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Adult Education: Transitions and transformations of educational work

Introduction: Shifting standpoints

'Reflections on transitions and transformations:

- Context
- Change
- Continuity

Adult education securing transitions and transformations

The teaching occupation in learning societies:

Aims and outcomes

This project investigates the **teaching profession** in learning societies.

It questions established views of teaching in schools. It argues that **lifelong learning** reforms re-order teaching across diverse learning spaces. These spaces are located in and between education institutions, workplaces, community settings, social webs and scales.

These contextual shifts impact on teacher capacities, identities, supply and recruitment. They involve more **work across boundaries** and oriented towards **human service work** required in global economies.

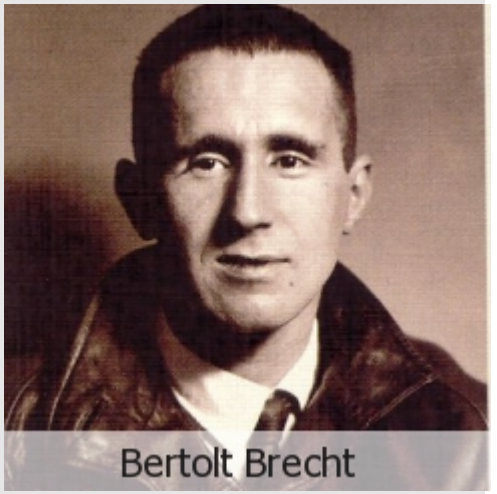
Ithe concept of **'educational work'** is a transhistorical and cross-cultural theorisation of the labour that yields learning. It reveals terms, conditions, relationships, cultures of educational work in different space-times.

The project uses cases to investigate the re-spatialisation of work that yields learning, occupational boundary work and politics in working life, to see practical implications for educators and establish a research agenda investigating **globally distributed human service work**.

Context: Defines the base line

Youtube: Bus ride from Checkpoint Charlie, 1969
http://www.youtube.com/watch?v=38c8C9KrAMQ&feature=related

On contexts and criticism


Bertolt Brecht

The critical attitude
Strikes many people as unfruitful
That is because they find the state
Impervious to their criticism
But what in this case is an unfruitful attitude
Is merely a feeble attitude. Give criticism arms
And states can be demolished by it.

Canalising a river
Grafting a fruit tree
Educating a person
Transforming a state
These are instances of fruitful criticism
And at the same time instances of art.

by Bertolt Brecht

Change:‘Giving criticism arms’



http://www.remote.org/frederik/culture/berlin/imglist.html







http://www.germanplaces.com/germany/berlin-activities-attractions.html

Changing adult education



Central provision	Customer driven	Community partnerships	Tax reform - towards public goods?
providing for student needs	responsive programming	capacity-building	

Continuities: The invisible labour of change

Alexanderplatz, 1970 & 2011



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Who built the seven gates of Thebes?
The books are filled with names of kings.
Was it the kings who hauled the craggy blocks of stone?
And Babylon, so many times destroyed.
Who built the city up each time?……

Young Alexander conquered India.
He alone?
Caesar beat the Gauls.
Was there not even a cook in his army?
Phillip of Spain wept as his fleet
was sunk and destroyed. Were there no other tears?
Frederick the Greek triumphed in the Seven Years War.
Who triumphed with him?

Values and identities anchoring change

What do I find important? I'm a firm believer in justice. I'm a firm believer in equality and justice. Everyone has a right to be treated equally and fairly and right. I have I suppose what you'd call small 's' socialist principles. I don't see myself running around with a red flag but I believe that everyone has the right to be treated fairly and I *hate* injustice and I *hate, hate* bullies. I will confront a bully *any day.* I cannot stand bullying because most bullies, when they get some pressure back, give way. And I *hate bullies ...* Some of the people we come across in industry are bullies and you've got to find ways to work around them. (Rosalie)

Securing democracy:
the labour of transition and transformation

Why should citizens engage in politics?

Because it's their business. … a democracy [is] the only politically constituted order that must be learned – not once and for all, as a clattering control system of institutions, but always anew, everyday and in the practice and awareness of all participative possibilities. That makes this social order more difficult than others such as authoritarian or totalitarian societies, but also more satisfying and, through the balanced conditions created by social justice, more peaceful. It is therefore again necessary to understand democracy as a form of life.

What capacities do citizens need?

Above all, the courage to make public use of their own reason; the capacity to create a public space for their own thinking through arguments so as to solve conflicts. The central democratic capacity is the power of judgement. We live in a society that call[s] itself a "knowledge society"…. knowledge is … accessible to an almost frightening extent; but what is lacking is connection. Domination lives from the fragmentation and dispersion of our knowledge, which makes insightful knowledge of facts extremely difficult…. the ability to produce connections is a defining characteristic of democratic ethics. The fundamental capacity of a subject capable of experiencing and learning, which is itself the foundation of democracy and builds foundations, is critical judgement.

(interview with Oskar Negt, 2010: http://www.goethe.de/ges/phi/eth/en6829487.htm)

Adult education as‘educational work’

The labour that

- **Makes, orients, fixes and enacts spaces that yield learning.**
- **Helps build capacities for social practice – for work, for living together and for using power responsibly.**
- **Secures democracy through judgment, reason & care**
- **Ensures transition and transformation**

Utopia, … isn’t some fantastic plan for society and the world beyond all reality, but rather transgressive thought and action, the concrete negation of a situation seen as intolerable and the will to make things take a turn for the better. Utopia is something absolutely of this world, a production process that engages with the contradictions and conflicts of this world but never lets the merely factual become the norm.

(Negt, 2010)

Applied Adult Education expertise

'Integrated training' that involves:

- 'Working in mixed teams using 'sophisticated understandings and strategies' to support work-related and 'workplace learning processes'.
- 'Active, experiential and inquiry or project based teaching, linking theory to practice and promoting holistic' learner development
- Using partnership work to build learning cultures that 'model the principles, processes and practices' which learners are encourage to use in workplaces.
- Contextualising programs/projects so they are 'directly relevant to, and based upon the real world requirements' of each learners' 'particular workplace context and requirements'

(Sefton et al, 1994)

The Angel of History

Paul Klee, *Angelus Novus*.



… an angel appears as if trying to distance himself from something that he stares at. His eyes and mouth gape wide, his wings are stressed to their limit.

The Angel of History must look just so. His face is turned towards the past. Where *we see the appearance of a chain of events, he sees one single catastrophe, which unceasingly piles rubble on top of rubble and hurls it before his feet. He would like to pause for a moment so fair [verweilen: a reference to Goethe's Faust], to awaken the dead and to piece together what has been smashed. But a storm is blowing from Paradise, it has caught itself up in his wings and is so strong that the Angel can no longer close them. The storm drives him irresistibly into the future, to which his back is turned, while the rubble-heap before him grows sky-high. That which we call progress, is this storm.*

A Worker Reads History

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Each page a victory
At whose expense the victory ball?
Every ten years a great man,
Who paid the piper?

So many particulars.
So many questions.

Bertolt Brecht