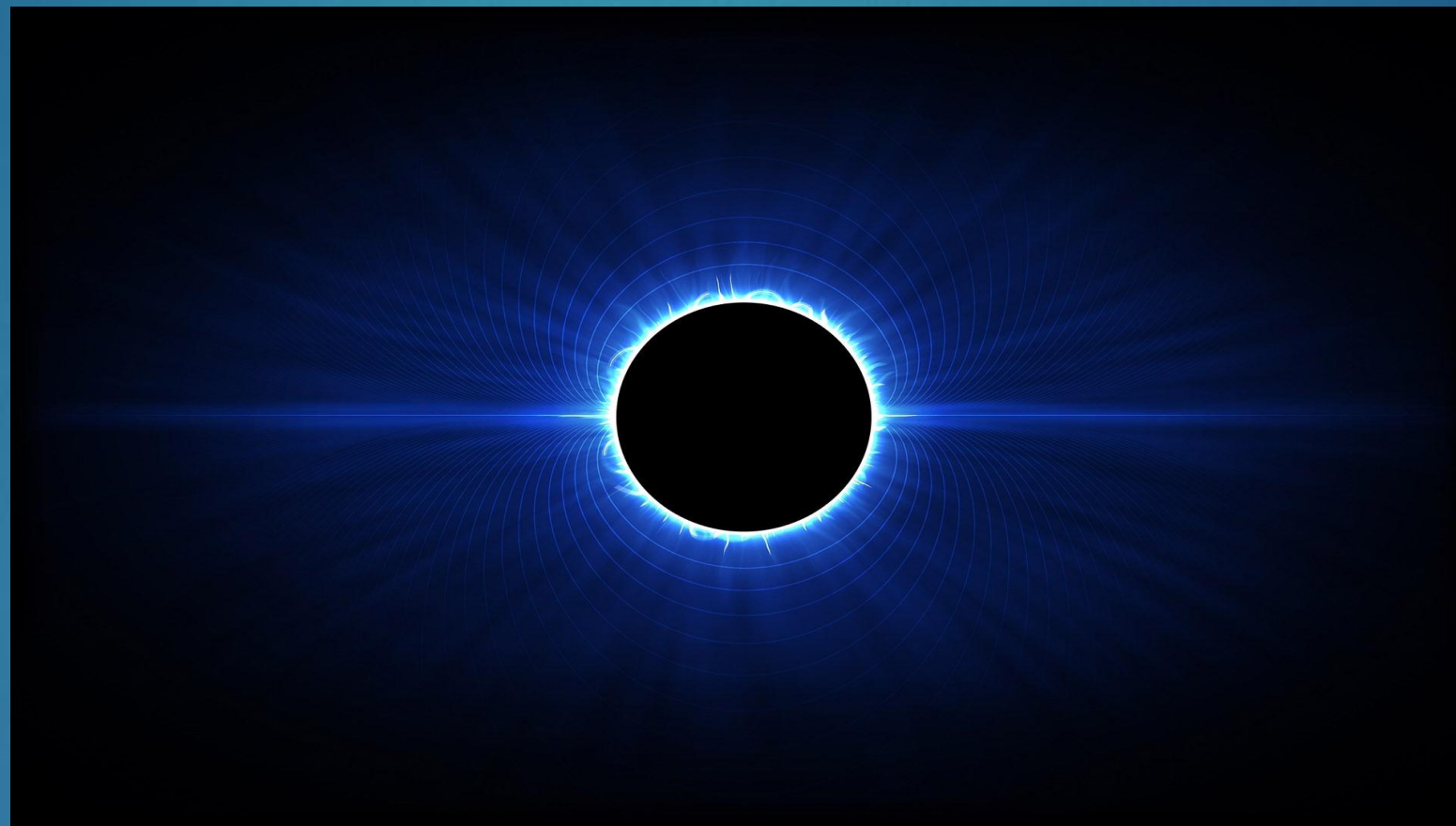


Working in the Umbra - methodological uncertainty and affective flows



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GWO - 'POST-QUALITATIVE' METHODOLOGIES (OF DIFFERENCE)

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My research – Early Years Teachers and Societies of Control

- ▶ New professional standards for Early Years Teachers – explicit links to neoliberal human capital models;
- ▶ My research – Early Years Teachers becoming-professional and an entanglement with Posthuman theorising;
- ▶ New possibilities of Posthuman theorising, which links the human to the nonhuman and material;
- ▶ A move away from a human-centred model of professional identity to moments of ‘stutter’ where encounters with new forms of materiality can be produced (Deleuze and Guattari, 1987).

Segments and stutters:

Early Years Teachers and Becoming-Professional

Abstract

There has been extensive research and analysis of the professionalization of early childhood educators/teachers (Colley, 2006; Grieshaber and Canella, 2001; Osgood, 2006, 2009, 2010 2012; McGillivray, 2011). The recent promotion of a teacher-led workforce in England has further focused discussion on the modelling of early years teachers as professionals. In this paper I develop an alternative analysis through the concepts of Gilles Deleuze and Félix Guattari to explore professionalization as a process of becoming. While the policy focus has

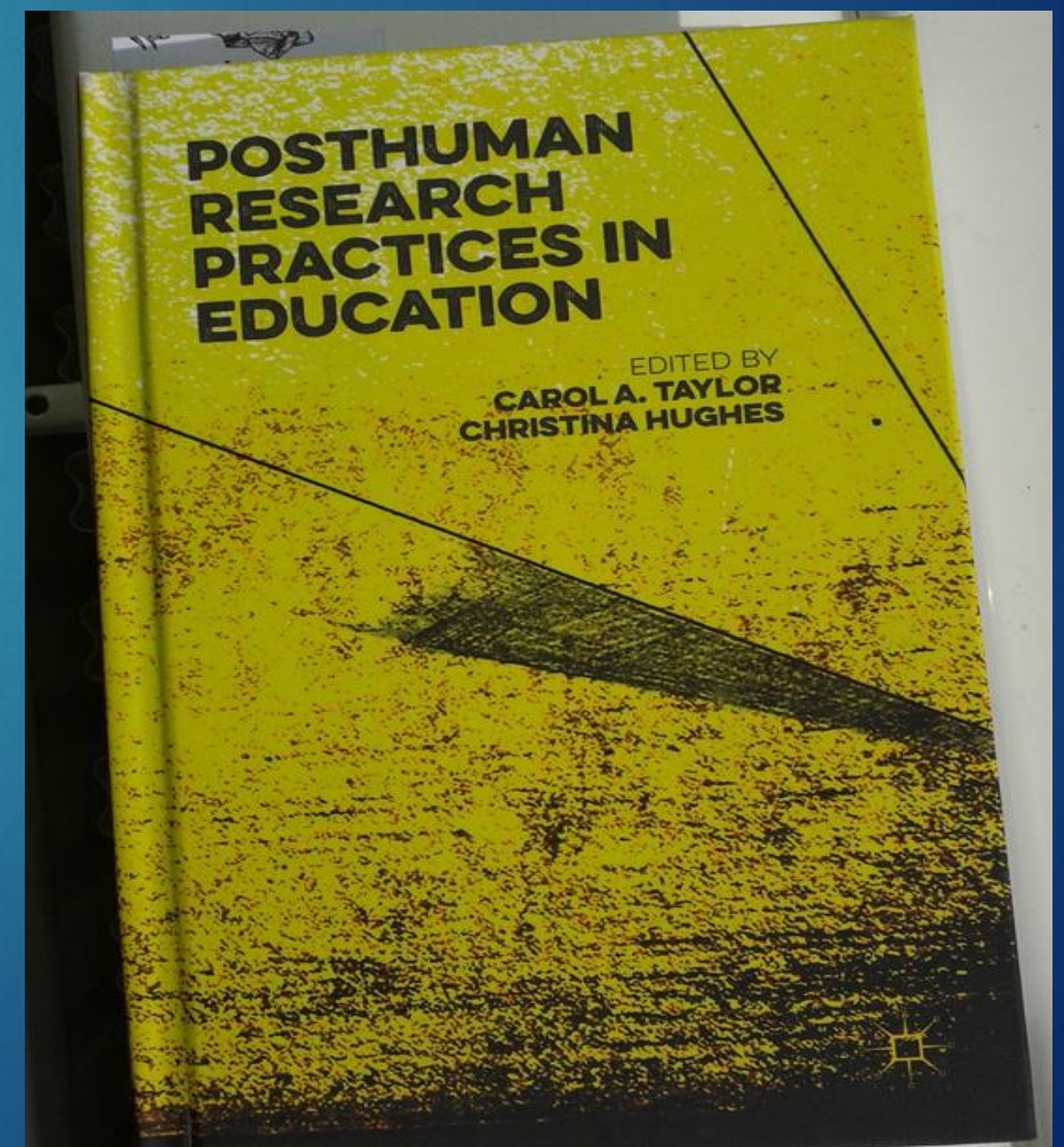
Why 'Working in the Umbra?' ...

'We will be unable to think the posthuman and to invent posthuman research practices as long as we continue to employ conventional empirical research methodologies grounded in the *cogito* whose purpose is knowledge practice.....I believe we need new concepts and new conceptual practices – *not new methodologies and their knowledge practices* – to do this new work.....' (St. Pierre, 2016a: 34).

The umbra is the shadowlands of new ways of thinking and doing methodological inquiry.

- ▶ How can I do things differently?
- ▶ What counts as valid knowledge?

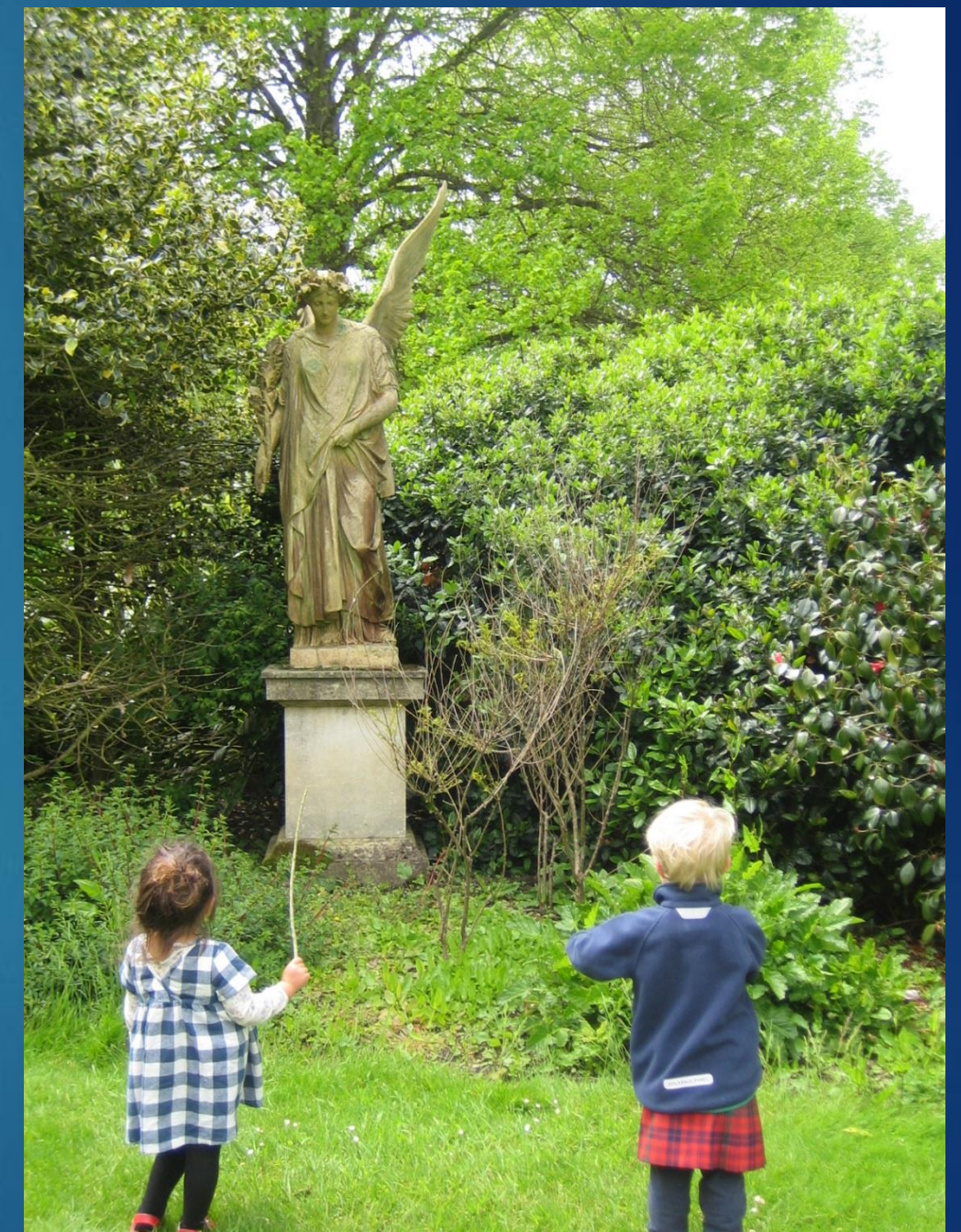
I have drawn on the words of Mirka Koro-Ljungberg who discusses 'fluid methodological spaces where multiple things and methods occur simultaneously and where frameworks and methodological foci are diverse and continually changing' (Koro-Ljungberg, 2016: 79)



Tracing ethnography – Make ‘a *map not a tracing*’ (Deleuze and Guattari, 1987: 13)

Tracing ethnography

- ▶ Four ethnographic case studies 3 EYT’s in EYFS settings 1 not in EYFS setting;
 - ▶ 12 interviews;
 - ▶ 12 observations;
 - ▶ 4 participant diaries;
 - ▶ 1 researcher field notes diary;
 - ▶ Image elicitation (visual methods).
- ▶ All this foregrounds the human subject and can reinforce a subject: object binary
- ▶ **How can I build on ethnography and consider wider possibilities of the human and more-than-human entanglements (the world-with-us (Bennett, 2016))?**



More than tracing...Principals of cartography

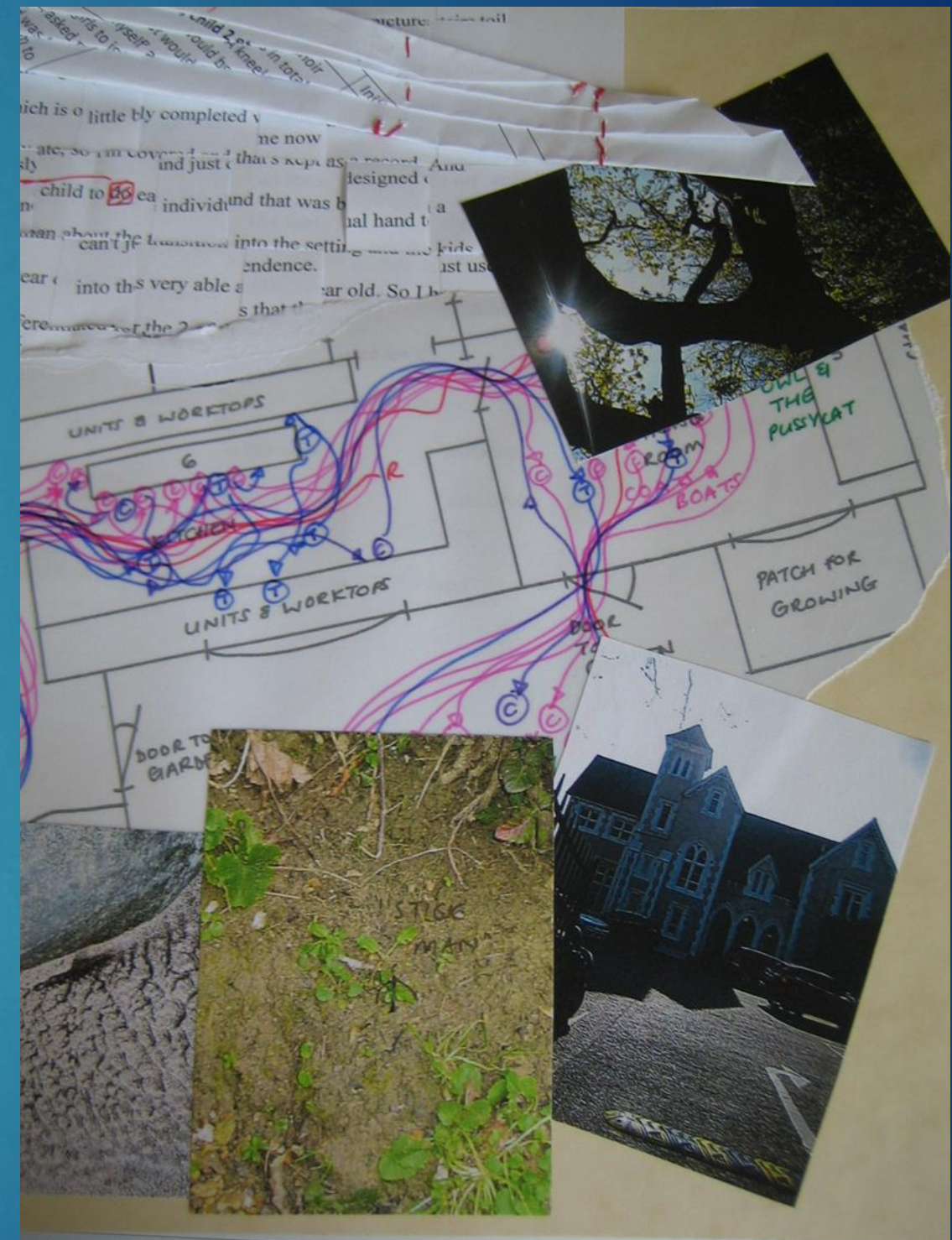
‘What distinguishes the map from the tracing is that it is entirely oriented towards and experimentation in contact with the real’ (Deleuze and Guattari, 1987: 12)

- ▶ Establishes the connections of intensive processes within and between machinic assemblages;
- ▶ Lines of segmentarity are the objects of cartography (Bonta and Protevi, 2004);
- ▶ Put the map back on the tracing to highlight to reveal lines of flight and difference (Deleuze and Guattari, 1987);
- ▶ Reveals potential organizations of reality rather than reproducing some prior organization of it (Martin and Kamberelis, 2013).



bricol(l)age – methodology as assemblage

- ▶ Can be used to map the cartography of the research process and includes human, more-than-human and material world;
- ▶ Acts as a provocation where intensities and flows can be revealed;
- ▶ ‘The multiple perspectives delivered by the concept of difference provide bricoleurs with many benefits as they weave their way through research orientations and theoretical dimensions. Confrontation with difference helps us see anew...’ (Kincheloe and Berry, 2004:16)
- ▶ **Bricol(l)age becoming material-ethno-cartography.**



Working in the middle – data and data analysis

What happens to ~~data analysis~~ when we rethink data?????

- ▶ More than identifying the components of the assemblage – explore what components do and what they produce (St. Pierre, 2016b);
- ▶ Being mindful that the assemblage is temporary and lines of flight take the assemblage somewhere new (Deleuze and Guattari, 1987);
- ▶ My research is speeding up ‘the middle is by no means average; on the contrary, it is where things pick up speed’ (Deleuze and Guattari, 1987: 27);



What does that mean for my work – don't know yet. This is the beauty of unsettledness and working and experimenting in the middle. Becoming-methodology, becoming-data, becoming-researcher.

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