ROUTLEDGE

RETHINKING EDUCATION THROUGH CRITICAL PSYCHOLOGY

Co-operative schools, social justice and voice

GAIL DAVIDGE

CONCEPTS FOR CRITICAL PSYCHOLOGY | DISCIPLINARY BOUNDARIES RETHOUGHT

'Radical democratic project, quiet revolution, or an ethical brand on a shelf of the global education supermarket? In this wonderful book, Gail Davidge tells the unapologetically and delightfully messy story of how some UK schools navigate becoming "co-operative" amidst a neoliberal education marketplace where cooperation is justified through its benefits to the knowledge economy. This book makes a significant contribution to the theories and methods of Critical Educational Psychology.'
– **China Mills, *University of Sheffield, UK***

'Theoretically sophisticated and passionately argued, Gail Davidge's beautifully written book examines the Cooperative School model as, in the author's words, "a possible site of counter discourse to the 'business of usual' of contemporary schooling.'"
– **Professor Matthew Clarke, *York St John University, UK***

'This is an important contribution to a debate which explores the "conditions of possibility" for democratic and progressive engagement at a time of UK public sector reform.'
– **Dr Cilla Ross, *Vice Principal: Co-operative Education and Research, Co-operative College, UK***

'This well theorized, data rich and highly nuanced book will provoke much debate and discussion amongst academics, teachers, headteachers, policy makers and all concerned about keeping social justice on the education agenda in the current policy moment.'
– **Professor Martin Mills, *The University of Queensland, Australia***

Since the very first 'co-operative' school opened its doors in 2008, the complicated relations between 'co-operative' approaches to schooling and democratic subjectivity remain unexplored. This groundbreaking book considers the role of voice in 'co-operative' schooling and its place in radical research, offering an original, critical analysis of an alternative model of 'co-operative' schooling set within the context of the contemporary public education sector in England. Drawing on poststructural theory and critical ethnographic research, the book considers how participatory ways of working in education might inform a more critical educational psychology that takes engendering equality and collective well-being as an alternative starting point to measuring individual achievement and cognitive development.

This text will appeal to advanced level students, researchers and practitioners in the fields of psychology, education, politics and social research, with an interest in developing a critical appreciation of inequalities in education and in reimagining the possibilities for change.

Gail Davidge has over ten years' experience as a practitioner in a variety of Primary and Early Years educational settings. She completed her PhD at the Education and Social Research Institute at Manchester Metropolitan University in the UK.

EDUCATION / EDUCATIONAL PSYCHOLOGY | www.routledge.com/series/conceptscrit

Cover image created by Huckleberry Films, and used with permission from the Co-operative College.

Routledge
Taylor & Francis Group
www.routledge.com

Routledge titles are available as eBook editions in a range of digital formats

ISBN 978-1-138-93774-1

9 781138 937741

an **informa** business

RETHINKING EDUCATION THROUGH CRITICAL PSYCHOLOGY

Co-operative schools, social justice and voice

常州大学山书馆
藏书章

Gail Davidge

Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2017
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2017 Gail Davidge

The right of Gail Davidge to be identified as author of this work has been asserted by her in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data
A catalog record for this book has been requested

ISBN: 978-1-138-93772-7 (hbk)
ISBN: 978-1-138-93774-1 (pbk)
ISBN: 978-1-315-67615-9 (ebk)

Typeset in Bembo and Stone Sans
by Florence Production Ltd, Stoodleigh, Devon, UK

此为试读,需要完整PDF请访问: www.ertongbook.com

RETHINKING EDUCATION THROUGH CRITICAL PSYCHOLOGY

Since the very first 'co-operative' school opened its doors in 2008, the complicated relations between 'co-operative' approaches to schooling and democratic subjectivity remain unexplored. This groundbreaking book considers the role of 'voice' in 'co-operative' schooling and its place in radical research, offering an original, critical analysis of an alternative model of 'co-operative' schooling set within the context of the contemporary public education sector in England. Drawing on poststructural theory and critical ethnographic research, the author explores how this model might offer new ways of thinking about what education is for and who stands to benefit or lose when schools adopt co-operative ways of working together across the structures of governance, pedagogy and curriculum. The book considers how participatory ways of working in education might inform a more critical educational psychology that takes engendering equality and collective well-being as an alternative starting point to measuring individual achievement and cognitive development.

This text will appeal to advanced level undergraduate and post-graduate students, researchers and practitioners, particularly in the fields of psychology, education, politics and social research, with an interest in developing a critical appreciation of inequalities in education and in reimagining the possibilities for change.

Gail Davidge has over ten years' experience as a practitioner in a variety of Primary and Early Years educational settings. She completed her PhD at the Education and Social Research Institute at Manchester Metropolitan University in the UK.

Concepts for Critical Psychology: Disciplinary Boundaries Rethought

Series editor: Ian Parker

Developments inside psychology that question the history of the discipline and the way it functions in society have led many psychologists to look outside the discipline for new ideas. This series draws on cutting edge critiques from just outside psychology in order to complement and question critical arguments emerging inside. The authors provide new perspectives on subjectivity from disciplinary debates and cultural phenomena adjacent to traditional studies of the individual.

The books in the series are useful for advanced level undergraduate and postgraduate students, researchers and lecturers in psychology and other related disciplines such as cultural studies, geography, literary theory, philosophy, psychotherapy, social work and sociology.

A full list of titles in this series is available at: www.routledge.com/series/conceptscrit. Recently published titles:

Ethics and Psychology
Beyond codes of practice
Calum Neill

The Psychopolitics of Food
Culinary rites of passage in the neoliberal age
Mihalis Mentinis

Deleuze and Psychology
Philosophical Provocations to Psychological Practices
Maria Nichterlein & John R. Morss

Rethinking Education through Critical Psychology
Co-operative schools, social justice and voice
Gail Davidge

Developing Minds
Psychology, neoliberalism and power
Elise Klein

'Radical democratic project, quiet revolution, or an ethical brand on a shelf of the global education supermarket? In this wonderful book, Gail Davidge tells the unapologetically and delightfully messy story of how some UK schools navigate becoming "co-operative" amidst a neo-liberal education marketplace where cooperation is justified through its benefits to the knowledge economy. Davidge skilfully navigates the "voices" of cooperation from illusions of equality that maintain the status quo, to a radical cooperative culture as a glimpse of equalities yet to come. This book makes a significant contribution to the theories and methods of Critical Educational Psychology.'

***China Mills**, Lecturer in Critical Educational Psychology at the School of Education, University of Sheffield, UK*

'Theoretically sophisticated and passionately argued, Gail Davidge's beautifully written book examines the Cooperative School model as, in the author's words, "a possible site of counter discourse to the 'business of usual' of contemporary schooling". More than this, the author's careful and deeply considered work offers all of us in Education (and indeed beyond) renewed hope, rekindling the belief that things can be different and that, contra Mrs Thatcher, there is an alternative.'

***Professor Matthew Clarke**, York St John University, UK*

'This is an important contribution to a debate which explores the "conditions of possibility" for democratic and progressive engagement at a time of UK public sector reform. Davidge focuses on the co-operative school project to interrogate the value of "voice" in making a "new", radical, education thinkable and considers how this may be constrained or captured by power relationships within a dominant neo-liberal paradigm. Her astute questions, robust reflections and the critical lens she applies will be thought provoking for academics, practitioners and general readers seeking to make sense of ostensibly collective models of service delivery and livelihood-making at a time of disruption and precarity.'

***Dr Cilla Ross**, Vice Principal: Co-operative Education and Research, Co-operative College, UK*

'Gail Davidge's wonderful critical ethnography on co-operative schools in England addresses a rather ironic question: What happens when an organisation that is underpinned by values based on co-operation and mutual aid enters into a highly marketized environment driven by the values of competition and individualization? This well theorized, data rich and highly nuanced book will provoke much debate and discussion amongst academics, teachers, headteachers, policy makers and all concerned about keeping social justice on the education agenda in the current policy moment.'

Professor Martin Mills, *The University of Queensland, Australia*

FOREWORD

Co-operative education is under threat but it has a long history as an alternative to the competitive schools that fit so well but function so badly under capitalism. Despite repeated attempts by conservative governments that are hostile to co-operation, it survives and even, Gail Davidge shows us, may flourish again. There is something special about this form of education for critical psychology because 'education' has usually been the place where children are taught to know their place in society, and today that includes that they should know something about psychology, should learn that they are separate individuals for whom there is a psychological explanation for distress or resistance to school. That is, mainstream psychology is compatible with mainstream schooling and plays an important role in diagnosing children who don't fit in and in devising programmes to adapt them again. A new 'critical' psychology worth its name should therefore be looking to 'co-operation' and to the possibility that co-operative schooling might provide a different space for us to learn about ourselves and each other.

The book traces the history of co-operative schooling and the underlying assumptions it makes about people, assumptions that are often very different from the psychology we learn in our own training to be professionals working with children. And then it homes in on a crucial question for a critical perspective on these issues which concerns the 'voice' of those involved. We see that this is a complex question that takes us to the heart of what the relationship is between the individual prized by the discipline of psychology and the collective aspects of human experience co-operative schooling values. This is a

conceptual question, of course, but this book guides us into its nature as a more profound methodological question. Psychology as a discipline is fraught with divisions, and there is little agreement as to what overarching theory should hold it together. What most psychologists have in common is not a theory or system of concepts but method. Historically that has been method within a laboratory-experimental 'paradigm' that treats people as if they are objects rather than human beings; it routinely observes, classifies and regulates people as its subjects whether they are actually in the laboratory or outside in what the discipline refers to as the 'field'.

Qualitative research breaks from this logic, from the overarching method which governs psychology, and this book takes us even further away from mainstream competitive psychology into the realm of ethnographic and collaborative interviewing in which we are able to reassess what we understand by attending to the 'voice' of those we research. *Rethinking education through critical psychology: co-operative schools, social justice and voice* does this with a surprising and innovative take on 'co-operation'. We learn that 'co-operation' does not entail consensus, but it opens up a space for a contest over what counts, a 'rupture' with what we take for granted in psychology and in research. This 'rupture' has the status of a break in language where something unexpected takes place and also of an event in the school and in the research interview. We see a new method being worked through here that is working alongside notions of voice in qualitative research but also questioning those notions, with and against them, 'outwith' them, we might say. As it deftly moves backwards and forwards across the different kinds of boundaries that structure research with people, the book makes the 'co-operative' school visible again as a genuine alternative. It puts forward a theoretically rich argument that enriches our understanding of psychology, schooling and public education today.

Ian Parker
University of Leicester

此为试读,需要完整PDF请访问: www.ertongbook.com

ACKNOWLEDGEMENTS

In the first instance this journey would not have been possible without the assistance of a fully funded research scholarship fund provided by the Education and Social Research Institute at Manchester Metropolitan University, which helped to keep my family afloat during difficult times. However, this passage has required so much more than practical assistance alone, paying tribute to the intellectual stimulation and emotional support that has enabled me to make this transition must begin first and foremost by thanking Erica Burman, Ian Parker and John Schostak. To Erica, Ian and John, I remain in awe and inspired by you all.

Although I remain a somewhat uncertain author of the stories and accounts that follow, it goes without saying that this book is the product of many different conversations and relations that opened up as a result of the kindness of others offering their experiences and insights of 'co-operative' lives lived. Thank you to all of the staff at The Co-operative College for providing me with a wealth of information and practical assistance which helped this research project take flight. Julie Thorpe deserves a very special mention for giving up her valuable time and for helping me to chart my way through an abundance of all things 'co-operative', past and present. I also wish to acknowledge gratitude to all of the staff and the students who graciously accepted my intrusion into their schools. I remain indebted by your kindness and cannot thank you enough for making me welcome, especially when your time and resources seemed to be perpetually pushed to the limit. I would also like to thank all of the staff at Routledge for making this possible,

especially Liz Rankin and Michael Strang. I am indebted to you both.

Many people remain unnamed throughout this book and although this protects their identities, I cannot help but remain saddened that I cannot acknowledge their enormous contribution more openly. How can I ever do justice to acknowledging your unwavering commitment to engendering greater social justice in education and educational research? I can only offer my heartfelt gratitude for helping me access the 'voice/s' that often go unheard and unacknowledged against the acoustics of neoliberal pedagogic spaces and hope that these stories offer a small step towards recognizing the challenges that students and educational professionals continue to face. I hope you think that this volume offers a fair reflection of some of the obstacles that you all continue to negotiate.

To my parents, Carol and Alan, thank you for your words of encouragement and for bringing me up to believe that anything is possible. I will remain eternally grateful for all of the sacrifices you have made throughout my childhood. To my sisters, Jennie and Rosie, thank you for reminding me not to take life too seriously and for always being there, whatever the emergency. To my partner and soulmate, Nick, I can never thank you enough for your continual support and patience. And to my daughters, Sophie and Millie, thank you for understanding when Mum couldn't always be there; I couldn't be more proud of you both.

CONTENTS

Foreword *ix*
Acknowledgements *xi*

Introduction: navigating social (in)justice in education 1

1 Co-operative education re-born 13

2 Conceptualizing a 'co-operative' voice 33

3 Making models: from ideas to action 53

4 Navigating co-operation: the promise of 'voice', the disappointment of membership . . . 70

5 Putting the co-operative 'to work' 86

6 Childhood, education and 'co-operation' 105

7 The rupture of student voice: a non-event? 124

8 The end of the beginning? A cautious conclusion . . . 143

References *163*
Index *177*

INTRODUCTION

Navigating social (in)justice in education

Although the principles of equity and education are firmly entrenched, both historically and across diverse international membership groups across the co-operative movement as a whole, the extent to which 'co-operative' educational projects work against, alongside or as a constituent part of national state provision varies around the globe. Within the English context, relations between the co-operative movement and state education sectors have endured a number of peaks and troughs. Historically, the form and focus of 'co-operative' education has adapted to take account of perceived shortfalls in enabling access to both more general educational provision and providing specific support for 'cultivating a co-operative character' which foregrounded working class emancipation as a central aim (Vernon, 2013).

More recently, pivotal changes in legislation and state regulation of education in England created an opportunity for the co-operative movement to occupy a significant space as an alternative 'provider'. The first English 'co-operative' school emerging as a result of these wide-ranging public education reforms opened its doors as a 'co-operative' trust school in 2008. Since this time, the number of 'co-operative' schools in England has roughly doubled year upon year, bringing about what has been referred to by some as 'a quiet revolution' in public education. Claims that such schools engender greater social equality sit uneasily alongside counter claims that warn of the dangers of neoliberal appropriation of freedom. Yet, since the first school converted to trust status in 2008, the complicated relations

between 'co-operative' approaches to schooling and subjectivity remain unexplored. This book, therefore, offers a unique perspective that engages with fundamental questions about what education is for and what it can do, viewed through the lens of an alternative approach to public education and from the outliers of traditional psychology.

The central aim of the 'co-operative' model of schooling is premised upon creating the conditions for a more socially just society, which are reflected in the co-operative movement's values and principles (of self-help, self-responsibility, democracy, equality, equity, solidarity, openness and honesty, social responsibility and caring for others) and multi-stakeholder governance structures. At present, 'co-operative' schools are mandated to operate in an environment that straddles the aims and objectives of decades of neoliberal public policy 'reform' on the one hand, and on the other seeks to develop the conditions and resources that inspire social justice and inclusion. This situates the 'co-operative' school and its members within a number of contradictory discursive frameworks, which thus generate a multitude of possible fields of action for interpreting co-operative values and principles within the present educational milieu. This book engages with the dilemmas that schools and their members encounter as a result of striving to establish a co-operative culture, where 'everyone has a say' within an educational policy context where understandings of 'freedom' and 'choice' are predominantly read in neoliberal terms.

Stephen Ball (2012b, p. 27) has argued that '[e]ducation policy, education reform are no longer simply a battleground of ideas, they are a financial sector, increasingly infused by and driven by the logic of profit.' In spite of this, opportunities for collective resistance to increasing levels of social and economic inequality have appeared to gain momentum on an international level over the past few years. Protests such as 'The Occupy Movement' emphasize the extent to which the '99 per cent' have attempted to reconstruct public space to voice collective dissent against the richest one per cent and 'reclaim democracy from capitalism and corporate power' (Butler & Athanasiou, 2013). However, the extent to which these protests offer a significant form of countervailing economic-political power to resist the current state of affairs is increasingly placed under question (see for example

此为试读,需要完整PDF请访问: www.ertongbook.com