimes wacky learning. It’s no good applying if you have no sense of humour or you are a dormouse; we want a positive, proactive person with character and passion and someone who is not afraid to be a bit maverick with ideas that will excite and engage our children.

Our teachers are willing to take risks and try new, practical approaches to teaching and learning and not stick to a plan. They are allowed to teach what they love and what they know the children love and they have been given the autonomy to think outside of the box and make decisions for themselves. Ideally we want a lower KS2 teacher. Our staff are SO brilliant that they will totally support you if you are alien to KS2 so apply today (no matter what age group you have at the moment) if you fancy a change and challenge. NQTs are welcome to apply – we have great support and CPD whatever stage of your career you are at. Have a look at our website: www.timbercroftschool.org.uk, contact the school, and come and visit us for a look around, check us out and then just apply. Easy! We are looking forward to meeting you.
Going Beyond The Limits: The Tweacher Society

• #EduTwitter as heterotopia; as community of practice; as network
• 2013: Gove, Ofsted, and rED
• ResearchED
• Other conferences, teachmeets etc.
• Chartered College of Teaching
• These things as manifestations of the tweacher society
The Tweacher Society – democratising discourse?

Ben Newmark @bennewmark · 15 Mar 2017
@harfordSean Why does Ofsted refer to students: high/mid/low ability based on attainment tests in discrete domains? Should it be attainment?

Sean Harford @HarfordSean
Replying to @bennewmark

Yes, I agree. It's become a shorthand that we probably need to change.

4:18 AM · 15 Mar 2017

2 Likes
The Tweacher Society as community of practice

Investigating the **Community of Practice** of World Language Educators on Twitter

- Pamela M. Wesely - 2013 - Sport, Education and Society

**Abstract:** physical site of an emerging **community of practice** (CoP) that supported teachers’...

**Learning in a Twitter-based community of practice:** an exploration of knowledge exchange as a motivation for participation in #hcsmca

- Sarah Gilbert - 2016 - Information, Communication & Society

**Abstract:** motivator for participation in the community. Twitter was found to be a platform ...

- Learning in a Twitter-based **community of practice:** an exploration of knowledge exchange ...

**Experience of developing Twitter-based communities of practice in higher education**

- Bex Lewis; D Rush - 2013 - Research in Learning Technology

**Abstract:** within the framework of a **community of practice**. Several types of data were collected ...

- Author Keywords: Community of practice, Microblogging, Professional network, Social media, Technology...

- 'What's on your mind?' Writing on Facebook as a tool for self-formation

- Theresa Sauter - 2014

- ed.) A Networked Self – Identity, **Community**, and Culture on Social Network Sites ...

**Making Practice Public:** Teacher Learning in the 21st Century

- Ann Lieberman; D Pointer Mace - 2009 - Journal of Teacher Education

- helped teachers to master new **practices**. Some researchers warned that without the ...
Changes in the teaching profession (Darling-Hammond and McLaughlin 1995) and the rapid evolution of resources and technologies (Jones and Dexter 2014) create a need for professional development (PD) that can respond to teachers’ questions and concerns just in time and “on the spot” (Plair 2008, p. 73). In short, supporting teacher learning requires creating flexible environments that allow teachers to connect with colleagues and experts who can help them with their current questions. Some scholars have argued that this “real-time” and “on-demand” support can be provided by Twitter (Carpenter and Krutka 2015, p. 716).

Researchers describe Twitter-based professional development as taking place within *affinity spaces* (Carpenter and Krutka 2015) or *learning communities* (Gao and Li 2016). Research on Twitter-based professional development has emphasized its size and scope (Rosenberg et al. 2016), its openness and interconnectedness (Carpenter 2015) and its self-directed nature (Visser et al. 2014). However, despite calls to examine the use of Twitter to provide just-in-time training (Gao et al. 2012), little research has explored this type of professional development.

It's strange some see majority of CPD in weekends and breaks as positive for a profession. I would think that professional development is part of your job, not your free time. Together with 'I care for the disadvantaged' it's the new virtue signalling...

3:31 PM - 8 Apr 2018

Yes, good point. My trigger was the line of reasoning:
1. CPD essential to job.
2. Current CPD for the job not up to scratch.
3. We organise it outside working hours

But if CPD part of the job, not just free time.

1:23 PM - 9 Apr 2018

https://twitter.com/cbokhove/status/983110222024728576
https://twitter.com/cbokhove/status/983440173861044224
Foucault’s Self Writing

“It is well known that Foucault wrote in order to transform himself” (Rayner, 2006, p.27)

• “[writing] offers what one has done or thought to a possible gaze; the fact of obliging oneself to write plays the role of a companion by giving rise to the fear of disapproval and to shame” (Foucault, 1997, p.207)

• “weapon in spiritual combat” (p.208)

• “training of the self by oneself” (p.208)
Hupomnemata

- “a material record of things read, heard, or thought, thus offering them up as a kind of accumulated treasure for subsequent rereading and meditation” (Foucault, 1997, p.210)
- “an equipment of helpful discourses” that are “deeply lodged in the soul”, for “the soul must make them not merely its own but itself” (Foucault, 1997, p.210)
- “to capture the already-said, to collect what one has managed to hear or read, and for a purpose that is nothing less than the shaping of the self” (p.210).
- “the hupomnemata of the Greco-Roman era are not unlike some of the processes we engage with in contemporary social media sites, considering that these sites provide the technology to create digital records of the things we read, hear, or think” (Weisgerber and Butler, 2015, p.1341).
- Curating the Soul: Foucault's concept of hupomnemata and the digital technology of self-care (Weisgerber and Butler, 2015)

Correspondence

- “constitutes a certain way of manifesting oneself to oneself and to others. The letter makes the writer "present" to the one to whom he addresses it” (Foucault, 1997, p.215)
- “constitutes for the writer a kind of training” (p.215)
- “becomes more capable, in his turn, of giving opinions, exhortations, words of comfort to the one who has undertaken to help him” (p.215)
- “inspector of oneself” (p.219)
Hupomnemata

• “a material record of things read, heard, or thought, thus offering them up as a kind of accumulated treasure for subsequent rereading and meditation” (Foucault, 1997, p.210)

• “an equipment of helpful discourses” that are “deeply lodged in the soul”, for “the soul must make them not merely its own but itself” (Foucault, 1997, p.210)

• “to capture the already-said, to collect what one has managed to hear or read, and for a purpose that is nothing less than the shaping of the self” (p.210).

• “the hupomnemata of the Greco-Roman era are not unlike some of the processes we engage with in contemporary social media sites, considering that these sites provide the technology to create digital records of the things we read, hear, or think” (Weisgerber and Butler, 2015, p.1341).

• Curating the Soul: Foucault's concept of hupomnemata and the digital technology of self-care (Weisgerber and Butler, 2015)
Correspondence

• “constitutes a certain way of manifesting oneself to oneself and to others. The letter makes the writer "present" to the one to whom he addresses it” (Foucault, 1997, p.215)
• “constitutes for the writer a kind of training” (p.215)
• “becomes more capable, in his turn, of giving opinions, exhortations, words of comfort to the one who has undertaken to help him” (p.215)
• “inspector of oneself” (p.219)
Self Tweeting

• “becoming oneself through self-care” (Weisgerber and Butler, 2015, p.1353)
• “I tweet therefore I become” (Rayner, 2012a)
So What?

“When researchers do autoethnography, they retrospectively and selectively write about epiphanies that stem from, or are made possible by, being part of a culture and/or by possessing a particular cultural identity”

(Ellis et al., 2011).
In reference to his call for teachers to be encouraged to “confront why they think as they do about themselves as teachers” (Kincheloe, 2003, p.47 cited in Meyer, 2011, p.219), Meyer states that Kincheloe’s “notion of critical ontology is more deeply philosophical and political than the more commonly used terms: self-study or autoethnography” (Meyer, 2011, p.219). She goes onto to say “Such ontological investigations require an examination of how power intersects with the ways educators make meaning of ourselves and the contexts in which our teaching and our identities are embedded” (Ibid).
So What?

• “Thus, one’s identity as a teacher is formed by our response to, and opinion of, such things as policy, professional standards, the inspectorate, and emergent entities such as the College of Teachers.” – @sputniksteve

• Engagement with and within EduTwitter – through tweeting and blogging – could become a powerful CPD tool
“The critical ontology of ourselves has to be considered not, certainly, as a theory, a doctrine, nor even as a permanent body of knowledge that is accumulating; it has to be conceived as an attitude, an ethos, a philosophical life in which the critique of what we are is at one and the same time the historical analysis of the limits that are imposed on us and an experiment with the possibility of going beyond them.”


