Teaching Teachers: Building a Post-Compulsory Education Training and Employment Sector through Teacher Education

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Abstract

This paper captures the experience of implementing an educational reform strategy. The development of Deakin University's Graduate Diploma of Education (Applied Learning) (GDAL) was understood by its instigators as a platform for reform. The GDAL would respond to the challenge being put before education and training providers in late modern times: to prepare young people to create and engage with a learning society through their capacity for lifelong learning. These teacher education students would, ideally, bring skills and knowledge already gained in a professional career. While they would gain teacher registration they were better conceptualised as professional educators for an emerging post compulsory education, training and employment sector in the Australian state of Victoria: it was expected that graduates would not only teach in schools but would also move readily within the network of learning spaces that young people increasingly experience in their formal education. In the process, they would be a force for change, seeding reform within secondary schools. As a 'teacher' these graduates would have the credibility to challenge the entrenched practices of other teachers.   It is the story of 'what happened' as a consequence of this specific aim that this paper concerns itself with.

Introduction

'So,' said the Executive Officer, 'we had a meeting and asked a group of Principals what they wanted from a Graduate Diploma in Applied Learning as a new form of pre-service training for teaching staff. And what they wanted was to attract people who already had a discipline area to which there would be added this 'applied' skill. We were surprised and asked, "Why would you want that?"   "Well," said the Principals, "we understand the problem about the academic nature of curriculum and all of that. So, if we had some other little thing next to the discipline, we could actually get the Math teacher to teach in an applied way."'

The Executive Officer leaned forward towards her confidant. 'You see, they couldn't get rid of their discipline approach to the thing! So then we said, "If you were going to employ these staff, would you make up a full-time load for them with all the reforms that are based on an applied learning concept?" And they said, "No." The only way they could employ them would be if they had a discipline area and they could deploy them at Y7, Y8 or whatever it happened to be.'

She continued relating her 'horrible' story. 'I said, "Well answer me this then. All of you have got VCAL, you've all got VET, and you've all got an SBNA program. They are three of the reform areas.   What impact have those things had on the way your schools operate?" So a Principal is sitting there, my leading light Principal, "Actually that is an interesting question" he said.   "And the answer to it is none."'

The vignette I have just outlined – and those that follow - set the scene for my story today: the development of a new program within Deakin University's Faculty of Education, the Graduate Diploma of Education (Applied Learning) (GDAL).   The conversation you've just read took place during 2004 between the Executive Officer of the Smart Geelong Region Local Learning and Employment Network[1] (SGR LLEN) and me – I am 'the confidant' - during the course of my doctoral studies.   The development of this new pre-service teacher education program was prompted by the challenges facing post compulsory education providers including secondary schools, Technical and Further Education (TAFE) institutes and adult and community education (ACE) providers.   These organisations were increasingly being challenged to find new pedagogical approaches to the preparation of young people for the labour market. At the same time, in focusing on young people in transition from school to the labour market, the Victorian government had set specific targets to increase retention of young people in education and training: by 2010 90% of young people would successfully complete Y12 or its equivalent.   The implications of these challenges for teacher education had been indicated in multiple policy documents. At a federal level *Footprints to the Future* (Eldridge 2001) identified the need for substantial paradigm shifts in the institutional relationships between and organisational arrangements of education and training providers and the need for teachers to be professionally prepared for this new role. Similarly the *Career and Transition Services Framework* (Ministerial Council on Education Employment Training and Youth Affairs 2004) was premised on collaboration and partnership in working with young people in transition to employment and emphasised the need for staff who were both professionally trained and committed as well as able to access extensive school-community networks. These collaborative arrangements would include non-traditional learning sites including industry and community agencies. Similarly, both the reviews commissioned by the Department in Victoria (Connors 2000, Kirby 2000) indicated a need for an expanded vision of teaching that included schools, ACE and TAFE; with increased targets for school retention teachers would also be required to cater for a broader range of learning needs.   Recent policy initiatives such as Vocational Education and Training (VET) in Schools, Enterprise Education, School Based New Apprenticeships (SBNA) and, additionally in Victoria, the Victorian Certificate of Applied Learning (VCAL)[2] had created a force, albeit contested, for new forms of pedagogy, curriculum and assessment that bridged the academic/vocational divide and departed from the discipline based approaches that had dominated and structured the activities of secondary schools and, to a greater or lesser degree depending on context, had constrained their ability to work collaboratively (Faculty of Education 2005a, Henry and Grundy 2004).

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[1] Since 2001, thirty one Local Learning and Employment Networks have been established across all areas of Victoria, Australia in line with recommendations of a Ministerial Review into Post Compulsory Education and Training Pathways (Kirby 2000). That review reported that, in the globalised context, youth in transition from schooling to independence faced persistent and severe difficulties unknown to previous generations; it also found problems were frequently concentrated in particular groups and regions. LLEN bring together the expertise and experience of local education providers, industry, community organisations, individuals and government organisations. As a result of their local decisions, collaboration and community building efforts, it is intended that opportunities for young people will be enhanced.

[2] Victoria is the only state that has developed dual senior school qualifications: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

While the broad aim of the GDAL was to foster in graduates a commitment to and capacity for lifelong learning that would enable them to respond to this new context, the specific aim of the GDAL was to enable graduates – who would come into the program with skills already gained from within industry, youth agencies and so forth - to meet the requirements for registration as teachers, particularly with the Victorian Institute of Teaching (VIT) but also with other employing authorities in Australia and overseas. The motivation for this was multi-faceted: not only would it provide schools will a different kind of resource, a 'professional educator in the knowledge era' (Faculty of Education 2005a: p.11) who could work in partnership with students in multiple learning sites, it would also provide a mechanism to seed reform inside schools. As a 'teacher' these graduates would have the credibility to challenge the practices of those teachers who were unsure of or resistant to the idea of working collaboratively not only with teachers from other disciplines within the school but also with other educators such as youth workers and industry trainers beyond the constraints of the walls and timetables of the school.   In this way, schools would be able to access the resources in their communities to customise accredited programs of learning, within both VCE and VCAL, that not only responded to the rapidly changing labour market their students would encounter but also prepared students to continue as lifelong learners through already experiencing structured learning beyond the space that has traditionally been understood to be 'school.'

Establishing the program

> *'You see, why this project is so important to me,' the Executive Officer says 'and I have put mega-hours in supporting the team in this. Why it is so important is that we recognise it as an opportunity to build the capacity of the region. And we want the Geelong region to own this course. You know? And I can see this band of merry warriors who can teach in schools, or TAFE, or ACE, or in the youth organisation, just available as a very skilled group of people pursuing this post compulsory agenda.'*

> *Her confidant nods. 'Yes. And teachers will listen to teachers. So if you have people who are teachers –*

> *'These are the new teachers,' says the Executive Officer.*

> *'Yes but in a completely different way, with a different world view in their heads because they can say 'I do what my training was, but my training was different.' I loved to hear that yesterday when you made that comment about it being kept completely separate from the current teacher education program because that is so entrenched, if it is imbedded in it, it will disperse it.'*

> *She laughs. 'Well some of the Faculty have tried to get the heads of others around it and the most they could do was to add a social welfare unit to the current teacher training programs. But you see the problem we have got here though? Who the hell is going to teach this?'*

Because the specific aim of the program was to allow graduates to gain teacher registration, some form of training had to take place[3] and it had to be undertaken by a

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[3] Within the consultations it was suggested that registration would not be forthcoming 'if some kind of exchange of knowledge couldn't be proved to VIT.' VIT requires one year of full-time training, thus this program came into alignment with the current teacher education Graduate Diploma in Education Studies. However in part the innovation of this program lay in the skills these students already had as mid-career professionals who would be able to work with school students in industry, schools and other settings.   Furthermore on multiple occasions during the community consultations the concern was expressed that 'the training does not stifle the very attributes you are seeking'; it was argued that schools were full of teachers who had four years of teacher education but were unable to work effectively with all students. This comment prompted a response from a Department of Education and

recognised teacher education provider. However, fundamental to the program was its applied delivery: a mix of two-week intensive on-campus teaching blocks spread across four seasonal schools and a final study week at the end of each semester. After each intensive, the students would spend 4 – 6 weeks in an Applied Learning and Teaching Experience (ALTE) placement:

> Throughout the ALTE placements students are encouraged to explore and experience how genuine examples of applied learning go beyond the traditional walls of a school classroom and beyond the traditional boundaries of educational institutions, workplaces and community agencies. It is intended that you will be learning, first hand, how applied learning can be used to engage students in deep and meaningful learning experiences by adopting a 'hands-on' and experiential approach in your own professional learning. (Faculty of Education 2005b: p.2)

The ALTE involved a minimum of 60 days[4] concentrated work based learning in a secondary school, a TAFE institute or ACE provider, or some other alternative site. These weeks involved three days on placement[5] and two days of study during which the students would be connected to other students and their lecturers, both academic and non-academic, through the university's on-line technology. The usual 'practicum' for teacher education would be met through these placements with teaching practice integrated wherever possible with action research projects to combine theory with practice. It was recognised that the quality of both placement and the on-campus blocks, which would include input from exemplary practitioners across the community – some of whom would be enrolled in the program themselves - was vital and relied on the relationships that the Faculty was able to build with schools, TAFE, ACE and employers. This relationship building depended on the Faculty's participation in community organisations and occurred in large part through the involvement of the Faculty with the LLEN, the Department of Education and Training, the G21 Lifelong Learning Pillar[6] and the Geelong Area Consultative Committee[7] (GACC).

Deakin University's Faculty of Education was well placed to be the provider. While the program would reside within the Faculty, it was not a 'child' of the Faculty; it was 'born of partnership' with Deakin University being one of the partners. Deakin's Faculty of Education had been active researchers in the field of action research

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Training staff member that 'that argument would not win any friends in the teaching sector.' These tensions indicate an intersection between the signifier 'teacher' and the potential for recognising prior learning and current competency. My own earlier work (Kamp 2003) explored this potential in regard to mature students in the New Zealand context.

[4] For full-time students.

[5] ALTE placements could be negotiated as larger, single blocks throughout the program if there cause to do so was established.

[6] The name G21 brings together notions of Groups, Geelong and Goals (G) and the 21st Century (21) (Geelong Regional Alliance n.d.). G21 is led by volunteers from local business and the public sector and formed, according to then state Treasurer and Minister for State and Regional Development John Brumby, the 'biggest regional development undertaken by councils in Victoria . . . a truly unique partnership between the state government, the council . . . all of the key local players, economic, social and environmental' (Bishop 2003: p.6).

[7] The Geelong Area Consultative Committee is one of 56 community based organisations across Australia funded by the Federal Government. Area Consultative Committees work in partnership with the federal government's Department of Transport and Regional Services to identify opportunities, priorities and development strategies for their regions thereby promoting employment and training opportunities, growth of the business sector and regional development.

(Kemmis and McTaggart 1988a, 1988b), this expertise would need to be drawn on given the recognition that the University, the students and the community would 'all be part of this discovery' about the nature of an applied learning pedagogy. Furthermore, not only were some of the Faculty members of SGR LLEN and involved in the Committee of Management that governed the LLEN, the Faculty had also been commissioned by the Victorian Qualifications Authority (VQA) to evaluate VCAL in 2002 and 2003. This evaluation had demonstrated that teachers were having difficulty with the changing curriculum and an expanding commitment to lifelong learning in a variety of contexts. However, that is not to suggest that there was unanimous support for the GDAL. Some sections of the Faculty, including some involved in the course delivery, were not convinced by the theoretical underpinning of the program content and mode of delivery. Others suggested that demand for the program reflected a lack of appreciation of the potential of programs already being delivered in the Faculty: teachers were already trained in an applied manner that combined theory and practice and had always learnt the practical skills of teaching during their practicum. This position was challenged by those staff within Deakin University who were working to implement the GDAL; they had attempted to construct the intensive curriculum from the teacher education units that were already in use and were unable to align them with the applied methodology. As such, the team had devised eight new units to achieve the task.[8]

Delivering the program

Notwithstanding these challenges, within one year the GDAL was implemented and in 2005 the first cohort of students were enrolled. In that first year the program demonstrated problems common to many one-year duration programs. These included some students missing intensives and, therefore, theoretical material or struggling in inappropriate or difficult placements; they also included some students having difficulty with, or resisting, theoretical concepts. At the same time, the program delivery exhibited a range of teething problems as all 'new' programs do. These included the learning processes of the academic staff about the different opportunities within and expectations of the students in the program and how they might respond to those opportunities and expectations; they also included the working-through of how best to structure the units of the program. However, what I wish to explore in this paper is the extent to which this program had a particular problem linked to the signifier 'teacher.'

> 'Well' said the Executive Officer, 'I had not really understood the complexity of all of this or the nature of the politics that we are actually up against. And um it is patently clear to me that people have not grasped what this means, to have a post compulsory education and training sector. And um you know there are a lot of things that I could have inserted into that conversation but that was not the point of yesterday's meeting. It was about listening to what these people think this is all about, what they think they need. And it is devastating.'
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> I think we've got to stop using the word 'school'. I think that we are training people to work in a post compulsory education and training sector. That is what we are doing.'

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[8] It is beyond the constraints of this loom to explore the development of these new units. However in discussion and debate many taken for granted tools began to unravel, for instance, the assumption that each unit would have an individual study guide and maybe a reflective journal. The more desirable alternative was argued to be one study guide with a journal as the central and integrating process for the entire program.

The essence of the program was that it would mirror the applied learning pedagogical approach central to the students' understanding of themselves as applied learning teachers of young people in a range of learning environments including - but not limited to - schools. During the public forums for the federal Parliamentary Enquiry into Teacher Education current teachers had related how their process of teacher education had not modelled the process of teaching they would subsequently need. As such, the GDAL was informed by theories of adult learning, work based learning including action research, and organisational learning. These kinds of theories had appeared in staff development within schools for some time in the literature around teacher professional development (Lieberman and Grolnick 1998) and the professional development of vocational education practitioners (Mitchell, Henry and Young 2001). To meet VIT's specific teaching practicum requirements to gain teacher registration, within the ALTE students had to spend a minimum of 45 days being supervised by a registered teacher. These days could be accumulated through a combination of school, TAFE, ACE or industry but at least 23 days had to be in a secondary school. Managing the pedagogical complexities and forging the links with industry that are fundamental to this turn towards applied learning processes required a particular kind of paradigm shift in schools to which the GDAL graduates could contribute, a point not lost on some Principals who had already committed to the operation of their school as a '*becoming* structure' (Roy 2003: p.60). For instance, one local school had worked on an action research project with SGR LLEN in 2002 which involved a wilderness adventure for Y9 students and teachers. As a result of their findings, the school then made the commitment to reform Y9 curriculum and pedagogy towards an applied learning model as a result of which they faced a 'revolt' from many teachers. Contemporaneously, the school had developed a partnership with a number of ACE agencies aimed at the establishment of an adult learning centre to deliver a VCAL Pilot Project for young adults returning to learning. The Principal and his advisor continued with these projects with many teachers passively resisting the innovations or resigning from the school. This school indicated a willingness to take *all* of the GDAL students for their ALTE: the Principal recognised the paradigm shift the students could contribute to the school at the same time as the students would meet their practicum requirements in a school where their applied focus would be supported at the highest level.

However, this situation would not be the norm. Just as SGR LLEN had experienced difficulty in seeking structured workplace learning opportunities for young people as part of VCAL, SBNA and so forth, the ability to secure not only a placement but an *appropriate* placement was difficult and, given the theoretical underpinning of the program, crucial. The Faculty already sought hundreds of practicum placements in schools for their undergraduate teacher education students each year; the GDAL students required a specific kind of placement that appeared to flummox many schools. Students were in first ALTE in February 2005 after only one two-week intensive on-campus; those students in school contexts for their first ALTE at times found themselves struggling to contribute in a discipline area as teacher education students 'usually' did. As such, some GDAL students came back asking to be taught to be 'an old-fashioned teacher' as they believed that until they could, they had no credibility with teachers already in schools and felt unable to contribute to the 'opportunity for significant professional development in schools.' In other words, in modelling an *expanded* concept of the role 'teacher' some students felt they were positioned, or positioned themselves, as *lesser*. Even where a placement was in a secondary school delivering VCAL, which certainly linked but did not have the

breadth intended for ALTE, there was a high likelihood that such vocationally-oriented applied learning programs were not identified as quality curriculum, that a teacher-centred, expository, classroom-based pedagogy prevailed and that where schools had entered partnerships with other education providers these were a adjunct to the real business of schools rather than a force for change (Faculty of Education 2005a). Commonly, despite the rhetoric and some pockets of receptivity, VCAL was perceived as something schools had to do when not busy with the stuff that is – as defined by the education system and the public - 'the measure' of secondary schools: the VCE and the tertiary entrance score (the ENTER) it generates. Staff in some schools, who were involved in GDAL placements, told me that VCAL was 'just a headache' that 'made schools neglect most of their students, that is, the VCE students.'[9] Yes, they offered VCAL. But only because they were in a competitive funding situation – their global budget was based on the number of students enrolled in the school - and if the school across town offered VCAL then they had to offer it too. A further perception was that VCAL was for a 'type of student who had no idea and wouldn't commit' rather than acting as an alternative for those students interested in moving towards apprenticeships, further vocational training or work based learning in the course of employment. Given the action research focus of the GDAL, this context in itself would not constitute a problem: what wasn't working could be as strong a source of learning as what was working. However, if the ALTE placement was in a school that was not aware of or committed to the broad aim of the program and its theoretical underpinnings then it could create significant tension for the GDAL student. Given the ALTE placements were negotiated along with all the other practicum placements handled by the Faculty's School Experience Office, there was potential, particularly in this pilot year, for this significance to be lost. Furthermore, within the Faculty of Education's GDAL course team there was some lack of clarity of what would constitute an appropriate ALTE placement.

Teachers' work and bricolage

One way of understanding these dynamics in the ALTE placement is to consider teachers' work as *bricolage*[10] (Hatton 1988/2000). Hatton outlines the parallels between what teachers do and what bricoleurs do. Firstly, teachers tend to accommodate, rather than transcend, constraints on their work even when that work moves beyond the classroom. Secondly, while institutional constraints do limit

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[9] The VCE is the largest single program element of post compulsory education provision in Victoria. The great majority of school students do not progress to university – in SGR LLEN region the percentage is approximately 30% of those enrolled in secondary education; approximately 12% complete the undergraduate degree they enrol in (Smart Geelong Region Local Learning and Employment Network Inc 2002: p.10). However the VCE is dominated by the ENTER requirements, the discipline approach which parallels it, and parents, teachers, and students share the view that VCE is 'about' going to university (Kirby 2000, p.69).

[10] Drawing on the concept as developed by Levi-Strauss (1974) bricolage is understood in terms of its practitioner, the bricoleur: a 'professional-do-it-yourself' person. Rather than considering a project and then asking what tools are required for its completion, the bricoleur reviews the pool of tools they have and considers how they might be used to complete, or approximately complete, the project. Understanding the project does not motivate the bricoleur to acquire new materials; it is the possible uses of the tools to hand which determines not only the degree to which the project is completed but, potentially, also the extent to which the project is understood. Furthermore, the tools the bricoleur acquires in the first place are not collected with a particular use in mind but more in the hope they might be useful (Hatton 1988/2000: p. 1361-2).

creativity, a tendency to rely on concrete rather than abstract theory and a limited array of 'tools' ensure that teacher creativity can be very limited. This leads to the third parallel: when teachers do extend their array of 'tools' it is by collecting them as they are encountered and in regard to their ability to solve a particular problem rather than through the deployment of theory. Fourthly, research suggests that when theory is deployed it is often through co-opting explanatory categories with which to perform intellectual bricolage. Fifthly, teachers often (sensibly) employ the bricoleur's 'devious means,' for instance provoking a frustrating learning situation to 'spark' interest in the lesson to follow. Finally, an integral part of teachers' work and bricolage is '*ad hoc*ism.' Ad hoc responses are often devised and enacted within the confines of a limited and fixed culture; they are unlikely to solve a problem in any lasting sense. However *ad hoc*ism can also be appropriate when theory fails to generate means that are adequate to all desired ends. As such, bricolage is not a bad thing *per se*. However, pedagogically inadequate bricolage can block reform efforts in schools. In the past, beginning teachers had been 'in large measure thrown back on their own individually collected and contrived resources in real classrooms' (Hatton 1988/2000: p.1366); they were now established teachers who gained their knowledge of teaching through experience within existing constraints and had a vested interest in maintaining those constraints:

> Existing constraints, including the culture which contributes to its own dilemmas, are what these bricoleurs own and to some extent control. For such teachers to consciously set about making changes in their existing culture would be to erode those skills in which they take their competence to consist. (Hatton 1988/2000: p.1367)

Hatton suggests that teachers' work as bricolage is formulated in large part through a lack of, or the ill-timed introduction of, a sufficient and *applied* theoretical framework during the process of teacher education. Furthermore, the work based component of teacher education, the practicum, required a shift towards the promotion of reflective action and this in turn had implications for teacher educators. Teacher education itself had been:

> massively implicated in the production of bricoleurs of the wrong kind. . . . It is worth remarking that the view that only experienced teachers have worthwhile things to say about teaching is ripe for challenge. . . .Without a serious challenge to existing views and orientations of the tertiary bricoleurs, necessary radical changes in programs, strategies and content are likely to be effectively resisted or, indeed subverted. (Hatton 1988/2000: p.1377-8)

The GDAL is an attempt at such a radical change to post-primary teacher profession, a change for which a pressing need had been argued (Henry and Grundy 2004). This was not just an alternative pathway into the profession for prospective teachers. Rather, it was an attempt to pilot a shift in what it means to be a professional educator in a knowledge era contemporaneously with fundamental organisational changes in secondary schools that a policy framework focused increasing on cross-disciplinary essential skills and forms of knowledge was driving (Faculty of Education 2005a). As such, the GDAL was not only of interest to the Geelong community but also to the Victorian Schools Innovation Commission, the federal Parliamentary Enquiry into Pre-Service Teacher Education and the Department of Education which was also innovating in attracting mid-career professionals into 'traditional' teaching. The program had been developed in consultation with VIT who had been supportive and provided advice to guide the process. However, VIT's role could also be understood as *bricolage*; at this point they could only work creatively with the registration tools they had to hand rather than designing new tools to fit the task. Yet in constraining the pilot in this manner there was a loss of innovation. Here I offer another vignette,

a vignette drawn from a meeting in August 2004 as the program was still being developed.

> *It is August and stakeholders gather at the LLEN to review progress. The Executive Officer sits beside her friend and collaborator in the GDAL, the man from Deakin University.*
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> *He speaks to the group. 'Well, it is now tracking through the University Committee Process. It has to get through on the academic front, that is the accreditation process, and the economic front, the Planning and Resources Committee. That will stack up alright, we've got 30 Commonwealth Supported Places for 2005 and the subsequent three years. Once it's recognised through Deakin and VIT it could be delivered nationally.'*
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> *The conversation moves along: the recruitment and selection process; the supervision process for the ALTE. The man from ACE interrupts the discussion.*
>
> *'It seems this is about more opportunities for those people who are already qualified.'*
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> *The man from Deakin sighs. 'Well, one of the things lurking as a concern is that people will use this as some kind of short cut into teaching.'*
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> *'We will definitely be caught up in that situation,' says the Executive Officer. 'The minimum criteria for entry is hard to gain for some people who would be ideal candidates.'*
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> *'Yes,' says the man from Deakin. 'These are issues that we have thought about. We tried to build a bridging process into the actual program but it became too hard when the program is only a year long. So we will recruit and select and those that have insufficient qualifications will do a bridging process and then enter the program. We could explore other options, but that is work for the future.'*
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> *The Executive Officer crosses her arms. 'I will accept that. For now. But the central issue is delivering what is needed, not fitting into an arbitrary qualifications system.'*
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> *'It is not arbitrary', says the man from Deakin University. 'It is established and we have to work inside it. We have ended up with a compromise to meet the requirements of VIT.'*
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> *'Okay,' says the Executive Officer. 'In terms of a change process at least you are in ongoing dialogue with them, it is a beginning. We have to have them moving with us to gain access to structural change.'*

Thinking rhizomatically

What does this portrayal tell us about the potential of the GDAL to be an 'example of what a reform strategy can look like?'   In thinking about this question I have been drawing on the work of Deleuze and Guattari (Deleuze and Guattari 1987). In this inventive work, the key metaphor contrasts the rhizome to the tree that has been conceptually dominant in modernist philosophies:

> The tree is filiation, but the rhizome is alliance, uniquely alliance. The tree imposes the verb 'to be,' but the fabric of the rhizome is the conjunction, 'and . . . and . . . and . . . ' This conjunction carries enough force to shake and uproot the verb 'to be.' (Deleuze and Guattari 1987, p.25)

The multiplicity of a rhizome, in accordance with literal botanical terms,[11] is part of its nature. The rhizome has no centre; it expands endlessly in any number of directions resulting in haphazard and temporary intersections from which no unity appears.   This results in an increase in potential and possibility.   While intersecting multiplicities form rhizomes that are open, heterogeneous and multiple, they are also historically located (Gough 2004).   As such, the 'minor philosophy' of Deleuze &

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[11] 'A rhizome is a type of stem that expands underground horizontally, sending down roots and pushing up shoots that arise and proliferate not from a single core or trunk, but from a network which expands endlessly from any of its points' (Mansfield 2000: p.143).

Guattari comes 'into closer contact with sociocultural issues and practical concerns' (Semetsky 2004: p.227). Such a perspective would suggest that the demands of the post compulsory education sector require teacher education programs that foster an understanding of the generative pedagogical possibilities of the irregular spaces and moments that teachers, tertiary educators and students now move within. This is not a case of adding another tool to the repertoire of future teachers. Rather it 'connected to the very images teachers held of themselves and their roles that reified the boundaries and limited possibilities of action' (Roy 2003: p.5). In attempts to contain difference within the constraints of what is manageable, that is in becoming *bricoleur*, not only is the potential for innovation subverted but stress is introduced through friction generated in the situation the attempt to contain difference creates. For Deleuze, it is impossible to deal with difference from a perspective of unity; rather we can focus on multiplicity as 'the multiple in the pure state, to cease treating it as the numerical fragment of a lost Unity' (Deleuze and Guattari 1987: p.32). What is required is to work positively with difference and to complicate our thinking including our identitarian thinking around 'student,' 'teacher' and 'curriculum.' Instead the intersection and temporary connection between teacher and curriculum, or student and teacher, is understood as a situation where multiplicities encounter each other and form some kind of assemblage which contains within it relationship, ambiguity, mixture and so forth. As concisely stated by Mansfield 'Our interaction with the world . . . is not to be understood in terms of internal structures, no matter what they are': being involves 'endless and multiple involvements that enwrap things in the world in an inevitable, albeit dynamic and transitory interrelationship – in the "assemblages" that establish "connections between certain multiplicities"' (2000: p.140). Every event or entity is composed of multiplicities, including ourselves, the student, the teacher and the curriculum and their connections include social, artistic, ethical and affective dimensions. Instead of being passively affected by or fiercely resistant to reform opportunities offered by programs such as VCAL, or indeed the practicum aspect of the GDAL students, the attempt involves developing an awareness of the pedagogical potential of these lines of force; the opportunity to foster multi-dimensional connections that form or extend rhizomes which work productively with desire, release intensity and result in multiple and even contradictory possibilities that are not yet known or that do not yet exist:

> Multiplicities can be rearranged, disassembled, and reassembled to form new assemblages. This means that thought and affect can be transformed and extended in previously unthought-of ways by taking into account sensations and intensities that were previously excluded. (Roy 2003: p.87)

Clearly, a fundamental tension exists in this LLEN Project. The phrase 'experimentation in contact with the real' is indicative of Deleuze & Guattari's recognition that while intersecting multiplicities form rhizomes that are open, heterogeneous and multiple, they are also historically located (Gough 2004). In working innovatively, principals and experienced teachers are confronted with contradictory and compelling demands. During the community consultations for the GDAL reference was made by teachers of the 'panic' of going into a learning environment with process rather than fixed curriculum, as a guide. As Ball (2000: p.3) explains, in the contemporary context of performativity teachers experience 'a state of conscious and permanent visibility . . . at the intersection of government, organisation and self-formation.' Research also indicates the ability of experienced teachers to learn will be strongly influenced by the cultural norms and practices of their school department (Hodkinson and Hodkinson 2003). Yet 'panoptic

performativity' directs the whole effort of some schools away from pedagogy and reflective practice and toward ensuring they can 'measure up' (Perryman 2006). While what students learn is often uncertain, unpredictable and dependent on 'goings-on' at various levels in a given context at a given time (Davis 2000) teachers articulate the panic of perhaps not being able to justify their practice:

> every time I do something intuitive I just feel guilty about it. "Is this right; am I doing this the right way; does this cover what I am supposed to be covering: should I be doing something else: should I be more structured; should I have this in place; should I have done this?" (Jeffrey and Woods 1998: p.118)

The teachers-for-the-future that will graduate from the Graduate Diploma in Applied Learning at Deakin University are being trained specifically to do 'something intuitive'; they are being asked to subvert the very context in which they must be deemed competent. As newcomers they engage in the peripheral practices – many tacit and intuitive - that are legitimated by the teaching community; this is how they learn to become a community practitioner (Lave and Wenger 1991, Wenger 1998a, 1998b). Thus central to this effort must be an effort by those teaching these teachers to move away from the signifier 'teacher' into the flux of the multiplicities – this involves the ongoing learning of the full members of the teaching community, one that will reproduce that community (Wenger 1998a).   This is fundamental to what Deleuze and Guattari refer to as a 'deterritorialization' (Deleuze and Guattari 1987: p.508). For Deleuze & Guattari everything in life, from individual bodies to societies, is a form of territorialization, that is, the connection of forces to produce distinct wholes (Colebrook 2002: p. xxii). However, there is no completely territorialized space as within any territory there remains the possibility of an assemblage occurring, one that opens the territorial assemblage onto an assemblage of a different kind, one that releases the possibilities for learning.   While deterritorialization can occur, so can reterritorialization: a compensation that obstructs or segments this process. This is a danger identified by Deleuze & Guattari, 'You may make a rupture, draw a line of flight, yet there is still a danger that you will reencounter organizations that restratify everything, formations that restore power to a signifier, attributions that reconstitute a subject' (1987: p.9). It is in being 'lesser' that innovation proliferates.

> *April 2005 and the Executive Officer is reflecting on whether she still believes this is 'the jewel in the crown' of all the projects the LLEN has pursued. 'Yes, yes, I do. That section of the university has seen it is time that the university lived in the community. That it cannot sit in Deakin and run this course with any integrity. And so the whole second school that they had was conducted at one of the local secondary schools and they are going to move it around now so they will be locating it in other schools and other education sites. It is like taking the course out there into the community and it is going to become, the reason it is the jewel is - apart from the fact that it is training people to help with the reform - it is going to be opening the doors when the participants are working and any teachers and others who are there can come in and they can learn with the people and all of that kind of thing. And I just love it. That is why I love it.'*

To understand what SGR LLEN was seeking in this program we need to picture change in a school as a process of creating porosity in the lines of segmentarity within and around schools.   As a reform strategy this was about more than having an impact within schools, it was better envisaged as an multi-directional and dimensional invasion, a metaphor that accords with the LLEN Executive Officer's description of these students as 'warriors'; the graduates, by gaining experience of schools and authority as 'teachers' would be better equipped to undermine the school structures that were barriers to the formation of a multi-dimensional post compulsory sector of which schools would form one dimension.   What the LLEN was attempting to do was

to foster a new sector within which schools and teachers would operate and, in the process, would move beyond their boundary distinctions about learning, classrooms, teaching, students, teachers and curriculum, seeing themselves as neither part of a school nor part of education but rather as part of an emerging post compulsory education, training and employment sector.

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