Teachers' Capability-Related Subjective Theories in Teaching and Learning Relations

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Declaration of Originality

I hereby declare that the material in the thesis entitled "**Teachers' Capability-Related Subjective Theories in Teaching and Learning Relations**" either in terms of this current version or another version has not been previously submitted to any other faculty.

I hereby certify that I am the sole author of this thesis and in the content of my work, I have used no other sources than those explicitly indicated and where due acknowledgement has been made.

Selbständigkeitserklärung

Dissertation mit dem Titel:

"**Teachers' Capability-Related Subjective Theories in Teaching and Learning Relations**"

Hiermit erkläre ich, die vorliegende Arbeit selbständig und ohne fremde Hilfe verfasst und nur die angegebene Literatur und Hilfsmittel verwendet zu haben.

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Rada Jančić Mogliacci

Bielefeld, den 05. 03. 2015

Abstract

This research explores the phenomena of the teachers' capability-related subjective theories in teaching and learning relations. It refers to teachers' recognition of pupils' capabilities and pedagogical practices that support this development. The aim was to answer two research questions: (1) what are subjective theories of primary school teachers about recognizing a pupil as a "capable human being" and (2) how do teachers support or hinder the development of pupils' capabilities in the teaching and learning relations?

Therefore, after presenting the rationale for the research in the introduction chapter, the second chapter of the thesis describes the frame of the research subject in the form of the teachers' thinking and teachers' relations in teaching and learning. This chapter is divided into three parts. First part presents the state-of-the-art in the area of the teachers' thinking research and the terminological varieties in studying teachers' thinking. In the second part of the chapter, the special focus is given to teachers' subjective theories: to the up-to-date research as well as its characteristics. And finally, the third part of the chapter presents the context of the teachers' subjective theories: the relations within the teaching and learning.

In order to theoretically frame the study, the third chapter addresses the question of the capabilities and recognition. The theoretical framework of the study is divided into three parts. The first part reflects on the state-of-the art research in the area of the capabilities approach (CA). This part starts with presenting the basic concepts of the CA: functionings and capabilities, well-being, freedom and agency, and conversion factors. The question of the list and which capabilities should be developed will be addressed briefly before referring to the issue of the capabilities research in the education. This section will also address the problem of the selection of the capabilities that should be developed in school. The problems and shortcomings of the approach that were identified in the previous studies will be presented. The second part of the chapter addresses Paul Ricoeur's phenomenology of a capable human being

and the concept of recognition: recognition-identification, recognition of oneself and mutual recognition. The third chapter concludes with the summary which presents the fusion of the CA and Ricoeur in the theoretical frame of the study.

This is a qualitative empirical study and the fourth chapter addresses the analytical framework that is divided into four parts. The first part presents the context of the study describing Serbia's social and political conditions, the education system and the characteristics of the teaching profession. The second part of the chapter addresses the data collection with the description of the methods. In this section, the procedure of entering the field is described firstly through the reflection on the ethical conduct of the study and description of the pilot and the main data collection. Each method is described separately: demographic questionnaire and initial interview, observation, video-taping of the lesson and video-stimulated recall interview. The third part of this chapter describes the research participants and the overview of the collected data. In the fourth part of the chapter, I describe how the data were handled and analysed. This section addresses data preparation and the transcription process, coding and categorizing.

The research findings are presented in the fifth chapter and they indicate that teachers recognize the capabilities of pupils in the teaching and learning relations as a pedagogical care of pupils and as a professional conduct. The capabilities that were identified in the teachers' subjective theories are: capability to become, capability to speak and act, capability to be identified and capability to establish relations. This study identified impediments to the recognition of capabilities as a misrecognition of the intent, the "other", the absence of imputation and the temporal dislocation. Capability-related pedagogical practices that were identified in this study are: authority, improvisation in teaching and learning, creating a learning and caring atmosphere. Based on the findings, a model of teachers' capability-related subjective theories is suggested and it can serve for the purposes of pre-service and in-service teacher education programmes.

Finally, sixth chapter addresses the significance of the intersubjective recognition of the capabilities in teaching and learning relations and how the findings of this research project relate to the findings of the previous studies. This chapter also reflects on the limitations of the study and possibilities of further inquiries.

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CHAPTER I: INTRODUCTION

In this chapter, I will first introduce the rationale for this study by presenting the background of the research project in the light of both international and national perspectives. I will lay out the research objectives and the research questions of the presented study in the next section followed by the rationale for the chosen methodology. The following section entails the contributions of the presented study in the form of a new knowledge. The outline of the research report structure is presented in the final part of this chapter.

1.1   Rationale for the Research

This study addresses the issues pertinent to the teachers and teaching. My research interest in teaching grows out of my work as a primary school teacher in Serbia. While studying and preparing for the teaching profession I thought about what kind of teacher I would like to be, what my expectations from schools, students, parents and colleagues are and what I want to emphasis in my teaching approach. Reflecting on my own practice, by myself or through the interaction with my colleagues I became more interested in researching the relations in teaching and learning process and the way teachers reason these relations.

Fenstermacher argues that conducting an inquiry on teaching is very important because:

> Good research on teaching not only advances our understanding of the phenomena of teaching, it adds to our ability to teach in morally defensible and rationally grounded ways. (Fenstermacher, 1986, p. 37)

However, Biesta (2012) noticed that in recent years the emphasis on learning, constructivism in education and the notion of teacher as a facilitator led to "the disappearance of teaching and the teacher". In his analysis he significantly points out that schools are labelled as places of learning rather than teaching. In the pursuit of the answer to the seminal question of "What is education for?", Biesta (2010) refers to the crucial difference between "learnification" – discussion about learning on one side and discussion about (good) education on the other. He argues that the talks about "learning" have taken over the discussions about what constitutes a good education. Biesta further indicates an important difference between learning and education. He argues that while the former is in its essence an individualistic concept, the latter involves a relationship.

In recent years, there has been an increasing interest in a relational aspect within the teaching and learning process (Bingham and Sidorkin, 2004; Hoveid and Finne, 2014; Landeros, 2011; Pantić and Wubbels, 2012; Rutherford, 2011; Uitto, 2011). These studies reflected on the variety of topics such as care, love, moral values, social justice and authority in the classroom relations. Van Manen (1991b) argued that pedagogical relationship along with the pedagogical situation and action, constitute the basic aspect of the pedagogical experience of teachers. Therefore, an inquiry about the teachers' relations in the teaching and learning is pertinent.

Teachers' work is a complex activity creating various relations in the teaching and learning process. One of the possible ways of understanding teachers' work is that they fulfil three overlapping functions of education (Biesta, 2010, pp. 19–22):

- **qualification**: providing the knowledge and the skills to pupils is one of the most important functions of education that is also led by the economic reasons;
- **socialization**: the transmission of the social norms and values that enable pupil to become part of the different social groups;

- **subjectification**: that enables the development of a pupil as a subject.

While the first two functions are often discussed, Biesta (Ibid) raises the question if all education contributes to the subjectification of a person. He further states:

> Any education worthy of its name should *always* contribute to processes of subjectification
>
> that allow those educated to become more autonomous and independent in their thinking
>
> and acting (Biesta, 2010, p. 21)

Becoming a subject is therefore one of the goals of pedagogical relations in the teaching and learning. The idea of a person as a subject that "becomes in the world" through education (Biesta, 2012; van Manen, 1991b) has a long standing tradition, dating back to Kant (Biesta, 2010). Being the essential part of teachers' work, it is important to explore how teachers reason the subjectification of pupils in teaching and learning. However, to pose this question, a further elaboration of the teachers' understandings and subjectification of pupils in teaching and learning relations is needed.

1.1.1 Teachers' thinking

Delamont argues that in teachers' work, they are oriented towards their pupils, claiming that:

> Teachers spend a great deal of time thinking and talking about pupils. This is not idle gossip,
>
> but an essential part of their on-going teaching activities. For the teacher to act towards the
>
> pupil she must have some conception of him or her - some expectations of what the pupil
>
> will do and say. Teachers' perspectives on pupils are a crucial element in classroom
>
> interaction, and they must spend time 'sizing up' pupils. (Delamont, 1976, p. 53)

Studying teachers' understanding and reasoning has been part of the research on teachers' thinking and it has many different forms of inquiry (teachers' beliefs, pedagogical thinking,

subjective theories and so on, to name a few). The studies on teachers' thinking moved beyond the inquiry of teachers' actions to a better understanding of teachers' thinking process and decision-making mechanisms (Elbaz, 1983; Zeichner, 1994). Research on teachers' thinking contributed to understanding that teaching is more than a technical craft. The notion of thinking teacher subsequently influenced the design of the teacher education programs and educational reforms that had to take into an account teachers' understanding and perceptions of a good teaching (Zeichner, 1994, p. 10). In this research project, I have chosen to base the exploration of teachers' thinking in the form of teachers' subjective theories (Dann, 1990; Groeben, 1988; Kansanen, 2001) This concept will be elaborated in the chapter II.

Ability of a person to speak one's mind (Nussbaum, 2000; Ricœur, 2005b) and engage in meaningful interaction through verbal expression (Ricœur, 2005b) has a very prominent position in this study. Although the study is not focused on the language usage and the verbal reproduction, the notion of a teacher as a speaking agent is its cornerstone. The capacity of a person to verbally present oneself has a versatile function in understanding teachers' subjective theories. Teachers exposed themselves as speaking agents in methodological, moral and political sense. In methodological sense, they were given a voice to verbalize their thoughts and actions; in moral sense, teachers reflected on their own capacity to speak and express themselves and in political sense, teachers addressed the way they use or not their voice in public discussion.

1.1.2 Pupil as a subject in teaching and learning relations

In order to contribute to the discussion about what constitutes a good education and how to support subjectification of the pupil it is of prominent interest to question the conception of a

pupil and to avoid the pupil to be "stripped down, mechanized version of human being" (Hart, 2012, p. 9). In this project, I use the concept of the *pupils' human capability* as a form of subjectification of a pupil in teaching and learning. Definition of the term "capability" is based on the capabilities approach as it is developed by Amartya Sen and Martha Nussbaum. In the base of the capability approach is Kantian idea to treat each person "as ends, as sources of agency and worth in their own right, with their own plans to make and their own lives to live, therefore as deserving of all necessary support for their equal opportunity to be such agents" (Nussbaum, 2000, p. 58). This approach received a great deal of attention in the studies of education (Kelly, 2012; Lozano, Boni, Peris and Hueso, 2012; Otto and Ziegler, 2006; Robeyns, 2006; Saito, 2003; Walker and Unterhalter, 2007a). To complement the study with the relational aspect, I propose Paul Ricoeur's phenomenology of a capable human being (Ricœur, 2005a, 2005b, 2006). This subject is more elaborated in the chapter III.

1.2 Research Aim and Research Questions

The basis of this research project is, therefore, comprised of three parts: *Relations in teaching and learning process* between the actors of the didactic triangle (pupil, teacher and content), *teachers' subjective theories* (about their pupils and their pedagogical practice) and *pupils' human capabilities* (pupil as a "capable human being").

It is in the interest of this study to explore how these three concepts intertwine in a primary school setting (**Figure 1**). It is focused on teachers and their subjective theories about the pupils and schools as socially empowering and capability enhancing places.
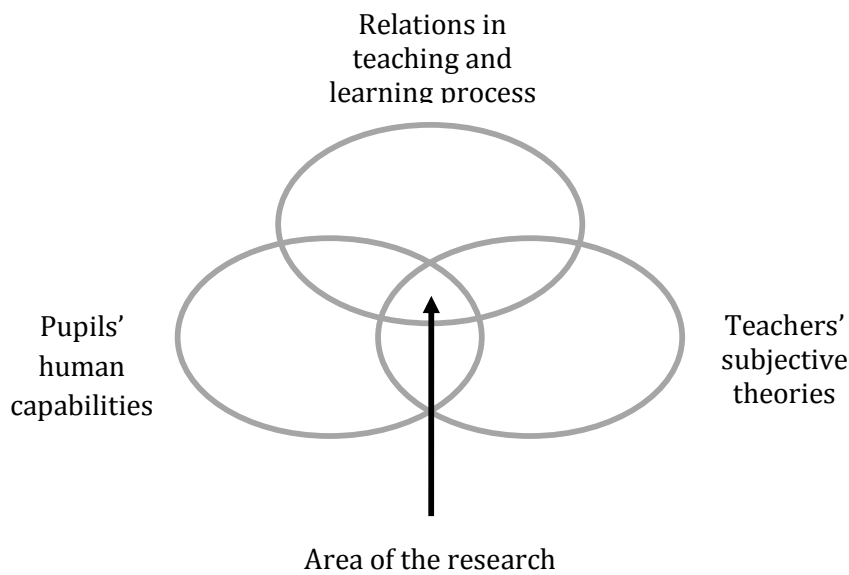
Figure 1: Graphic presentation of the area of research

By and large, as the literature overview (chapters II and III) will show, far too little attention has been paid to teachers' understanding of the pedagogical relations from the perspective of human capabilities paradigm both nationally and internationally. In addition, we do not have much knowledge if teachers already developed their theories about the pupils' capabilities. This means that, perhaps, some of the capabilities that have been theoretically developed (Nussbaum, 2000; Terzi, 2007; Walker, 2006) are already recognized by teachers and therefore nurtured in the classroom interaction. This information can be proven valuable in designing pre-service and in-service teacher education programmes that improve teachers' capacity to recognize pupil as a subject in the teaching and learning relations. It is the interpretation of this study that it is needed to explore teachers' personal and professional understanding of their pupils' capabilities in the teaching and learning relations.

To this end, this thesis addresses the following research questions:

1. What are the subjective theories of primary school teachers about recognizing pupil as a "capable human being"?

2. How do teachers support or hinder the development of pupils' capabilities in the teaching and learning relations?

1.3   Naturalistic Investigation of the Phenomena

This project is a qualitative study that presents the naturalistic exploration of the research phenomena: teachers' subjective theories about their pupils' capabilities. This thesis aims at exploring these subjective theories by giving voice to teachers. In order to construct teachers' capability-related subjective theories it is necessary to explore how teachers experience their relations in the teaching and learning process. In this context, the classroom events present teachers' naturalistic environment and exploration of teachers' understandings should be based on their experiences in this environment. In an attempt to research teachers' lived experience of the phenomena this study was guided by *the hermeneutic phenomenology* (van Manen, 1997). Van Manen is one of the most prominent figures in introducing phenomenological approach to the field of educational research. He advocates phenomenology because:

> Phenomenology does not offer us the possibility of effective theory with which we can now explain and/or control the world, but rather it offers us the possibility of plausible insights that bring us in more direct contact with the world. (van Manen, 1997, p. 9)

However, both terms (phenomenology and hermeneutics) can be explained in a variety of ways and therefore, for the purposes of this project, these terms are taken to have the following meanings: *phenomenology* is a study of lived experience and phenomena as they present themselves to consciousness (Herrmann, 2013; van Manen, 1997, pp. 8–13) while *hermeneutics*

is the science of the interpretation and the meaning of this experience (Friesen, Henriksson and Saevi, 2012).

Originally, phenomenology was developed by Husserl as a study of structure of experience and consciousness. It means that phenomenology studies the experience of the phenomena from the subject's point of view with a strong emphasis on the intentionality of the subject. Therefore, according to Husserl's approach, personal experience and pre-considerations must be *bracketed* (Moustakas, 1994). Over the course of time, various orientations were further established in phenomenology. Heidegger, Ricoeur and Gadamer, in their own individual ways, developed *hermeneutic phenomenology* (Lindseth and Norberg, 2004, pp. 145–146). Heidegger suggests that in this approach it is considered that every description is already interpretation and researcher's pre-assumptions cannot be bracketed away but they are part of the description / interpretation (van Manen, 2007). Moustakas (1994, p. 62), for example, advises that researchers must be aware of their own thoughts and understandings before they are able to "arrive at valid understanding of reality". In this study, the life-world is not "bracketed" but embraced as part of the interpretation of the phenomena.

Although Kakkori (2009, p. 20) suggests that there is an inherent tension between hermeneutics and phenomenology claiming that "phenomenology is concerned with finding the essence of the things, whereas hermeneutics sees that everything has its being in language and interpretation" hermeneutic phenomenology has a vast application in the educational research. Van Manen justifies the use of hermeneutic phenomenology by bringing together the oppositions:

> On the one hand, our actions are sedimented into habituations, routines, kinesthetic memories. We do things in response to the rituals of the situation in which we find

ourselves. On the other hand, our actions are sensitive to the contingencies, novelties, and

expectancies of our world. (van Manen, 2007, p. 22)

The significance of the hermeneutic phenomenology in the educational research is that it can

be understood as "a dynamic interplay among six research activities" (van Manen, 1997,

pp. 30–31), which are:

- Studying phenomena that intrinsically interests us;

- Studying phenomena as it is experienced rather than conceptualized;

- Considering the basic themes that characterize the phenomena;

- Describing and interpreting phenomena through continuous (re)writing;

- Establishing and maintaining strong "pedagogical relation to the phenomena";

- Balanced reflection of the parts and the wholeness of the research phenomena.

As a naturalistic inquiry, the data for this research project was collected at the *life-world* setting

of primary schools in Serbia. Data collection methods are various in this study and they entail:

observation, socio-demographic questionnaire, semi-structured interviews, videotaping and

video-stimulated recall interviews.

1.3.1 Context of the study

This study is based on the data gathered in Serbia. Since the reforms of education that started

after the year 2000 (Kovács-Cerović, 2006), the interest in the research on teachers and teaching

profession increased which can be explained by the better access to the research funds from the

various international contributors.

The overview of the publications from the two most prominent research institutions in Serbia, namely Centre for Education Policy and Institute for Educational Research, shows that the research focus on teachers is threefold[1]:

- Focus on the pre-service education of teachers. These studies mostly are exploratory and developmental with the interest in developing and changing the **teacher education curriculum**, and mostly focused on tuning the curriculum with the other countries (in the EU or most often, within the region) (Pantić, 2008).

- **In-service teachers' competences** dealing with inclusive education, understanding of their profession and delivering subject knowledge to pupils (Macura-Milovanović, Pantić and Closs, 2012; Pantić and Wubbels, 2010; Vizek Vidović and Velkovski, 2013).

  - Investigating **opinions of teachers with the purpose of policy development** that would bring forth stakeholders opinion to the changes of professional practice and other policies that concern development of education system (Pantić and Čekić Marković, 2012; Stankovic, Djeric and Milin, 2013).

However, since education is not recognized as a multi-disciplinary area of the research in Serbia (Pantić, 2007, p. 31), studying teachers and their practices was mostly in the domain of educational psychology or pedagogy. As a consequence, more interdisciplinary overview of the education practice in Serbia still lacks. In that respect this study has an additional value to the Serbian educational research milieu with its broader research focus that goes beyond the individual scientific discipline.

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[1] This is not the comprehensive list of research studies but an overview of the directions in the research on teachers in Serbia.

1.4   The Significance of the Study

The significance of this study can be understood in relation to the research community and to the more applicable use, in the in-service and pre-service teacher education.

1.4.1   Significance for the in-service and pre-service teacher education

First and foremost, the findings of this study inform the teacher education programmes about the significance of the recognition of the capabilities in teaching and learning relations. Teachers' reflection on the moments of classroom interaction reveal teachers' openness to the "other" and the recognition of the pupil as a capable human being that can bring forth the three aims of education: *qualification, socialization* and *subjectification* (Biesta, 2010).

1.4.2   Significance for the research community

Contextually: Study on teachers' capability-related subjective theories gives an insight into the pedagogical practices of teachers observed through the lens of political theories and philosophical approaches. This provides a fresh view on the issue of education pertinent to Serbia.

Theoretically: Although this research project draws data from the Serbian context it has an international resonance and hence its' significance overpasses the national study. In the domain of the teachers' thinking research, this study contributes to a phenomenological discussion about what constitutes a good education, and in particularly, good schooling, based on the notion of the human capabilities.

Finally, this study contributes to the theoretical development of the capabilities approach by proposing Paul Ricoeur's notion of the recognition and his phenomenology of a capable human being. It is argued in this study that Ricoeur's understanding of the recognition of the capable

human being brings in the relational aspect to the discussion about the basic human capabilities (see the chapter III).

1.5 The Structure of the Research Report

For managing the bibliography and the citation in the text I followed APA style and I used the "Citavi" reference software. The structure of the report is traditional with the theoretical part preceding the empirical description and the results. The research report is comprised of six chapters.

Chapter II describes the frame of the research subject in the form of the teachers' thinking and teachers' relations in teaching and learning. The chapter is divided into three parts. The first part presents the "state-of-the-art" in the area of the teachers' thinking research and the terminological varieties in studying teachers' thinking. In the second part of the chapter, the special focus is given to teachers' subjective theories: to the up-to-date research as well as its characteristics. And finally, the third part of the chapter presents the context of the teachers' subjective theories: the relations within the teaching and learning. Each of the four relations will be presented separately: relation to pupils, relation to pupils' learning, relation to the content of teaching and relation to self. The chapter concludes with a summary and an overview of the teachers' relation in the classroom interaction that are used as a context where teachers' subjective theories are realized.

Chapter III presents the theoretical framework of the study and it is divided into three parts. The first part reflects on the "state-of-the art" research in the area of the capabilities approach (CA). This part starts with presenting the basic concepts of the CA: functionings and capabilities, well-being, freedom and agency, as well as the conversion factors. The question of the list and which capabilities should be developed will be addressed briefly before referring

to the issue of the capabilities research in the education. This section will also address the problem of the selection of the capabilities that should be developed in school. The problems and shortcomings of the approach that were identified in the previous studies will be presented. The second part of the chapter addresses Paul Ricoeur's phenomenology of a capable human being and the concept of recognition: recognition-identification, recognition of oneself and mutual recognition. The third chapter concludes with the summary which presents the fusion of the CA and Ricoeur's understanding of the capabilities in the theoretical frame of the study.

Chapter IV addresses the analytical framework of the study and it is divided into four parts. The first part presents the context of the study describing Serbia's social and political conditions, the education system and the characteristics of the teaching profession. The second part of the chapter addresses the data collection with the description of the methods. In this section, the procedure of entering the field is described firstly through the reflection on the ethical conduct of the study and description of the pilot and the main data collection. Each method is described separately: demographic questionnaire and initial interview, observation, video-taping of the lesson and video-stimulated recall interview. The third part of this chapter describes the research participants and the overview of the collected data. In the fourth part of the chapter, I describe how the data were handled and analysed. This section addresses data preparation and the transcription process. It continues with description of the coding and categorizing process and finally with describing the process of writing the memos and the importance they had in the data analysis. The chapter IV concludes with the summary presenting the graphical overview of the research process.

Chapter V contains the findings of the thesis. This chapter is divided into two sections, each addressing and offering an answer to one research question. The first part presents the concepts and categories that reflect teachers' subjective theories about recognizing a capable pupil:

pedagogical care of pupils and professional conduct. This section also reflects on the impediments to the recognition in teaching and learning. The second part of this chapter answers the second research questions and presents teachers' subjective theories about the capability-related pedagogical practices.

Chapter VI is a conclusion chapter that addresses the findings of the research project, the limitations of the study, possibilities of further inquiries and concluding remarks.

CHAPTER II: TEACHERS' THINKING AND RELATIONS

The aim of this chapter is to present the research on teachers' thinking and actions and define the scientific tradition within which this research was designed. Teachers' thinking and within it, teachers' subjective theories, frame the focus of the research, choice of the methodology and the representation of the findings. I will present the up-to-date research findings and challenges in researching teachers' thinking and also point out the areas that have not yet been studied.

It was also necessary to define the form of teachers' thinking that will be presented in this research and I have chosen to research teachers' thinking and action in the form of teachers' subjective theories. Subjective theories will be defined and illustrated through the most prominent research studies that had in its focus various teachers' subjective theories (related to aggression, changes, violence etc.). I will present the reason I chose to use this form of teachers' thinking and how it affected the research design and findings.

In order to define the context of the teachers' work and activities, I have included relational explanation of teaching and learning process. This process is defined through the relations that occur in the institutions of education between the three elements of the didactic triangle: teacher, pupil and the content. I will give an overview of these relations and the way they manifest in the classroom.

I will conclude this chapter with the overview of how the main concepts of the study are defined.

It is worth noting that the content of the teachers' subjective theories is explored within the capability approach and Paul Ricoeur's phenomenology of capable human being. This theoretical framework will be described in the chapter III.

2.1   Researching Teachers' Thinking

There are many activities that happen in the course of one lesson. Calderhead (1981) claims that one lesson contains around 200 classroom interactions. It is, of course, always the question how one defines interaction, the length of the lesson that may be 45 minutes or one hour, but nevertheless, this estimation informs us about the complexity of activities during the course of one lesson. When taking part in those activities, it is beyond doubt that teachers have many decisions to make and these decisions are related to the professional duties that teachers have. Teachers have obligations to achieve some aims and communicate some teaching contents to pupils and they are guided by the curriculum. However, curriculum cannot state all the criteria for actions and teachers constantly need to make decisions based on the inputs and information they gather in this interaction with the content but also in the interaction with the pupils (Kansanen, 2000). Therefore, in order to understand better the teaching processes and "why teachers do what they do" it was necessary to understand teachers' thought processes and decision-making mechanisms that guided their actions.

It is a daunting task tracing the beginnings of the interest in teachers' thinking but Clark and Peterson (1986) reported in their overview of the research on teachers' thought processes, that the beginnings of the systematic research can be ascribed to Jackson's seminal book *Life in Classrooms* (Jackson, 1968). Unlike traditionally conducted correlation and experimental research designs, Jackson presented descriptive study that had conceptual relevance on the further understanding of the teaching processes. More interestingly, Jackson tried to depict teachers' underlying mental operations by which he boosted the interest in research on teachers' thinking processes.

Apart from Jackson, Clark and Peterson (1986) enlisted also as relevant, the report produced by the Panel 6 under the guidance of Lee S. Schulman in 1974 for the purposes of the National

Conference on Studies in Teaching. This report emphasized the importance to research the relationship between thought and action in teaching process claiming that it provides more comprehensive view of the teaching realities. Emphasis on the notion of a teacher as a thinker, someone who processes variety of information and makes decisions, emphasized the notion of a teacher who is a professional. This professional teacher became recognized as someone who is more than just technician that is executing prescribed actions, notion that was repeatedly stressed in various following studies (Calderhead, 1987; Clark and Peterson, 1986; Zeichner, 1994). Consequently, research interests expanded from the achievement orientation to subtle, hidden and implicit underlying mechanisms of the school life. It became of interest to research not only how teacher teach but also what teachers think when they teach. At this period, this area of the research was mostly conducted by the educational psychologists and these studies could be called **prediction** studies. This assumes that researchers attempted to make predictive connection between the teachers' thinking and the consequent actions.

In the 80s this interest expanded with the seminal book of Donald Schön (1983) on the **professional reflection** and the chapter of Clark and Peterson (1986) on teachers' thought processes. At this period, the International Study Association on Teacher Thinking (ISATT) was founded, also broadening the topics of the research.

During the 90s, the investigation of the teachers' thinking expanded from the point of view of psychology to the field of education and pedagogy shifting with it the interests of the research studies. Also, the interest in **teachers' beliefs** started to preoccupy researchers (Brownlee, Dart, Boulton-Lewis and McCrindle, 1998; Fang, 1996; Kagan, 1992; Munby, 1982; Pajares, 1992; Richardson, 1994; Schuck, 1997). The literature overview suggests that after 2000, apart from the interest in the in-service teachers' beliefs, the focus moved to pre-service and novice teachers' beliefs about various aspects of the teaching practice and learning strategies

(Archambault, Janosz and Chouinard, 2012; Brownlee, 2003; Buehl and Fives, 2009; Dobson Scharlach, 2008; Ertmer, 2005; Hindin, 2010; Jonsson and Beach, 2010; Kose and Young Lim, 2010; Leatham, 2006; Macnab and Payne, 2003; Malmberg and Hagger, 2009). Information gathered through these studies provided insight into deep-rooted beliefs that student-teachers and novice teachers brought with themselves before entering the teacher education programmes. This was an important illumination to teacher educators in designing programmes and helping student teachers to shape new beliefs about the pedagogical practices.

At the same time, significant number of studies was directed to the **teachers' learning** (Bolhuis and Voeten, 2004; Hoveid and Honerød Hoveid, 2008; Seidel, Stürmer, Blomberg, Kobarg and Schwindt, 2011; Soini, Pyhältö and Pietarinen, 2010; Thorpe, 2004) raising the issue how teachers develop their professional knowledge in the course of their professional career and what concepts teachers hold about their own learning. These studies aimed at informing researchers as well as teacher education programmes about the abilities of teachers to develop and adjust their pedagogical practices.

Toom (2006) suggests another possible way of understanding the development of the research in the area of teachers' thinking. She points out that teachers in 70s were seen as **decision-makers**, at the beginning of 80s as **sense-makers**, in the mid-eighties as **constructivists** and finally in 2000 as **competent professionals**. These differences in perception of teachers influenced the course of research on teachers' thinking and can provide better understanding of the present situation in this research area (Toom, 2006)

2.1.1 Terminology

The overview of the research that was conducted in the past 30 years on teachers' thinking and action points to the similarities in the concepts although they are named differently. As Levin and Ye He (2008, p. 55) presented in their compendium on the previous research practice, the following terms have been used: "personal practical knowledge" (Clandinin, 1986; Connely & Clandinin, 1985), "practical arguments" (Fenstermacher, 1986), "practical theory" (Handal & Lauvas, 1987; Sanders & McCutcheon, 1986), "practical reasoning" (Fenstermacher, 1986), "practical philosophy" (Goodman, 1988), "theory of action" (Marland & Osborne, 1990), "schema" (Bullough & Knowles, 1991) and "personal practical theories" (Cornett, Yeotis & Terwiliger, 1990)" (Levin and Ye He, 2008, p. 55). This list should be added the terms such as "teachers' implicit theories" (Munby, 1982) and "subjective theories" (Groeben, 1988). The later term is less known and used in an English speaking area mostly due to the fact that majority of the literature on this topic was written in German language. It is also worth mentioning that Clark and Peterson (1986) made no difference between the terms "teachers' theories" and "teachers' beliefs" although they elicited the term "teachers' implicit theories".

By and large, the terminology that was used varied but we can identify the three most common problems that researchers addressed: (1) **how teachers move in their thinking from descriptive to normative**; (2) **how to transfer private (subjective) thoughts into explicit statements**. Researchers with this raised the issues not only of methodology but a veracity of knowledge as well; (3) **how to implement gained knowledge into pre-service and in-service teacher education and increase the efficacy of teaching practice**.

2.1.2 Practical reasoning of teachers

One of the possible interpretations of the teaching profession is that it is characterized by: *specialized knowledge* that was gained through both training and experience; *goal-oriented*

actions; *complex problems* that require expert knowledge in order to make judgments and decisions; and *context-defined* actions (Calderhead, 1987). It is unarguable that teachers' core professional interests are related to the instruction *per se*, including the issues of learning, teaching methods and selection of the subject matter (Brown and McIntyre, 1993; Olson, 1992). Hence, once they are asked to talk about their work, teachers talk about their practice (Alexandersson, 1994; Brown and McIntyre, 1993; Kansanen, 2000).

Jackson (1968) describes teachers' talk about the practice as a "conceptual simplicity". He conducted a research with "successful and skilful teachers", trying to understand what makes them different from the others (less successful teachers). The talk with the teachers was concentrated around the broad themes: *immediacy* (immediacy of acting, i.e. reacting to unplanned moments where teaching process would break down); *informality* (how they use their authority in the classroom – in relation to students); *autonomy* (their authority in relation to supervisors or management) and *individuality* (teachers' interest in the well-being of every 'individual student'). He found striking the absence of the technical vocabulary in the verbal accounts of the teachers. Jackson stated that:

> Four aspects of the conceptual simplicity revealed in teachers' language are worth of comment. These are: 1) an uncomplicated view of causality; 2) an intuitive, rather than rational approach to classroom events; 3) an opinionated as opposed to an open-minded stance when confronted with alternative teaching practices; and 4) a narrowness in the working definitions assigned to abstract terms. (Jackson, 1968, p. 144)

However, van Manen (1977) criticised the "ideal type" of the teacher[2] which assumes that he or she has a variety of alternative theories in mind when making educational decisions claiming that teachers rarely manage to realize their practical deliberation.

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[2] Van Manen here refers mostly to writings of Schwab.

Researching teachers' thinking and the reflection on the preformed action, Fenstermacher (1994; Fenstermacher and Richardson, 1993) elaborated the importance of developing teachers' **practical arguments** while Kansanen (2000; 2001) identified two thinking levels of teachers' reflection. Kansanen suggested that the "object level" presents teachers' arguments that refer to the search for the alternative approaches also giving the reasons for the chosen activity. Further, the "meta-theory level" presents teachers' arguments that refer to the comparing and combining different theoretical aspects in order to justify actions as well as having a broader view than just an everyday experience. Further, Orton (1997), for example, also states that teachers' reasoning is not only "practical", but following Aristotelian model, he claims that it is also "productive" as well as "theoretical". He claims that a theoretical reasoning is visible in teachers' reflection which can be related to curriculum and learning or related to some more general issues such as pupils' personal characteristics. It is "practical" in a way as being end in itself and "productive" because it is the activity aiming to some other purposes as well (e.g. student learning). Having this distinction in mind, Orton (1998) further observes that most of the research on teachers' thought processes in this respect falls into the category of teachers' "productive" reasoning since the main focus is on achieving student learning and explaining the effective practice which is supported in various other studies (Bromme, 1984, 1987; Clark and Peterson, 1976; Kansanen, 2000). Similarly, van Manen (1977) was also critical of the notion of the practicality in the educational setting where being practical referred to gaining more effective control, claiming that this is a very narrow understanding of practicality. Hence, a little is known about teachers' practical reasoning that is not related to productivity and that reflects other aspects of pedagogical practice, such as pastoral education and pedagogical care of pupils.

2.2   Teachers' Subjective Theories

One of the possible ways of understanding teachers' thinking has been studied in the form of teachers' subjective theories (Castro Carrasco, 2008; Dann, 1990; Flick, 1992; Groeben, 1988; Grotjahn, 1991; Guertler, 2001; Hermes, 1999; Janssens and Kelchtermans, 1997; Kansanen, 2001; Koch Priewe, 2000; Kupetz, 2002; Schlee and Wahl, 1987).

Groeben (1990) argues that subjective theories can be, at first, interpreted as cognitions related to self but also to the world around, fulfilling the functions of explanation and prediction. This means that subjective theories can: a) describe and explain phenomena and processes as actions; and b) describe and explain doings and behaving. Subjective theories are according to him "the most highly complex and most structured form of the agent's reflections upon his/her own acting and doing (or someone else's reactions including his/her behaviour)" (Groeben, 1990, p. 35). When applying this understanding to a pedagogical practice it is suggested that teachers develop their own theories through a reflection based on the every-day professional experiences.

Reflection is one of the basic concepts in the research on teaching (van Manen, 1991a, p. 98). Zeichner (1994, p. 10), for example, states that "reflection also signifies, […] a recognition that teachers have theories too that can contribute to a codified knowledge base for teaching". According to Dann (1990, p. 228) teacher's "professional everyday understanding is based on "professional theories" since they constitute a special case of subjective theories".

Therefore, we can define teacher's subjective theories as (implicit) personal understandings about various aspects of his/her daily school practice such as: teaching, learning, child development, basic capabilities etc. These are general understandings that refer to agent's

professional-self and therefore are pedagogically related. That is confirmed also in the study of Castro who claims that:

> It is possible to observe how nuclear elements of representations maintained by teachers
> operate with respect to determined pedagogical practices. Some of these elements belong
> to the central nucleus of certain representations present in teachers (Castro Carrasco, 2008,
> p. 5).

The main characteristics of subjective theories according to researchers who have conducted these studies (Dann, 1990; Groeben, 1990; Groeben and Scheele, 2001) can be summarized as:

- Relatively stable but can be altered thorough experience;

- They are often implicit;

- They have argumentative structure ("if – then" statements);

- Their functions are: a) to constitute reality (define situation); b) to explain past events; c) to predict future events; d) to generate suggestions for further actions;

- Subjective theories are important factors in shaping action processes.

Mostly explored by the educational psychologists, subjective theories refer mainly to the reasons and effects of human action. They consist of: a motive system (reasons for action) and a belief system (extent to which intended action can be realized) (Groeben, 1990). There are four "fundamental" types of subjective theories that are results of combination of two dimensions: their relation to reality and dimension of motive and belief system as constitutional elements of subjective theories.[3]

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[3] These are:
1) Fully (motive- and knowledge-) rational subjective theories – ideal case but not certainly statistical case;
2) Motive-rational (but knowledge-irrational) subjective theory – mistaken in the relation between his/her action and its consequence;
3) (Knowledge-rational but) motive irrational subjective theory.

This affected the type of studies that were conducted when researching subjective theories. Groeben (1990) proposes three types of investigation of actions: *correlation, prognosis and modification studies*.[4] More educationalists approach to studying teachers' subjective theories can be found in the works of Kansanen (2001) and Van Manen (1991b). Subjective theories do not necessarily need to be seen as cognitions (as observed from the perspective of the cognitive psychologists) but they can be conceptualized as a pedagogical thoughtfulness and a pedagogical understanding (Kansanen, 2001). Van Manen (1991b, p. 23) calls teachers' subjective theories "**pedagogical intentions**" and he states that "We need to realize that pedagogical intents are not simply intellectual convictions or curriculum plans and learning objectives that we have committed to paper" adding further that "Pedagogical intents are expressions not only of our theoretical philosophies of life but also of who and what we are, and how we actively and reflectively stand in the world." (Ibid.)

Similar to the notion of subjective theories, Fenstermacher (1986; 1994) developed the idea of **teachers' practical arguments** claiming that they can provide teachers and teacher educators with more complex understanding of the question "Why teachers do what they do?". However, this argumentation is not limited only to a causal relation of the action, but presents a more complex contemplation on the action.

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4)   a) Motive- and knowledge-irrational subjective theory – motivational "objective" explanation; b) Motive- and knowledge-irrational or non-reconstructable subjective theory – behavioural "objective" explanation.

[4] *Correlation studies* –are the ones where subject's accounts of his/her thoughts are correlated with observation of his/her actions at approximately the same time.
Prognosis studies – prediction of the action is based on the subjective theory and the degree of relevance (how adequate was prediction in relation to subjective theories) is later tested through observation.
Modification studies – subjective theory is modified in order to test if the agent's actions have changed in accordance with the modification of his/her subjective theories. These studies are the closest to the classical experimental researches such as, for example, study by Castro Carrasco (2008).

2.2.1   Questioning objective nature of the subjective theories

One of the most prominent concerns of the researchers on teachers' subjective theories dealt with the issue of the "objectivity". The elusive nature of the studies on teachers' thinking received certain criticism. Olson states that in a cognitive model theory "expert behaviour is thinking behaviour" (Olson, 1992, p. 14) meaning that it is rational information process that goes in accordance with the specific rules during the teaching process (Ibid.). Groeben writes that it is

> essential to inquire and test whether the agent's reasons are really the causes of his/her actions (and in part to ask corresponding questions concerning the effects of the action as well) (Groeben, 1990, p. 25)

Further issues that raise concerns are: a) if teachers' subjective accounts are rational enough to be accepted as "objective theories"; and b) if teachers' stated reasoning is cause of his/her action.

Similarly, Grotjahn (1991) questioned if the subjective theories can be accepted as objective theories, i.e. whether they are the causes of the actions. He proposes that subjective theories are a starting point in establishing the objective, scientific truth. In that respect, it is needed to acquire validity of the agent's accounts through gathering information from some other sources.

However, the argument that Pendlebury (1990, p. 174) uses for the defence of the practical arguments, can be applied to understanding of subjective theories. She claims that practical arguments should not be considered as technical, means-end reasoning. This is so, she claims further, because ends are not always precisely defined and deliberation of action comprises of more than just finding the most efficient mean to an end. What she further suggests is an alternative to a causal relationship between means and ends (means-to-ends reasoning) and that is **constitutive relationship (constitutive-to-end reasoning)**. In a similar manner, we can

observe subjective theories of teachers as a reasoning that is not straightforward and without always well-defined ends. By applying distinction made by Pendlebury, subjective theories may present mean-to-end reasoning in situations when ends are well defined and there is a line of consequent actions that may lead to this end. Such example can be found, for instance, in a situation when teachers reason their action in a relation to a misbehaving pupil. In those situations, teachers know exactly the outcome that they want to achieve and that is a pupil that behaves in accordance with the rules. Hence, teachers have their set of strategies (means) that they apply in order to reach that end. However, once the problem at stake is more complex, such as, for example, gender issues in teaching science or reading comprehension, these problems, claims Pendlebury (1990), require contemplation about its constitutive elements and they are not technical in its nature. It is unlikely that teachers would have ready-made strategies to apply in these situations. Even if so, it is necessary for teachers to previously reason about what the constitutive elements of such practice are.

On the other hand, even if the issue at hand is not of highly complex nature, teachers' subjective theories and their actions can alter in moments of distress (Dann, 1990). That is, when teachers were very emotional and upset their theories had no action-regulatory function. **Situational appreciation** (Pendlebury, 1990) hence becomes important constituent of teachers' subjective theories.

Finally, it is necessary to point out to another problem that may arise when using the term "theory". The concerning issue is related to the understanding of the "objectivity" and its reference to scientific theories. Bromme (1984), for example, wrote extensively about this problem, claiming that using the "theory" metaphor in order to investigate teachers' expert knowledge is problematic. He based his argument against using of the term "theory" on the claim that there is a significant difference between scientific theory and a teacher knowledge.

He proposed that the concept of "theory" should either be expanded or that the term should be replaced in favour of some psychological concepts.

On the whole, subjective theories cannot be equalized with scientific theories, nor is their purpose to be one. However, accepting the importance to differentiate scientific and theories that teachers' develop as part of their everyday pedagogical practice meant defining the boundaries of the later to its subjectivity.

By and large, literature suggests that teachers acquire numerous scientific theories during their pre-service and in-service training (Jonsson and Beach, 2010). They come into teacher education with various previous experiences, images of a good or bad teacher and this also shapes how they internalize scientific theories into the system of theories they use in their practice (Brownlee et al, 1998; Buehl and Fives, 2009; Hindin, 2010). And finally, during the practical work in the schools, teachers apply different theories in their work and perceived results have impact on their own set of personal theories (Kose and Young Lim, 2010). This complex set of theories, knowledge and beliefs present subjective theories that teachers apply in classroom interaction. Therefore teachers' subjective theories are understood as context-bound, dynamic interplay of scientific theories and practical reasoning of teachers' pedagogical activities.

2.2.2 Reconstructing teacher's subjective theories

Groeben (1990) suggests that the researcher must establish a consensus-in-dialogue with the subject of research because only the subject has direct access to the interpretative self-description. In that study, the construction of the subjective theories was conducted through the graphic representation where the teacher and the researcher constructed together the graphic

based on the dialogue. This procedure is called a "communicative validation" of the subjective

theories. And in order to obtain the "communicative validation" Groeben suggests that:

> Since the agent's first-person perspective refers primarily to the reasons, intentions and aims
> of his/her own actions, the reconstruction of subjective theories constitutes in the first place
> an understanding through description of the reasons, intentions and aims of the human subject
> acting in a reflexive manner (Groeben, 1990, p. 35)

Similarly, Orton (1997) suggests to researchers to ask questions relating to the reasons of action

in order to gain an insight into teachers' practical reasoning. These studies focus on the stories

told by teachers and are considered important because they give voice to the teachers as the

research subjects (Connelly and Clandinin, 1990; Dann, 1990; Elbaz, 1983; Johansson and

Kroksmark, 2004; Olson, 1992). Dann (1990) significantly points out that in order

> to enhance the probability that reconstructed subjective theories are those which are normally
> used for the regulation of actions, the dialogue should be based on real-life episodes evidenced
> during class hours. Thus, instead of written short stories, real everyday teaching episodes
> should be used as the reference for reconstruction. (Dann, 1990, p. 234)

Schlee and Wahl (1987) in the overview of the research program on teachers' subjective

theories give an example of one teacher who explains situation in the classroom in the following

way:

> WENN die Schüler aufstehen und den Unterricht kaputtmachen, DANN werde ich erst einmal
> stinkig, WEIL ich erwarte, daß sich die Schüler so verhalten, wie ich das möchte. (Schlee and
> Wahl, 1987, p. 6)[5]

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[5] Translation (by RJM): "WHEN students stand up, and interrupt the lesson, THEN I will first get angry,
BECAUSE I expect students to behave the way I want them to."

This shows teachers' reasoning during the interaction in the classroom: first by giving the cause and **When-Then** situation ("wenn – dann") and closing the sentence with reasons for their reaction ("[…] dann werde ich erst einmal stinking […]").

In the research presented by Dann (1990, p. 229) the aggression-related subjective theories were investigated. In this study they came to a conclusion that "subjective explanations are not identical to the professional explanations" and therefore it is not advisable to be investigated through e.g. Likert scale. Hence, researchers have used video stimulated recall interviews in order "to ensure a clear identification of the episode in question and to stimulate the reactualization of what really went on in the teacher's mind during the original event" (Dann, 1990, p. 235). The underlying idea of reconstructing subjective theories of teachers about their problems and their corresponding actions in these situations was to use psychological knowledge in order to develop teachers' ability to solve problems in personally responsible manner. For that aim they have developed "Konstanzer Trainingsmodell" (KTM) aimed at teachers who, according to their own accounts, have problems with aggressive students. Another example of the modification study is a research conducted by Castro Carrasco (2008) with the focus on teachers' subjective theories about value teaching and learning. The idea of modifying teachers' behaviour is nevertheless not in the focus of this study and therefore further description of these studies will not be included.

Dann (1990), further, points out another very important notion when investigating subjective theories and it refers to the context of their work and teaching. He claims that in "continuing socialization process, cultural and sub-cultural influences as well as actions and their consequences lead to certain subjective theories which in turn regulate actions and exert their influence on cultural conditions." (Dann, 1990, p. 238). Therefore, it is very important to understand and describe contextual setting of the teachers' working and living environment in

order to get a comprehensive overview of their subjective theories. Referring to von Cranach et al. Dann further claims that "subjective theories can be considered as individually modified social representations, in which societal knowledge is organized" (Ibid.).

In addition, Flick (1992, p. 66) significantly points out that the relation between experience and knowledge should not be neglected since it has a certain significance in the development of the subjective theories. This knowledge which was accumulated through the experience is considered more implicit than explicit.

In conclusion, the literature provides the following recommendations for the reconstruction of teachers' subjective theories:

- Reconstruction should be based on the **voices of teachers** as research partners;
- Researchers are encouraged to **stimulate these personal narratives with episodes from live experience** that would lead to further discussion;
- Reconstruction of subjective theories must be **context-sensitive** and appreciative to the professional experience that teachers have gathered during their career.

2.3 Teaching and Learning Process as an Interactional Activity

In order to understand and reconstruct teachers' subjective theories, it is necessary to contextualize pedagogical process where these theories are developed. One of the possible ways of understanding the teaching and learning process in the institutions of education is by describing it as a pedagogical interaction between the teacher and the pupils. Arguing that the notion of instruction is broader than the notion of teaching, Anderson and Burns (1989) claim that:

Teaching is an interpersonal, interactive activity, typically involving verbal communication,

which is undertaken for the purpose of helping one or more students learn or change the ways

in which they can or will behave. (Anderson and Burns, 1989, p. 8)

While defining the nature of interaction in the teaching and learning process, Kansanen (1999, p. 82) significantly points out that "all joint activity in teaching may be called interaction but all interaction is not pedagogical interaction". In elaborating this statement, he argues that pedagogical interaction is defined as an activity with some content and also as a purposeful, intentional activity of the participants. Content of teaching with its purpose becomes, therefore, the third element of this process. Johann Friedrich Herbart (Kansanen and Meri, 1999) envisioned **didactic triangle** as a way to describe the relations between the participants, the teacher and pupils. **Teacher**, **pupil** and the **content** form a didactic triangle and the interaction between these elements provide the context for creating a variety of relations: between a teacher and a pupil (pedagogical), between a teacher and a content, between a pupil and a content, and teacher's relation to pupil's learning (didactic) (Harjunen, 2009; Kansanen and Meri, 1999; Toom, 2006).

Therefore, in this study, the pedagogical interaction is understood as an intentional activity in the classroom with a content framed by the curriculum. The focus of this research is on teachers and therefore, the description of the relations in the didactic triangle will focalize on their relations.

There is a reason to be interested in teachers' understanding of their relations in the classroom. Kansanen (1999, pp. 83–88) argues that the interaction in the classroom is asymmetrical meaning that the interaction between a teacher and pupils is not equally divided. The reason for this can be found in understanding that a teacher and a pupil do not always have the same intentions. Teacher's work, for example, is characterized by the purposeful action. By this it is

meant, that teachers have curriculum purpose in mind during the classroom activity, they have the authority in this interaction and finally they are legally obliged to guide the process (Ibid.). On the other hand, for pupils, schools are not only places for learning but for the socialization as well. Accordingly, their intentions may not always be directed to the aim that teacher intended but they might, for example, dedicate their lesson time to chat with their peers and not address the lesson task (Jonasson, 2012).

Although there are researchers who criticise the asymmetrical relations in the classroom (for example, see Biesta, 1994), Kansanen (1999) believes that asymmetry does not necessarily mean that these relations should not be democratic. As van Manen (1990) points out, pedagogical interaction is characterized by attributes of asymmetrical relations: responsibility and dependency. Furthermore, this asymmetrical nature does not necessarily mean that teaching cannot be student–centred and that teachers do not recognize diverse pupils' characteristics and needs.

It is necessary to present briefly each of the relations that are created in the teaching and learning process and that are in the focus of this study: teachers' relation to pupils, to pupils' learning, to the content and their relation to self.

2.3.1 Teacher's relation to pupils (Pedagogical relation)

Van Manen (1991b, p. 75) describes pedagogical relation as "an intentional relationship between an adult and a child, in which adult's decisions and intentions are the child's mature adulthood". This relation can be considered as the pre-requisite for the teaching and learning process to happen (Toom, 2006). It assumes an interaction between a teacher and a pupil (**Figure 2**) and Klafki (1970) identifies several characteristics. He starts from the assumption

that within a pedagogical relation, teachers encourage and support pupils in order to perform "for the pupil's sake" ("*um des jungen Menschen willen*" – Klafki, 1970, p. 58). Secondly, these characteristics are embedded in time and space and in that respect they should be understood, meaning that the concept of "for the pupil's sake" changes over time and can assume different meanings. Similarly, Fenstermacher (1990) writes that:

> Teaching well requires as broad and deep an understanding of the learner as possible, a concern for how what is taught relates to the life experience of the learner, and a willingness to engage the learner in the context of the learner's own intentions, interests, and desires. (Fenstermacher, 1990, p. 137)

Klafki (1970) further claims that this relation depends on the character and maturity of pupils and therefore, certain level of distance is needed on the teacher's side. This distance will enable for pupils to evolve into independent individuals that do not need this kind of relation. And finally, one of the characteristics of the pedagogical relation is intentionality of the actions, where teachers are not only focusing on the present situation, but also they are having the future perspective of the pupil on their mind. Similarly, Van Manen (1991b, p. 73) reminds us that "For the young person, pedagogical relation with the educator is more than a means to an end (to become educated or grown-up); the relation is a life experience that has significance on and of itself."

A pedagogical relation can be organized in a variety of ways and provides a great freedom to the establish interaction in teaching and learning process (Kansanen and Meri, 1999). Due to a specific interest of this research, numerous situations that were discussed with teachers belong to the pedagogical relation between a teacher and a pupil.
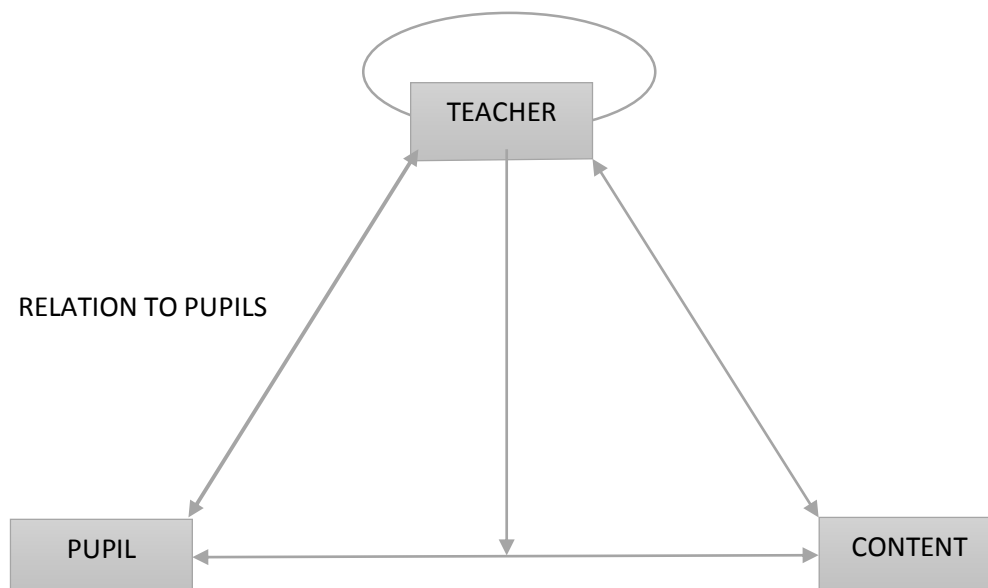
Figure 2: Pedagogical relation in didactic triangle Kansanen and Meri, 1999, p. 112)

2.3.2 Teacher's relation to the content

Content in this study is understood as a broader concept than just subject (Kansanen and Meri, 1999). In the institutions of education, content is divided into several different subjects. In primary schools in Serbia, those are: Mother Tongue with Literature, Mathematics, Science and Society, English language, Arts, Music, Physical Education and a set of elective subjects. There is also a content that is related to general didactics or psychology (such as personality development). Therefore, this relation goes beyond the teachers' relation to the subject matter and it also encompasses more general references to teaching and learning content (**Figure 3**).

In making decisions, teachers rely on the curriculum for guidance. Depending on the country, this curriculum can be pre-given or on the other hand, only providing framework allowing teachers to make important decisions in relation to the content they are teaching. In Serbia,

curriculum is centralized and prescriptive. It also means that teachers receive ready-made curriculum with demands from the Ministry of Education and their task is to perform in accordance with it. Kansanen and Meri (1999) point out that it is very difficult for teachers to develop school subjects and its contents because of various other reasons (the academic nature of most of the subjects where scientists who are the experts in the field control the development). However, they give an example of "civic education" in Finland that provided opportunity to develop the subject and enrich the content of the teaching and learning process.

Yet, teachers develop their relation towards the curriculum and its content and this relation also presents teachers' subject-content knowledge (Kansanen and Meri, 1999; Toom, 2006). It is considered to be part of their professional reflection. In this study, teachers reflected on their relation to the content in a few situations and when presented, these relations should be viewed in this respect.
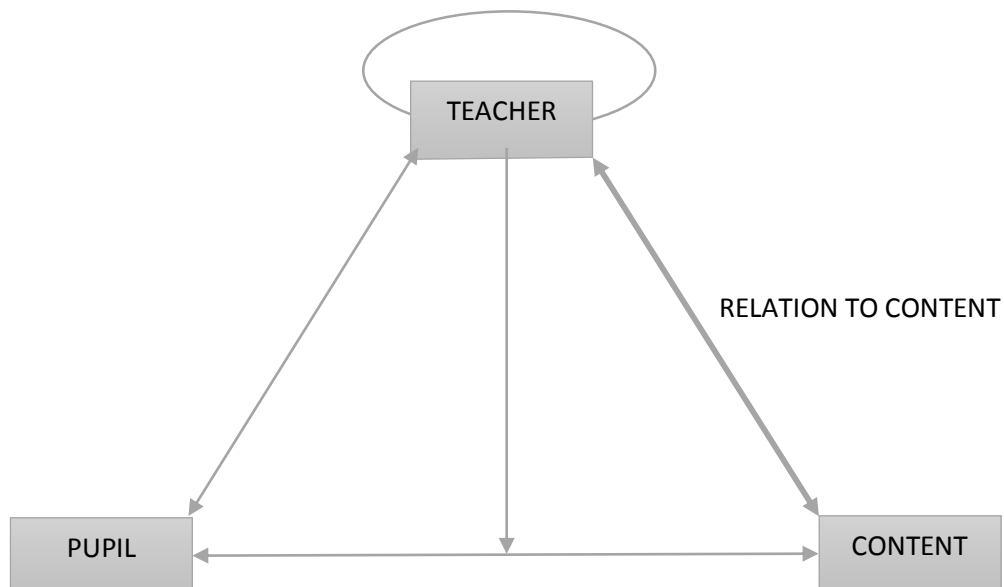
Figure 3: Teachers' relation to the content in didactic triangle

2.3.3   Teacher's relation to pupils' learning (Didactic relation)

Teachers develop the relation to pupils' learning as a response to pupil's relation to the content. The important element in understanding this relation is the content as it is given in the curriculum and as part of the general didactics. Both the pupil and the teacher are oriented towards the content and this intentionality is very important in this relation. The teacher's task is to deliver the content that needs to be acquired in the form that is understandable and appropriate to the pupil. Therefore, teacher guides pupils' studying in the teaching and learning process (**Figure 4**). Teacher's didactic relation results in pupils' learning and other behavioural changes.

Depending on the subject, this relation can vary because it is influenced by the subject didactics and also by the content as a whole (Kansanen and Meri, 1999). It is worth noting that besides the specificities of the subject didactics, each teacher develops his or her own didactics (Elbaz, 1983; Fenstermacher and Richardson, 1993; Kansanen and Meri, 1999). This idea is also very close to the concept of subjective theories as they were described in the previous section of this chapter.

Teachers in this study referred in great extent to this relation, to the methodological solutions and various other aspects that contribute to pupils' acquiring of the content.
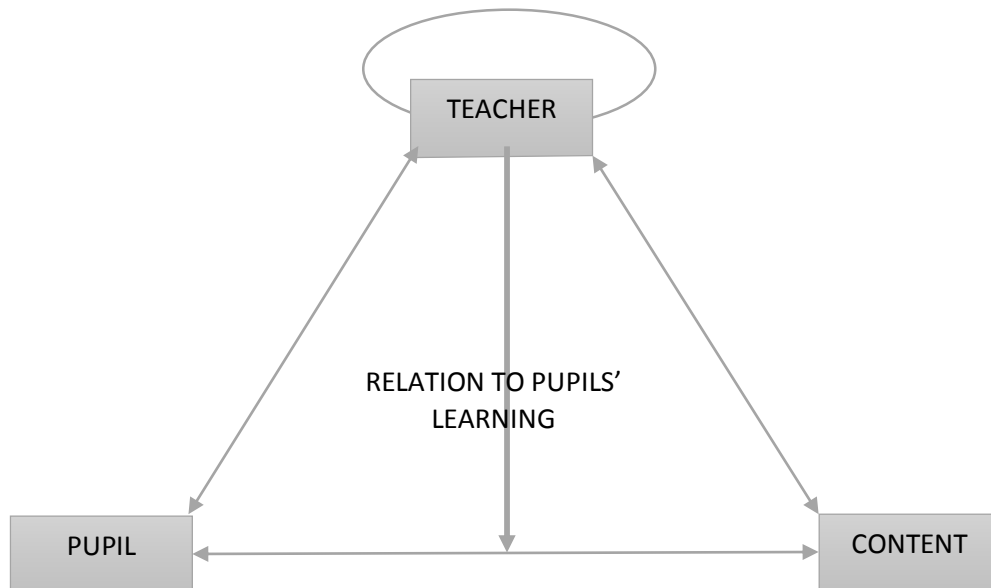
Figure 4: Didactic relation in didactic triangle (Kansanen and Meri, 1999, p. 114)

2.3.4 Teachers relation to self

Teachers develop dualistic relation to self in the teaching and learning process - relation to the professional and to the personal self. Delamont (1976)wrote about the value of investigating teachers' relation to professional and personal self by pointing out that

> Sizing up pupils is a continuous process. The teacher is constantly observing pupils, reacting
>
> to them, observing their reactions and so on. The teacher's actions are, in part, decided by what
>
> she sees - or rather understanding of what she sees - but she also acts according to her
>
> perspectives on her job. […] Thus the classroom researcher must try to understand how the
>
> teacher perceives her job. (Delamont, 1976, p. 58)

Relation to professional self (**Figure 5**) is a relation developed between the teacher and the profession. It reflects how teachers perceive their profession and what professionalism means to them and how they manage or not to enact professional conduct in the teaching and learning process (Janssens and Kelchtermans, 1997). **Relation to personal self** assumes teachers'

reference to their emotions as well as personal characteristics that affect or were affected by the teaching and learning process.

School context provides space for various pedagogical interactions and how they affect teachers' relation to self. Day, Kington, Stobart and Sammons (2006), for example, significantly point out that professional and personal teachers' identities are neither intrinsically stable nor intrinsically fragmented (as it was previously argued in the literature), but that the nature depends on various contexts surrounding them. Furthermore, the concepts of self and identity have been used interchangeably in the research on teachers and both concepts assumed dynamic interplay between the external structures and the personal agency of teachers (Day et al, 2006). In this study, reference to teachers' self and not to teachers' identities is more of a lexical choice than a conceptual difference.
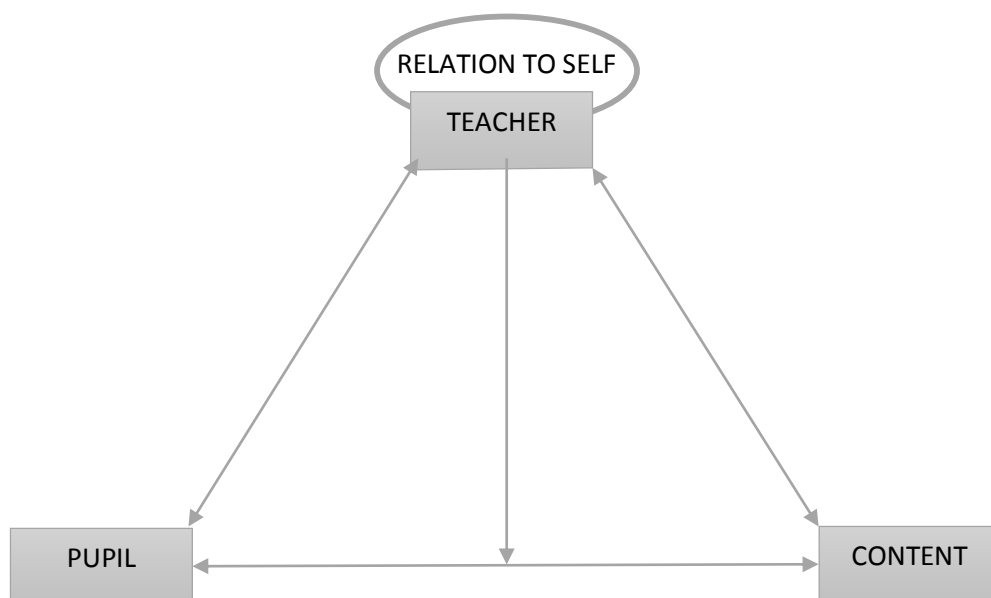
Figure 5: Teachers' relation to self

2.3.5 Four relations in the focus of this study

These four relations within the didactic triangle: teachers' pedagogical relation, relation to the content, didactic relation and relation to self can be presented graphically (**Figure 6**). Didactic triangle, with these relations, presents the concept for contextualizing teachers' subjective theories created in the teaching and learning process.
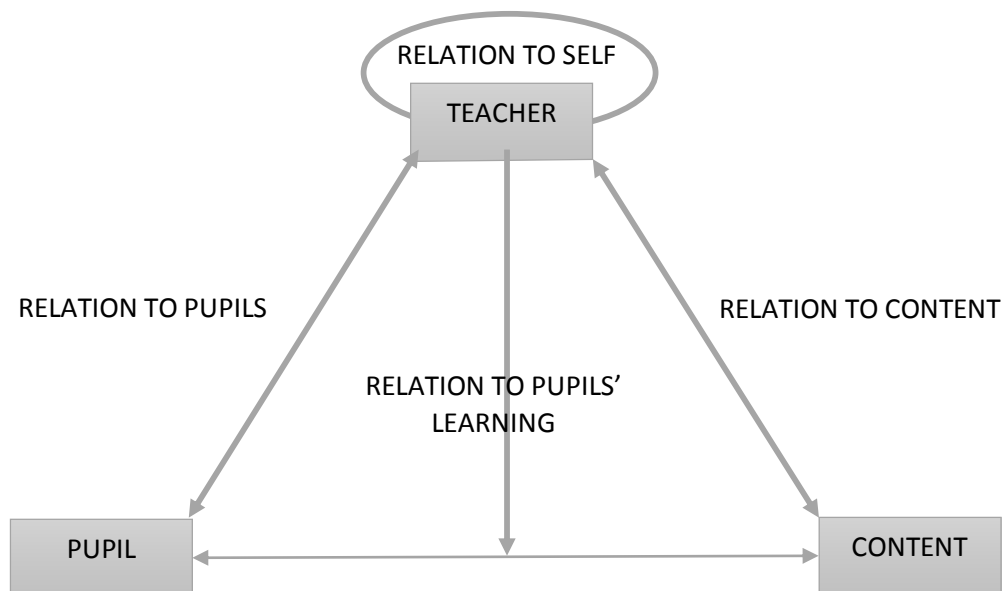
Figure 6: Relations in didactic triangle (Modified from Kansanen and Meri, 1999, p. 114)

2.4   Summary

By and large, the aim of this chapter was to present why it is needed to research teachers understanding and theorizing of the pedagogical moments in teaching and learning process. It was argued that there is an insufficient knowledge about teachers' subjective theories in respect to the pedagogical practices that are not always oriented towards productivity and achievement. In this chapter I have also tried to present how to research teachers' reasoning and to explain in more details subjective theories of teachers that are used as a form to present teachers' thinking.

It has been argued that subjective theories of teachers provide a complex and a rich exploratory frame for studying professional understanding and the pedagogical practices of teachers. Taking into account the recommendations of the previous research, this study is designed as an exploratory study of teachers' subjective theories about the actions that have already taken place. By reflecting on actions that have already happened, the study focuses on teachers' perception of the pedagogical moment in their practice and the aim is to discuss teachers' subjective theories on the conceptual level rather than to establish their universal validity.

It is an understanding in this study that subjective theories present network of teachers' motives, beliefs and internalized scientific theories that teachers acquired during their pre-service and in-service training and practical experience. Subjective theories are framed within the relations of didactic triangle: teachers' relation to pupils, to content, to pupils' learning and to self.

In order to discuss the meaning of the concept of capabilities in this study, I will present the theoretical framework of this study in the next chapter. It will describe the main concepts of the capabilities approach and phenomenology of capable human being. The capabilities present the theoretical lens that is applied on the didactic triangle to analyse the capability-related subjective theories and pedagogical practices of primary school teachers.

CHAPTER III: HUMAN CAPABILITIES

The aim of this chapter is to set the study within the theories that guide the content of the research and provide the lens for the analysis of the results. This study is embedded in the two approaches that theorize the human capabilities as a base for a just society: the capabilities approach and Ricoeur's phenomenology of a capable human being. The special emphasis is placed on the question of the human capabilities in the institutions of education.

This chapter is divided into three subchapters. The first subchapter focuses on the capabilities approach and its basic concepts that are used to conceptualize the inequalities among individuals. The literature review of the "state-of-the-art" will be presented with the emphasis on the implementation of the capabilities approach in the educational research. This subchapter concludes with some of the weak points of the capabilities approach that were identified in the literature. In order to deal with the identified weaknesses I suggest that Ricoeur's approach to capabilities may contribute to overcome some of these weaknesses.

Therefore, the second subchapter presents an overview of Paul Ricoeur's phenomenology of a capable human being with the emphasis on the concept of recognition and possibilities it has in studying teaching and learning relations (as it was defined in chapter two).

This chapter concludes with an overview of how capabilities approach and Ricoeur's idea of basic human capabilities can be combined to provide the theoretical framework for analysing teachers' understanding of pupils' capabilities in the teaching and learning relations.

3.1 The Capabilities Approach: In the Pursuit of Dignifying Human Life

The capabilities approach (henceforth CA) is a normative framework, developed by Amartya Sen and Martha Nussbaum, for conceptualization and evaluation of person's well-being (Robeyns, 2005) or what constitutes the good life. The CA resulted as the critique of Rawls' theory of justice on the distribution of primary goods. Both Sen (1992) and Nussbaum (2000) attempted to further develop Rawls' theory by pointing out that the focus only on primary goods is not enough but that it is necessary to understand also what an individual can actually do and be with these primary goods. Sen (1980), for example, problematized the concept of equality and social justice by asking the question: *"Equality of what?"* In theorizing the answer to this question he points out that egalitarian theories focus on equality of, for example, right or income. Rights present always the rights to do something not informing us if the person has freedom to exercise those rights. Income, on the other hand, does not inform us what is possible for an individual to do with this income and how free that individual is to act in accordance with his/her values. Sen (Ibid.) therefore proposes to focus the attention on the equality of *human capabilities* and what each person is able to do or be. As Robeyns (2006) argues, it should be our goal to enhance people's capabilities whereas rights are the instruments in reaching that aim.

The literature review reveals the two purposes of the CA: **conceptualization** (Deneulin, 2008; Nussbaum, 2000) and **evaluation** (Sen, 1999; Unterhalter and Brighouse, 2007) of the person's life quality. Sen emphasized the evaluative purpose of the CA and the Human Development Index of the UNDP was developed with the intention of expanding the scope of evaluative measurements of the life quality and well-being. Therefore, the recommendations stated in this

report refer to "capabilities", such as: "expansion of individual capabilities" or "investing in people's capabilities through […] social policies" etc. (UNDP, 2013)

Nussbaum, on the other hand, argues that evaluative role presents "weaker use" of the approach and therefore she sets her interest "to move beyond the merely comparative use of capabilities to the construction of a normative political proposal that is a partial theory of justice" (Nussbaum, 2000, p. 6). In her seminal book "*Women and Human Development*", Nussbaum (2000, pp. 5–6) defines her approach to capabilities as: a social minimum for a life lived in human dignity which is focused on human capabilities; the list of central human capabilities that is set within political liberalism and presents overlapping consensus of social minimum; based on each person as an end; each capability presents a threshold.

3.1.1   The Basic Concepts of the CA

In order to understand the conceptual value of the CA, it is necessary to introduce the main operating elements. Nussbaum (2011, p. 19) relied on the notions of human dignity, threshold and political liberalism in her development of partial theory of justice claiming that all the conceptualization can be expressed **within the capability-functionings distinction**. Sen (1980; 1992; 1999), on the other hand, developed the CA based on the three groups of concepts: distinction between **human functionings and capabilities**, the idea/problem/notion of **equality** and the notions of **freedom** and **human agency** (Walker and Unterhalter, 2007b).

3.1.1.1 Capabilities and functionings

Evaluative and conceptual space of individual's well-being within the CA is based on the concepts of **capabilities** and **functionings**. Sen (1980) considers **capabilities** to be a potential

for achieving various functionings. "Capability is thus a kind of freedom: the substantive freedom to achieve alternative functioning combinations (or, less formally put, the freedom to achieve various lifestyles)" (Sen, 1999, p. 75). **Functionings** present achieved capabilities (working, being healthy) – beings and doings. These beings and doings may vary in the complexity and range from the most basic ones – such as being healthy to more complex ones, such as taking part in the political life. The outcome of the opportunities that a person had at its disposal also present functionings. For example, reading is considered a functioning, but in order to achieve this, a person should be taught how to read or have books at disposal to develop this functioning (Walker and Unterhalter, 2007b).

Frequently, the functionings are at the centre of the policy attention as well as evaluation programs. Functionings are often paternalistically prescribed and it is expected that every member of the society should achieve some specific functionings. The theorists within the CA argue that it is a mistake to assume a uniformity of functionings (Allen, 2012; Robeyns, 2005; Sen, 1992) because, for example, same primary goods can lead to different functionings. There are numerous aspects that influence the achievement of some functionings. For instance, variety of circumstances and societal and personal contexts influence how one person will benefit from, i.e. universal education (Allen, 2012). Illustration for this argument can be found in the example given by Unterhalter (2007). She reports the story of two 15 years-old girls both achieving poor results in mathematics (same functionings). However, one girl comes from deprived, poor community with low-quality education provision. Although she is interested in gaining the knowledge she is obliged to contribute to a family income. The other girl attends well-equipped school with highly qualified teachers, and the reason why she achieved poor results was that she had chosen to spend her time on some other extra-curricular activities (different capabilities). Both girls achieved the same educational functionings, and only when taking into

account their capabilities we are able to form more accurate understanding of their achievements.

Therefore, the CA theorists suggest that a public policy which focuses on the capabilities:

> […] rather than resources or outcomes, shifts the axis of analysis to establishing and evaluating the conditions that enable individuals to take decisions based on what they have reason to value. (Walker and Unterhalter, 2007b, p. 3)

In addition, Wolff and De-Shalit (2007) contribute to this discussion arguing that it is not enough for the public policy to provide people to enjoy some capabilities, but that it is important to provide **capability security**. They claim that security assures people that they will be able to have certain capabilities in the future as well as in the present enabling them to plan and project future actions based on the stabile foundations. Similarly, the importance of the security aspect is reported in the studies of transitional and (post-)authoritarian states (such as Serbia) where uncertainty is one of the transition derivatives (Radó, 2001).

3.1.1.2 *Well-being, freedom and human agency*

The concepts of *well-being*, *freedom* and *agency* are strongly intertwined in Sen's approach and he bases his understanding of capabilities on these concepts (Sen, 1992). Initially, the CA originated as a normative framework for evaluating peoples' **well-being.** Evaluation is made within the capability space, meaning that capability development increases a person's well-being while capability deprivation reduces it (Sen, 1992). Teschl and Derobert (2008) claim that well-being is influenced not only by the goods that are at a person's hand, but also by the social interaction that this person is engaged in. In addition, a person's well-being depends also

on the freedoms that this person has in choosing various functionings as well as the agency of a person to achieve those functioning.

Additionally, Sen (1999) uses the terms *freedom* and *capabilities* interchangeably and human development is understood as an expansion of real **freedoms** people enjoy (Deneulin, 2008; Sen, 1999; Unterhalter, Vaughan and Walker, 2007). He argues that the society is evaluated by the real freedoms that person has at disposal and the assessment of the development effectiveness is made based on this evaluation (Sen, 1999). However, Allen (2012, pp. 429–430) significantly points out that institutions have an important role in determining the space of individual freedom. On the one hand, they act through determining how primary goods will be distributed (excluding some groups and preferring other), and on the other hand, how individuals are able to benefit from the goods they can access (from, i.e. primary education). Therefore, individual freedoms present person's set of capabilities or in other words - the **capability space** that becomes one of the basic evaluative but also conceptual elements of a "good life" that could also be implemented in the educational research.

The **agency** of a person presents the idea of a person as an active and reflective agent rather than a passive recipient. Sen writes that "greater freedom enhances the ability of people to help themselves and also to influence the world, and these matters are central to the process of development" (1999, pp. 18–19). While for Sen (1999) the issues of freedoms and agency are of primary concern, Nussbaum (2000) does not elicit agency as a separate concept claiming that the capability-functioning distinction is sufficient. However, Robeyns (2005) argues that agency can be found in Nussbaum's *capability of practical reason* which is more than just contribution to a well-being but includes active planning of one's life.

In addition, Archer (2000) offers an explanation of agency as a meaningful choice not to act. This relation to agency can be very significant when studying teachers in schools and, for

example, their relation to reforms. Observing teachers' actions from this point of view means that teachers, who defy the reforms and deliberately do not want to take part in changes, express their agency by not acting. However, what is missing in this discussion is the notion of a **responsibility** as the agent's feature. It is not only that the agent makes decision not to act, but also takes responsibility for the (non-)action. Although the notion of the responsibility was addressed in a few studies within the CA (Ballet, Dubois and Mahieu, 2007; Pelenc, Lompo, Ballet and Dubois, 2013) the literature overview enables the conclusion that this concept has been largely under-theorized.

Freedom to act and to choose is one of the cornerstones of CA (Nussbaum, 2000; Sen, 1992; Unterhalter et al, 2007). However, one can exercise the freedom to act and choose, but yet, that act or choice can be formed by various external factors and institutional constraints. Therefore it is also possible to understand agency, along with the autonomy, as two notions of freedom within the institutional frame (Allen, 2012, p. 426). Allen (2012) argues that autonomy presents freedom to choose as a derivative of the institutional frame while agency is a power to actively change the institutional context. While attempting to explain the difference between autonomy and agency, Allen (Ibid.) argues that autonomy is the freedom within the capability space that has been provided while agency is the freedom on the border of this space, the action that expands the capability space. In the context of educational institution, Allen argues, it would mean that education enables development of person's critical perspective on the social norms and roles providing them with the knowledge how to act in or against these norms.

An important critique of the individual agency comes from Deneulin (2006) who points out the relevance of the socio-historical context in which individual agency acts. She claims that socio-historical structures influence what human beings are able to do or be and therefore she proposes

socio-historical agency as a relevant concept that assumes both the individual and collective subjects (Deneulin, 2006, p. 37). In this project, I follow Deneulin's argument that in understanding the human development it is not sufficient to operate on the level of individual agency but that socio-historical context needs to be embraced. Therefore, the methodological chapter begins with the thorough context description and the analysis of the teachers' responses is conducted in respect to wider socio-historical space.

3.1.1.3 *Conversion factors*

The CA introduced *conversion factors* as another important concept. Robeyns (2005) defines them as factors that influence how free the person is in translating resources into functionings. This means that conversion factors determine if a person is able to achieve certain functionings or not. She distinguishes three different types of *conversion factors*: personal, social and environmental. **Personal conversion factors** refer to a person's sex, physical ability, intelligence etc.; **social conversion factors** are social norms and policies that exist in one society as well as power relations that can influence freedom to convert resources into functionings (such as power relations between genders or classes); **environmental conversion factors** present geographical location, physical conditions etc. (Robeyns, 2005, p. 99).

In order to fully appreciate the potential of conversion factors in the capability development it is necessary to explore further the factors that enable a person to transfer their resources into functionings. It is a proposition of this study to explore the concept of recognition in teaching and learning relations that supports the realisation of the capabilities. In the conceptualization of the recognition it was necessary to turn to other theorists, in particular to Ricoeur (2005b). Ricoeurian recognition is characterized by subjective mechanisms of recognition (knowing

oneself through the interaction with other subjects) and not advocating the institutionalization of the recognition. This concept is more elaborated in the second part of this chapter.

3.1.2   Universalism of the Capabilities

The question of the capabilities list presents the most elaborated point of disagreement between Sen and Nussbaum (Nussbaum, 2011; Robeyns, 2005). Sen's (1999) approach to the CA is more general with a special emphasis on the public dialogue about every specific situation and context in order to come to valued capabilities. He does not propose any specific set of capabilities that are needed for human flourishing claiming that it depends on the context. He claims that universal solution would be inappropriate and that institutional framework should provide individual freedoms to make choices. Sen proposes the capability approach, indicating with the singular form of the word that no specific capability should be prescribed and that the focus should be on the capability space.

Nussbaum (2000) on the other hand, questions if all the persons have the equal access to dialogue about the valued capabilities. As a response, she developed the list of basic capabilities that she argues is a cross-cultural, universal, and a product of the public debate. She, therefore, refers to the capabilities approach where the plural form of the word indicates the set of predefined capabilities.

Nussbaum distinguishes basic, internal and combined capabilities (2000, p. 84). **Basic capabilities**[6] are inborn and they present basis for further development of the more advanced capabilities. **Internal capabilities**[7] are developed states and they are "mature conditions of

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[6] They are, for example, the capability of seeing and hearing; but also the capabilities that need development such as capability of speech that a newborn poses but it cannot as such be yet transferred into functionings.
[7] Potentials: for example potential to have capability of political choice.

readiness". Finally, there are **combined capabilities** – internal capabilities combined with appropriate external conditions that enable the functionings. These capabilities are in the centre of Nussbaum's attention and these capabilities, as she argues, should be in the focus of governments' political agenda hitherto enabling human flourishing of citizens.

Since Nussbaum understands capabilities as a basis of "minimal social justice and constitutional law" (Nussbaum, 2011, p. 71) she defends her list (see **Table 1**) as a set of basic constitutional entitlements.

Table 1: Nussbaum's list of central human capabilities (Nussbaum, 2000, pp. 78–80)

1. **Life**. Being able to live to the end of a human life of normal length; not dying prematurely, or before one's life is so reduced as to be not worth living.

2. **Bodily Health**. Being able to have good health, including reproductive health; to be adequately nourished; to have adequate shelter.

3. **Bodily Integrity**. Being able to move freely from place to place; having one's bodily boundaries treated as sovereign, i.e. being able to be secure against assault, including sexual assault, child sexual abuse, and domestic violence; having opportunities for sexual satisfaction and for choice in matters of reproduction.

4. **Senses, Imagination, and Thought**. Being able to use the senses, to imagine, think, and reason – and to do these things in a ''truly human'' way, a way informed and cultivated by an adequate education, including, but by no means limited to, literacy and basic mathematical and scientific training. Being able to use imagination and thought in connection with experiencing and producing self-expressive works and events of one's own choice, religious, literary, musical, and so forth. Being able to use one's mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to search for the ultimate meaning of life in one's own way. Being able to have pleasurable experiences, and to avoid non-necessary pain.

5. **Emotions.** Being able to have attachments to things and people outside ourselves; to love those who love and care for us, to grieve at their absence; in general, to love, to grieve, to experience longing, gratitude, and justified anger. Not having one's emotional development blighted by overwhelming fear and anxiety, or by traumatic events of abuse or neglect. (Supporting this capability means supporting forms of human association that can be shown to be crucial in their development.)

6. **Practical Reason**. Being able to form a conception of the good and to engage in critical reflection about the planning of one's life. (This entails protection for the liberty of conscience.)

7. **Affiliation**. **A**. Being able to live with and toward others, to recognize and show concern for other human beings, to engage in various forms of social interaction; to be able to imagine the situation of another and to have compassion for that situation; to have the capability for both justice and friendship. (Protecting this capability means protecting institutions that constitute and nourish such forms of affiliation, and also protecting the freedom of assembly and political speech.)

B. Having the social bases of self-respect and non-humiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails, at a minimum, protections against discrimination on the basis of race, sex, sexual orientation, religion, caste, ethnicity, or national origin. In work, being able to work as a human being, exercising practical reason and entering into meaningful relationships of mutual recognition with other workers.

8. **Other Species**. Being able to live with concern for and in relation to animals, plants, and the world of nature.

9. **Play**. Being able to laugh, to play, to enjoy recreational activities.

10. **Control over One's Environment**.

A. Political. Being able to participate effectively in political choices that govern one's life; having the right of political participation, protections of free speech and association.

B. Material. Being able to hold property (both land and movable goods), not just formally but in terms of real opportunity; and having property rights on an equal basis with others; having the right to seek employment on an equal basis with others; having the freedom from unwarranted search and seizure.

In the critique of Sen's approach, Nussbaum (2011) questions if freedom is a coherent political project, arguing that many freedoms limit other freedoms and therefore, need to be constrained in a certain way. The other argument she takes is the need of capability security, as suggested by Wolff and De-Shalit (2007). Nussbaum calls on their study in order to emphasize the importance of protecting certain fundamental capabilities that provide dignified human life.

Although in Nussbaum's early works (2000), she regards all human capabilities from the list as having equal importance, in her later writings Nussbaum claims that *affiliation* and *practical reason* play architectonic role (Nussbaum, 2011, p. 39). She argues that if a person is respected as a dignified human being, the affiliation and practical reason should be intertwined in all the other capabilities. This is manifested through the opportunities to plan and choose functionings and being respected as a "social being". Nussbaum (2011) gives an example of a well-nourished person. Although we could consider that this person has a capability of a bodily healthy, Nussbaum argues that if the person is not empowered to plan and make choices about one's nutrition it does not fully correspond to human dignity. This person does not have freedom to exercise the practical reason and make choices. Another example is given in relation to the employment. Nussbaum suggests that a person is not fully embraced as a dignified human being with social relations if these relations are not taken into the account in the workplace. (Ibid.)

Apart from Nussbaum, there are many other CA theorists who propose certain individual capabilities that are necessary for a "good life" but not really proposing a comprehensive list.

Deneulin (2008, p. 106), for example, raises an important question whether the CA's focus on the individual maintains the tension between an individual and the society that he or she lives in. She proposes to extend the evaluative space of the development with **collective capabilities**. Dubois et al. (2008, p. 6) similarly suggest **relational capability** that is comprised of several components: integration in the networks; committing "to a project within a group, aimed at

serving a common good, a social interest" (Ibid.); taking part in the political decision making; establishing relationships of love and friendship; valuing the objectives of the others as ends. Although the similarity to Martha Nussbaum's list is apparent in respect to her regard of emotions and affiliations, Dubois et al. (Ibid.) claim that their understanding of relational capability is broader by considering it to be the core of truly human life. They further on mention the linking of personal and political dimension and distinction between capability within the group (bounding) and between groups (bridging) (Dubois et al, 2008, p. 8)

Overall, the capabilities identified in the literature could be grouped based on the various aspects of individual's life that they address, such as:

- Moral and political aspects: **narrative capability** (Godwin Phelps, 2006); **capability for voice** (Bonvin and Farvaque, 2006)

- Life-course: **capability for work** (Bonvin and Farvaque, 2006); **capability to be educated** (Terzi, 2007)

- Relational aspects: **relational capability**; **collective capability** (Ballet et al, 2007; Deneulin, 2008; Dubois et al, 2008; Uyan-Semerci, 2007)

It is of course possible to divide these capabilities in a different manner. These capabilities could be (re)grouped based on other criteria (such as level of complexity, if they are pre-condition for enabling other capabilities etc.).

By and large, there are valid arguments supporting the claim made by Sen (2009) that it is necessary for the capabilities list to be context-sensitive and therefore cannot be pre-given. On the other hand, it is understandable to have the pre-defined capabilities that are the product of the debate and mutual consent. They help in identifying what a "good life" is and what should be the goal of policies (Nussbaum, 2000). In order to bridge this ideological gap it would be

necessary to include a mechanism of situational appreciation when defining the list(s) of capabilities that enable dignified human life of an individual.

On the other hand, one of the possible ways to address this problem is also by elaborating capabilities within the specific topics such as health care, education, political participation etc. Due to the focus of this study the closer attention will be given to the implementation of the CA in studying education.

3.1.3 Researching Capabilities in Education

The CA was initially designed for studying the poverty and inequality and its' most notable contribution is Human Development Index which is used by UNDP to evaluate human well-being. However, in the past few years, many educational researchers started using the CA as the lens for conceptualization of educational provision (Biggeri, 2007; Flores-Crespo, 2007; Lozano et al, 2012; Otto and Ziegler, 2006; Robeyns, 2006; Teschl and Derobert, 2008; Unterhalter, 2003; Unterhalter, 2005; Walker, 2007, 2008). In the CA education is valued as intrinsic, empowering and redistributive (Robeyns, 2006) and places the emphasis on the educational input which leads to a valuable output. However, it is not a prescriptive input. This approach focuses our attention not only on the number of enrolled in schools or the existence of the declaration providing certain freedoms, but also on the quality of educational provision and substantial freedoms to become autonomous learner (Walker and Unterhalter, 2007b). Theorists of the CA argue that:

> Education and literacy might actually be considered as key factors in the capability approach
> […] enabling people and structuring the effective opportunities of people to live a life they
> have reason to choose and value (Otto and Ziegler, 2006, p. 269)

Terzi (2007) similarly argues that capability to be educated presents the basic capability because the absence of the opportunity to access informal and formal education can cause harm to the individual's well-being. She further points out that capability to be educated is also the basis for development of other, more complex capabilities. Not only that it enables formation of informed choices about valued beings and doings, but it also provides basis for career opportunities, civic participation etc. Vaughan (2007, p. 115) has also shown in her research that education can be a functioning in itself but also an element that enables development of other functionings. Finally, recommendations of the Human Development Index report follow the same line stating that:

> Education also has striking benefits for health and mortality. Research for the report find that mother's education is more important to child survival than household income or wealth is and that policy interventions have a greater impact where education outcomes are initially weaker. This has profound policy implications, potentially shifting emphasis from efforts to boost household income to measures to improve girls' education. (UNDP, 2013, p. 9)

3.1.3.1 Areas of interests

Although education has such a prominent place in the development of capabilities, there are many research areas that have not yet been addressed (Saito, 2003). Literature review provides information about the studies where the CA was used in addressing:

- Social justice in education (Brighouse, 2007; Nieuwenhuis, 2010; Osler and Zhu, 2011; Unterhalter, 2005; Unterhalter and Brighouse, 2007; Walker, 2006)

- Gender equality (Unterhalter, 2003; Unterhalter, 2007; Vaughan, 2007; Walker, 2006, 2007)

- Capabilities children value (Biggeri, 2007)

- Teachers' capabilities (Tao, 2013)

- Evaluating pupils' learning (Walker, 2008)

- Educational aspirations (Hart, 2012)

- Higher education and widening participation (Hart, 2012; Lozano et al, 2012; Walker, 2008; Watts, 2006)

- List of capabilities to be developed in schools (Terzi, 2007; Walker, 2006)

Furthermore, most of these studies follow Sen's approach to capabilities, basing their studies on the evaluation and often quantitative approach to studying capabilities (Biggeri, 2007; Unterhalter, 2007; Vaughan, 2007). This overview of the previous studies points out that there are not enough conceptual studies that provide information on how different actors (pupils and teachers) in the schooling experience capabilities or understand them. Apart from Wright (2012) who studied the female pre-service teachers' biographies which brought her to young children's capabilities, there is no information on how teachers reason pupils' capabilities and how they see their role in the development. Setting aside the discussion about the power relations in the classroom, teachers' spend with their pupils several hours of every day for months or even years. Hence their role in the development of pupils' capabilities should not be neglected and their existing subjective theories should be explored in order to inform the teacher education in-service and pre-service programmes about the possibilities for an improvement.

3.1.3.2 *Which capabilities need to be developed in schools?*

As we have seen, in order to enable students to seize the opportunities and make decisions about the life they value, education is seen as a setting where capabilities should be developed. The

underlying idea is that educational arrangements need to enable a person "to lead the kind of life he or she has a reason to value" (Sen, 1999).

In order to discuss how teachers perceive their pupils' capabilities, it is of interest to investigate which capabilities should be developed in schools. Defining these capabilities is a very complex question because it assumes that they enable human flourishing and that the absence of these capabilities can essentially disadvantage the individual (Terzi, 2007). In addition, many theorists agree that children require achieving certain capabilities through the focus on the functionings (Biggeri, 2007; Nussbaum, 2000; Sen, 1999).

Nussbaum (2000), for example, proposes that key capabilities to be developed among children are critical reflection and tolerance while Brighouse (2000) adds that all children should have opportunity to develop as autonomous persons. Although valuable insights, these recommendations are too broad and general to inform the practice how to provide good education that will enable development of, e.g., a tolerant and autonomous person.

Terzi gave an elaborated criteria for identifying basic functionings and capabilities in education, claiming that:

> Functionings and capabilities should be identified in terms of meeting basic needs, and hence avoiding harm and disadvantage; They should be identified at an ideal level of generality; They should be exhaustive and nonreducible (Terzi, 2007, p. 35)

As an outcome of this criteria, Terzi suggests the list of basic capabilities in education (see **Table 2**)

Table 2: The list of basic capabilities for educational functionings (Terzi, 2007, p. 37)

● *Literacy*: being able to read and to write, to use language, and discursive reasoning functionings

● *Numeracy*: being able to count, to measure, to solve mathematical questions, and to use logical reasoning functionings

● *Sociality and participation*: being able to establish positive relationships with others and to participate in social activities without shame

● *Learning dispositions*: being able to concentrate, to pursue interests, to accomplish tasks, to enquire

● *Physical activities*: being able to exercise and being able to engage in sports activities

● *Science and technology*: being able to understand natural phenomena, being knowledgeable on technology, and being able to use technological tools

● *Practical reason*: being able to relate means and ends and being able to critically reflect on one's and others' actions

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A subsequent question to this list is how it can inform the pedagogical practice in schools. This list reminds to great extent of the subject areas in the school curriculum: language, mathematics, science and society, civic education, arts and sports, also including some general didactic areas. However, the list does not explicitly state what each of these capabilities imply and it is left for further interpretation. For example, literacy in this list has a narrow meaning, although Terzi later in her writing states that it is broadly conceived because it also comprises "being able to express oneself in different forms, with respect to thoughts as well as imagination, creativity, and belief" (Terzi, 2007, p. 37). Such interpretation is, on the other hand, *richer* and provides more guidelines for capability-enhancing education.

Furthermore, this list, just like Nussbaum's (2000) list of ten central capabilities, presents the result of the theoretical rather than the empirical study. Therefore, this list can serve as an informative foundation for designing empirical research that would enrich or even change this ideal type.

Another list is given by Walker (2006, pp. 179–180) who suggests "this draft ideal-theoretical, multi-dimensional list taking up the specificity of gender equity in education " (see the **Table 3**)

Table 3: Walker's draft list of capabilities in education (Walker, 2006, pp. 179–180)

1. *Autonomy*, being able to have choices, having information on which to make choices, planning a life after school, reflection, independence, empowerment.

2. *Knowledge*, of school subjects which are intrinsically interesting or instrumentally useful for post-school choices of study, paid work and a career, girls' access to all school subjects, access to powerful analytical knowledge, and including knowledge of girls' and women's lives, knowledge for critical thinking and for debating complex moral and social issues, knowledge from involvement in intrinsically interesting school societies, active inquiry, transformation of understanding, fair assessment/examination of knowledge gained.

3. *Social relations*, the capability to be a friend, the capability to participate in a group for friendship and for learning, to be able to work with others to solve problems and tasks, being able to work with others to form effective or good groups for learning and organizing life at school, being able to respond to human need, social belonging.

4. *Respect and recognition*, self-confidence and self-esteem, respect for and from others, being treated with dignity, not being diminished or devalued because of one's gender, social class, religion or race, valuing other languages, other religions and spiritual practice and human diversity, showing imaginative empathy, compassion, fairness and generosity, listing to and considering other persons' points of view in dialogue and debate in and out of class in school, being able to act inclusively.

5. *Aspiration*, motivation to learn and succeed, to have a better life, to hope.

6. *Voice*, for participation in learning, for speaking out, not being silenced through pedagogy or power relations or harassment, or excluded from curriculum, being active in the acquisition of knowledge.

7. *Bodily integrity and bodily health*, not to be subjected to any form of harassment at school by peers or teachers, generally being safe at school, making own choices about sexual relationships, being able to be free from sexually transmitted diseases, being involved in sporting activities.

8. *Emotional integrity and emotions*, not being subject to fear which diminishes learning, either from physical punishment or verbal attacks, developing emotions and imagination for understanding, empathy, awareness and discernment.

Walker's list is more extensive and it encompasses the capabilities that are not just part of the school curriculum, such as emotions, aspiration, voice, bodily integrity etc. With this, she gives richer overview of the valued capabilities. However, one can notice in the list e.g. the absence of agency of pupils, and the relevance of other actors in the school interaction that affect development of pupils' capabilities. In addition, recognition is given as a capability in this list. It is unclear if the recognition has a status-gaining purpose or if it is a question of a moral activity. If the former is the case, recognition certainly deserves to be on the list. However, if the latter is in question, I would argue that the recognition has a transformative role (enabling the development of capabilities) rather than being capability in itself. Nevertheless, as Walker (2006) remarks, the list presents the draft and needs to be subjected to public debate. Unfortunately, Walker did not address this list in her later writings hence the list remained at the current state of development.

Although the Walker's list is more extensive, both Walker and Terzi suggest lists that present complex capabilities that are not easy to identify. If we wish to study the development of the capabilities in the institutions of education or if we aim at recommending the capabilities that should be developed, these lists leave the space for personal and collective interpretations. Although this susceptibility to interpretation is not necessarily a drawback because it enables the lists to fit into different contexts, defining more basic elements of the capabilities in education is more purposeful when designing studies.

3.1.3.3 *"Under-theorized" education and why we need "thickening"*

The studies of capabilities in education focused on the question of equality in the sense of answering the question "How to theorize and analyse the provision of equivalent learning opportunities?" (Walker and Unterhalter, 2007b, p. 3). This question can be supplemented by

Biesta's (2010) distinction between the discussions about learning and about good education, that was presented in the introduction chapter of this study.

In addition, the issue that can be addressed, for example, is the interaction dynamics between the various actors in the educational process that affect development or hindering of the children's capabilities. Their understanding of other person's capabilities could provide us with better insight into children's capabilities and their development. As a result, giving a voice to some of the participants in the educational process in defining the capabilities could inform the theory about the possibilities to extend and complement the existing lists.

Other issue to be addressed is including socio-historical context in the conceptualization of the pupils' capability development. Walker (2006) importantly reminds us that Sen *under-theorized* education in his writings by treating it on a very basic level of literacy and he did not make difference between education and schooling. Nevertheless, schools can be places of capability development or capability deprivation depending on the ability of the system to provide each individual within the system opportunity for flourishing of their potentials (Nussbaum, 2000; Unterhalter, 2003). Gender and social inequality, poverty and unsafe environment could be the cause of serious disadvantages students might face when attending formal schooling system. These external factors have strong impact on the ability to achieve one's full potential. This influence is especially noticeable in developing countries as Vaughan (2007) points out. Extreme cases of capability deprivation that arises from schooling is reported by Unterhalter (2003) who names the cases in some South African schools with the high rate of sexual harassment of girls.

Another situation of capability deprivation is marginalization. Allen (2012) significantly points out that:

> It is clear that where the extent of marginalisation is so great as to deny access or meaningful participation, education cannot be a straightforward mechanism for widening the capability space. (Allen, 2012, p. 436)

Another critiques that CA received, and it could be applied on educational research as well, is its emphasis on individualism and not including social groups and social structures in its analysis. In her seminal theoretical survey of CA, Robeyns (2005) listed these most common critiques of the CA: (1) that it is too individualistic; (2) that it does not take into account the groups; (3) and does not take into account social structure. Robeyns persuasively showed that the CA is based on the ethical individualism rather than ontological or methodological individualism. Under ethical individualism it is assumed that the individuals should be the main focus of the policies and the only way to improve human well-being is to count each person as an end and not as means, and that is what CA is advocating (Robeyns, 2005, pp. 107–109). In the answer to the second and third critique, we could give examples of various theorists of CA that have referred to the importance of groups and social structures (Ballet et al, 2007; Deneulin, 2006; Uyan-Semerci, 2007). However, Robeyns (2005) argues that there is some space for the improvement when it comes to paying attention to the influence of social norms on expansion of capabilities set. Pointing to the possible solution, Robeyns (2005) states:

> To fully understand the importance of groups, the capability approach should engage more intensively in a dialogue with disciplines such as sociology, anthropology, history, and gender and cultural studies. (Robeyns, 2005, p. 109).

In that respect, it is recommendable to introduce some other theoretical perspectives in order to achieve necessary "thickening" of the CA (Deneulin, 2006). Hart (2012) has given an excellent example of blending Sen and Bourdieu in studying educational aspirations and questions of social justice in education. Deneulin (2006) suggests Ricoeur's ethics of justice as a supplement

to Sen's capability approach in order to overcome some of its "weaker" points. Similarly, Ballet et al (2007) address Ricoeur's understanding of ethics in order to support their notion of collective capabilities.

In the following subchapter, I will show how Ricoeur can contribute to answering some of the additional questions that may support "thickening" of the CA in education. The topics to be addressed are Ricoeur's stand on the basic capabilities a person should obtain to live a dignified human life, recognition and responsibility in relation to capabilities and the relational aspect of capabilities.

3.2 Paul Ricoeur: Recognizing Capabilities

Paul Ricoeur (2005a) entitled his speech for the lifetime achievement prize as: "*Becoming Capable, Being Recognized*" pointing out that the one is intertwined with the other. Ricœur's understanding of the capabilities and recognition can be understood as a valuable contribution to the thickening of the CA (Jancic, 2014) and in this subchapter I shall address his phenomenology of a capable human being.

3.2.1 Ricœur's "l'homme capable"

Ricoeur studied the notion of a capable human being, *l'homme capable*, already from his earlier works *Freedom and Nature* (Ricœur, 1966) until the last study *The Course of Recognition* (Ricœur, 2005b). His exploration started with the capabilities expressed through various modes of "I can" statements. In defining further the notion of the capable human being, Ricoeur

(2005b) was inspired by the work of Amartya Sen[8] and the capability approach. However, his direct contribution to the development of the CA came in the form of posthumously published article on *Capabilities and Rights* (Ricœur, 2006).

Defining the word capabilities, Ricoeur ascribes it to the human action which denotes "the kind of power that we claim to be able to exercise" or in the language of CA – agency. So he proposes "a minimal definition of capability as the power to cause something to happen" and where this power is apt to self-recognition (Ricœur, 2006, pp. 17–18).

Just like Nussbaum (2000), Ricoeur (2005b; 2006) proposes the list of central capabilities, but unlike her list, where all the capabilities are treated equally, he describes basic capabilities in hierarchical order culminating in a specific capability – capacity of imputation. Ricoeur argues that in order to reach capability of imputation, a capable human being must be **capable to speak, capable to act and capable to tell.**

Honerød Hoveid and Hoveid (2009) argue that these capabilities in relation to educational setting can be interpreted as following:

- **Capability to speak** – being able to use pronoun "I", opening the possibility for the identification of an individual; in teacher-student interaction it would mean that there is an "I – you" relation which can be violated if pupil is never singled out in the nameless group of his/her classmates.
- **Capability to act** – "to make something happen", referring to who structure of the action: "Who did it?" which is again in relation to attribution of the action to a person. In educational process it relates to idea of giving more space to pupils to initiate the action. These actions are not prescribed and initiated by teachers where pupils give "the right"

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[8] Namely, Sen's work on *Commodities and Capabilities*.

answers, but situations where teachers are interlocutors, where they become "the other in the process of learning".

- **Capability to tell** – Ricoeur (2005b, p. 99) connects the idea of narrative to identity, arguing that a person's identity can be defined as a narrative identity. He writes: "the question of identity in this sense has two sides, one public, one private. The story of a life incudes interaction with the others." (Ricœur, 2005b, p. 103). However, to be in the position to narrate oneself in the institutions of education, it is necessary to have the "other" who recognizes this narrative identity of the person. Schools are considered to be places where this capability is especially deprived, because as Hoveid Honerød and Hoveid (2009) argue, there is little space for personal narratives in schools.

What Ricoeur further states is that acquiring capability of speaking, acting and telling, a person is being **capable of imputation** – capacity of being responsible for one's own action. Even in this individualism, Ricoeur includes relational aspect to acquiring this capability. He writes:

> On the moral plane, it is the other person, others, for whom one is held responsible. […] It
> is for the other who is in my charge that I am responsible. This expansion makes what is
> vulnerable or fragile, as an entity assigned to the agent's care, the ultimate object of his
> responsibility. (Ricœur, 2005b, pp. 108–109)

Ricoeur (2006) argues that "the term capability belongs to the philosophical anthropology" and furthermore to a "distinctive province of the recognition of persons, that of self-recognition" while the term rights belongs to the philosophy of law referring to "mutual recognition, according to its juridical connotation". In attempt to subordinate these two notions, Ricoeur suggests recognition, understood as "a dynamic process, connecting a plurality of points of view as the distinctive steps of the same development". With this ultimate capability, Ricoeur directs us to the **recognition**.

3.2.2 Recognizing the "self" and the "other"

Various recognition theorists and moral philosophers (Fraser, 2000; Honneth, 1995; Ricœur, 2005b) argued the significance of social and political recognition in the lives of a person. The theorists in the second half of 20th century addressed recognition in the light of status-gaining activity and the political recognition (Decker, 2012; Fraser, 2000; Honneth, 1995). Decker (2012), in addition, argues that recognition does not only refer to "positive tolerance" but also that misrecognition has strong impact on collective and individual agency and the ability of the person to act as dignified human being.

Ricoeur (2005b) took a different course in developing his philosophy of recognition, starting from a lexicographical survey of the word "recognition" and moving from the recognition-identification to the recognition of oneself and finalizing it with the notion of intersubjective recognition. He argued that recognition is a moral and subjective act that enables an individual to know oneself and the "other".

3.2.2.1 Recognition-identification

Identification is the first level of recognition with which Ricoeur (2005b) commences his elaboration. He states that with identification we elicit the one who is not oneself, the one who is different. It is important to be identified because, as Ricoeur points out, "being distinguished and identified is what the humiliated person aspires to." (Ricœur, 2005b, p. 25) Ricoeur continues and compliments identification with the understanding that a person is identified as a member of a specific group. Identification therefore assumes recognition of a uniqueness of the individual as well as the relations that certain person acquires. In the teaching and learning

process this presents, for example, teachers' recognition of pupil's uniqueness as an individual and also on the other hand recognition of pupil's affiliations.

3.2.2.2 Recognition of oneself

In order to reach the point of mutual recognition, Ricoeur (2005b) states that it is necessary for a person first to recognize "oneself". This self-recognition is implied through the statement "I believe that I can". This statement assumes a confidence that a person has in his/her own power to act and the power of the "other" to act (Ricœur, 2005b, p. 134). Recognizing one's act means that a person recognizes the responsibility (Ricœur, 2005b, p. 70). However, this notion is relational since it is not possible to know oneself without the relation with the "other". An individual is recognized through mutual recognition.[9]

3.2.2.3 Intersubjective recognition

Ricoeur (2005b) significantly points out that the recognition of oneself cannot be achieved without intersubjectivity. In other words, without the affirmative recognition of others there is no possibility for "me" to know more about myself and the others. This acknowledgment is achieved through self-reflection because Ricoeur takes a viewpoint of an individual and elaborates intersubjectivity in that manner. However, he does not only understand intersubjectivity as defining oneself and defining the other, but also under this notion it is assumed understanding of the others as subjects and understanding of oneself as another (Ricœur, 1994).

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[9] This notion is very close to George Herbert Mead's *theory of socialization*. Mead advocates that a person's self-image is formed in interaction with others and understanding how other see us ("taking the role of the other").

Ricoeurian recognition is an important bridge between capabilities and functionings serving as a conversion factor that enables a person to be identified by oneself and by the "other" (Jancic, 2014).

3.2.3 Recognizing capabilities in education

Ricoeur's theory of narrative was his most applied theory to educational studies. Prominent Danish philosopher Peter Kemp (2010) was greatly influenced by this approach in developing his own theory of education while Farquhar (2012) applied it very successfully in her research on early childhood education. This study followed the path proposed by Hoveid Honerød and Hoveid (2009), that the phenomenology of capable human being could be very informative lens for observing the recognition of pupils' capabilities in the educational settings. In the context of the educational institutions there are various discussions about the concept of recognition (Stojanov, 2007; 2010). Stojanov (2010), for example, points out that the goal of educational policies should be the institutionalization of the recognition in all the areas of educational provision. He claims that recognition mechanisms enable students to engage in the process of self-development and world-disclosing hence accomplishing the mission of *Bildung*. Ricoeur (2005b), however, expends this recognition of identities by suggesting the recognition of capabilities.

Therefore, the recognition mechanisms in education can be observed in a twofold manner: recognition as identification (as conversion factor in acquiring various capabilities) and recognition as status-acquiring mechanism (capability). These two types of recognitions are considered to be the basis for valuable beings and doings (functionings). This study regards recognition as an important conversion factor in teachers' identification of the "other" (pupil) and "oneself" (personal and professional self).

3.3   The Fusion: the CA and Ricoeur

The chapter III presented different conceptualizations of the basic human capabilities. This was important because the aim of this study is to explore teachers' subjective theories about pupils' capabilities and then to use the lens of the capabilities approach to analyse these verbal accounts. In addition, it is not the intention of this study to define the independent list of the capabilities that should be developed in primary schools.

It was necessary for this study to identify what are the capabilities of the person as a subject and this was a daunting task. As it was shown in this chapter, various researchers named many lists and valued capabilities that are necessary for a person's dignified life. Nussbaum (2000) offers the list that is informative and guiding. However, since the list was conceived as a constitutional entitlement these capabilities leave space for different interpretations. Ricoeur (2005b) provides the explanation that to be dignified human being, it is necessary to be recognized. In his explanation, he claims that it is not an identity to be recognized but a capability of the person. Ricoeur's list is based on three basic capabilities: to speak, to act and to tell. He completes this list with the ultimate capability – responsibility for one's action. This contribution to the CA means involving intersubjectivity in the capabilities framework. Ricoeur argues that through intersubjectivity, a person relates to the self and to the other, recognizing one's and other person's capabilities.

This theoretical understanding of the capable human being enabled the identification of the capability-related pedagogical practices that presented the stimuli during the interview with the teacher-participants. It also framed the analysis of the teachers' verbalized recognition of their pupils' capabilities in these pedagogical moments. This knowledge enabled the construction of teachers' capability-related subjective theories and pedagogical practices that support or hinder development of these capabilities.

3.4 Summary: researching capabilities in the teaching and learning relations

This study explores the phenomenon of teachers' subjective theories of the pedagogical moments by applying the CA and Ricoeur's capabilities as a lens for the analysis. Teachers' subjective theories in teaching and learning process are presented through the relations of the didactic triangle: relation to self, to pupils, to content and to pupils' learning.

The theoretical focus, within that frame of teaching and learning relations of the didactic triangle, is defined by the content theories: the capabilities approach and Ricoeur's phenomenology of capable human being. Hence, the research questions are presented through the teaching and learning relations of the didactic triangle (**Figure 7**).

The first research question: *What are the subjective theories of primary school teachers about recognizing pupil as a capable human being?* addresses teacher's relation to self as part of the professional conduct and teacher's relation to pupil as represented in the capability-related pedagogical care of pupils.

The second research question: *How teachers develop or hinder pupils' capabilities in the teaching and learning relations?* is represented in teacher's relation to pupils' learning and relation to content as the capability-sensitive pedagogical practice.

This model presents the framework for the identification and the analysis of teachers' responses about the capability-related pedagogical moments in their teaching and learning relations.
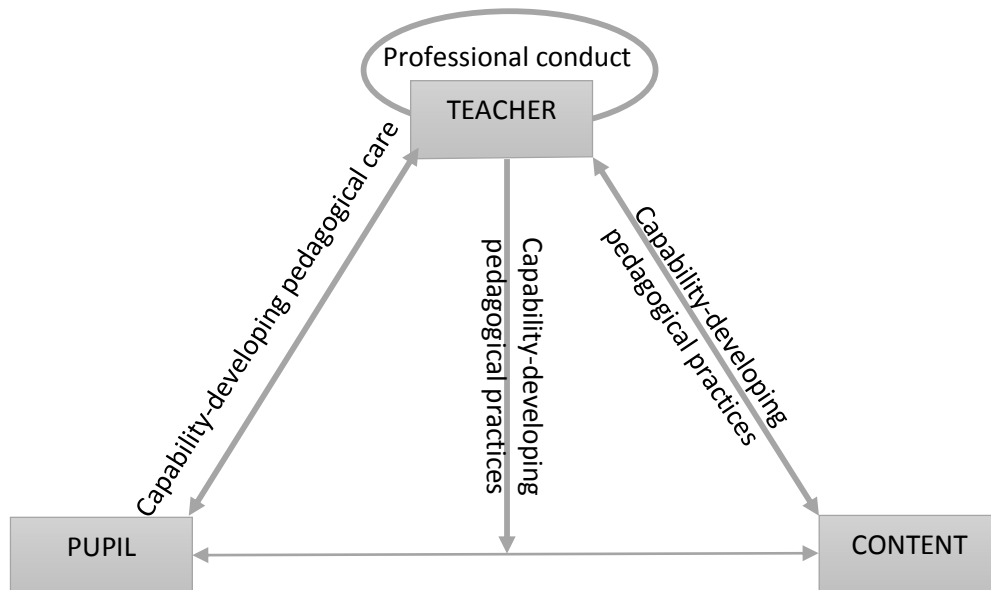
Figure 7: Model for the analysis of teachers' capability-related subjective theories

CHAPTER IV: ANALYTICAL FRAMEWORK
-From Subjective Thoughts to Explicit Statements-

The aim of this chapter is threefold. Firstly, the intention is to present the broader political and societal context of the study. Therefore, the first part of this chapter addresses the political conditions in Serbia and some welfare indicators in the state. Education system is presented with the illustration of the school system and its organization. Since teachers are at the core of this study, I will also present the pre-service and in-service teacher education.

The second part of the chapter deals with the methodological issues of the study. I will present ethical considerations of the study, entering the field and obtaining the informed consent from the direct and indirect participants of the study[10]. While describing the procedure for data collection, I will present the methods used: socio-demographic questionnaire, semi-structured interview, observation, videotaping and video-stimulated recall interviews. After the overview of the methods, I will introduce the participants. Five teachers will be presented with pseudonyms, using the information gathered through socio-demographic questionnaires, semi-structured interviews and observational notes.

The third part of the chapter presents the data analysis. Considering that the first analysis happens with the choice of transcription style, I will present the rationale for the chosen transcription as well as describe the procedure of handling the data. Finally, I will present the qualitative analysis that is based on codes, categories, networks and memo writings.

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[10] Teachers are here considered direct participants and school principals and parents as indirect.

4.1 Describing the Setting of the Study

Data for this study was gathered in three primary schools in the north of Serbia.

Serbia is a country located in the South-East of Europe and it changed several political states. It existed as an independent country, then as a part of the Kingdom of Serbs, Croats and Slovenians (1918-1929); Kingdom of Yugoslavia (1929-1941); Democratic Federal Yugoslavia (1943-1945); Federal People's Republic of Yugoslavia (1946-1963); Socialist Federal Republic of Yugoslavia (1963-1992); Federal Republic of Yugoslavia (1992-2003); Serbia and Montenegro (2003-2006) and Serbia (2006 – present with Kosovo being an autonomous province under the UN administration until it declared unilateral independence in 2008). Serbia's transition from socialism to democracy is an ongoing process.

4.1.1 Political and social conditions in Serbia

In Serbia, similarly as in some other post-socialist countries (Fimyar, 2010), knowledge about the country is more based on the common sense and intuition than on the analysis. Nevertheless, the scarce literature review enables us to identify the main political and social conditions in the country in the past two decades.

There are two periods of transition (Vuković and Perišić, 2011). First one is called "blocked transformation" and it characterizes the period of the 1990s. Although the first economic and social changes took place during this period "In Serbia, war, sanctions and economic crisis created a drop in the GDP, unprecedented inflation (in 1993), salaries reduction (5-10 DM per month), a rise of unemployment, poverty and economic collapse." (Vuković and Perišić, 2011, p. 228) Furthermore, everyday life was marked by the series of street protests and riots and this decade concluded with NATO bombing of Serbia in 1999.

The second wave of transition, "de-blocked transformation", labelled events after 2000 (that is after "5th October Coup"[11] in 2000). The situation after this overthrow seemed promising with prepared package of the reform proposals and support by the international community. However, according to the Governance indicators of the World Bank[12], political stability and the absence of violence are still at a low level. In March 2012 Serbia received a long waited status of a candidate country to the membership to EU and the membership talks start date was approved in January 2014.

Despite these thrives, Serbia is labelled as one of "the most reluctant Europeanizer" (Subotic, 2010). This label is understandable if the criteria for the measurement of Europeanization are usual criteria for measuring democratization such as: the substitution of the national laws with EU laws, restructuring old ones and establishing new institutions and changing political practices by broadening political freedoms and civil liberties etc.[13]. However, Subotic (2010), for example, argues that another theoretical framework should be used in evaluating Serbia's transitional development. She proposes evaluation that includes social values, political influence of the former regime and strategy of the political elite that acts as agents of Europeanization. In her analysis of "defying states", Subotic (2010) believes that Serbia does not share the same social values with "European idea", hence the Europeanization is something that is not internalized. Although this claim could perhaps be argued, Subotic directs us to the important questions one should ask when dealing with Europeanization of a transitional state. She suggests questioning the political power of the former regime and the character of the implemented strategy of the political elite acting as agents of change. This reference to the past,

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[11] The 5th October Coup presents anti-Milosevic upraising that resulted in the overthrown of Milosevic and establishing the first democratic government in Serbia.
[12] Retrieved from the web site of the Word Bank on the 15th March 2013:
http://info.worldbank.org/governance/wgi/pdf/c246.pdf).
[13] These indicators are commonly used by various quantitative measures of democratization such as Freedom House democracy scores.

"old ways" and "old structures" is noticeable in every other aspect of public life, education and schooling not being an exception.

Apart from the issues of Europeanization, Serbia has vast economic and welfare problems. It still did not surpass its GDP level from 1989 (Stambolieva, 2013). Unemployment insurance system and social protection service suffered greatly during this transition period since the economic collapse in the 1990s and the failed privatization put an additional pressure by the massive lay-offs (Stambolieva, 2013; Vuković and Perišić, 2011). With the lack of public voice some "neo-liberal" policies were introduced (Stambolieva, 2013) leading to further decay of the social protection measures. Global economic crisis on one side and the corruptive abuse of the funds brought to light some of the biggest problems of the economic and welfare conditions in Serbia (Ibid.)

4.1.2 Education system

The main authority in charge of the education in the country is the Ministry of Education[14] (henceforth MoE) with its headquarters in Belgrade. The education system went through several reforms introducing sometimes contradictory solutions resulting in the lack of coherence and clarity (Kovács-Cerović, 2006, p. 512).

There are also few other institutes with a decision-making power such as the *Institute for improvement of education*, in charge of approving text-books to be used in teaching, creating national curriculum and approving courses for professional development of teachers. The system is highly centralized with an attempt to decentralize it by transforming 26 inspectorates around the country into an advisory bodies (Pantić, Wubbels and Mainhard, 2011; Radó, 2001).

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[14] The ministry of Education in Serbia changed its name and responsibility several times since 2000. It was called: the Ministry of Education and Sport, then the Ministry of Education and currently (January 2015) it is called Ministry of Education, Science and Technological Development.

Government expenditure for education is currently around 4,5% of GDP[15] and most of the investment is allocated to salaries.

School work is based on the "one-size-fits-all" national curriculum, which is centrally controlled. National curriculum is binding and prescriptive, leaving very little room for individual interpretations. School inspectorate is part of the MoE and controls the work of schools and all the employees. Therefore, teachers have very little power in deciding what they will teach in the classroom.

School system in Serbia consists of *kindergarten*, *primary*, *secondary* and *tertiary education*. I will shortly describe[16] the main characteristics of each of these phases with some more emphasis on primary education since it is the setting of this research project.

Kindergarten education starts from the age of 3 and lasts until children enter compulsory primary education. Only the last 6 months of the kindergarten are obligatory. Pre-school is organized in kindergartens and educational program is implemented by kindergarten teachers.

Primary education is obligatory for all children. Principally, primary education is free of charge and open to every child (Law on the Foundations of the Education System, 2009). Practically, there are substantial costs of purchasing books and other materials and there is an issue of an open access to schooling of some vulnerable groups. According to the Progress report on the implementation of the poverty reduction strategy in Serbia (2007), children missing from the system, or early drop-outs, are mostly Roma children and children with special needs.

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[15] Strategija Razvoja Obrazovanja u Srbiji do 2020. godine [Strategy of Education Development in Serbia until the Year 2020], 2012.

[16] The description of the education system is based on the information gathered from the web site of the Ministry of Education, Science and Technological Development; http://www.mpn.gov.rs/ [Valid information on 26th November 2013).

Children at the age of 7 start primary education but it is possible to start at the age of 6 if parents express such a desire. Primary school lasts 8 years. Groups formed at the 1st grade usually stay together until the 8th grade (although it is not always the case). From the 1st till the 4th grade pupils have one primary teacher who teaches all subjects: Serbian, Mathematics, Science, Physical Education, Music, Art, Civic Education and an elective subject. English is taught from 1st grade by the English language teacher. Also, at the beginning of the school year pupils choose if they will take Civic education or Religious education (henceforth R.E.). While Civic education is taught by the class teacher, R.E. is taught by appointees of the respective religious community. From 5th till 8th grade pupils have different subject teachers for each subject.

Schools are organized on the area basis. However, parents have the right to enrol the child in the school that is in another district. Also, parents have the opportunity to suggest primary teacher when they enrol the child into the first grade.

Most of the schools are public, funded entirely by the Government. There is, however, certain number of private schools. They work under the auspice of MoE but still have the freedom to organize classes according to their choice and they are entirely funded by the tuition fees. Pupils finish primary school with an exit exam, called "small matura".

Secondary education is not obligatory, and it is comprised of two groups of schools: grammar and vocational schools that last four years and three-year vocational apprenticeship school. Pupils enrol the secondary school based on the number of points obtained by adding the score from "small matura" and the end of the year average mark obtained in the sixth, seventh and eighth grade of the primary school.

Most of the schools are public and funded by the Government. Just like primary schools, they are principally free of charge, meaning that although there are no tuition fees, attending school requires substantial expenditure on books and other school material. There is a growing number

of private secondary schools which work under the same pattern as private primary schools. Four-year secondary school is finalized with an exit exam, called "matura".

Tertiary education is comprised of academic and universities of applied sciences. There are also private and public universities. Entry to tertiary education is regulated by entrance examination system that is organized by the perspective faculty and an average mark obtained in secondary education. All pupils who completed a four-year secondary education (Grammar school and vocational schools alike) are eligible for admission to the University.

Apart from the mainstream schools, there are special schools at primary and secondary level, such as art, music and ballet schools. Also there are schools that provide basic and secondary education to children with certain impediments (deaf-mute; blind; intellectually impaired etc.). Inclusive education, on the other hand, is still in the developing phase with many impediments (Macura-Milovanović et al, 2012).

4.1.3   Teaching Profession in Serbia

4.1.3.1 Pre-service teacher education
Teachers in Serbia receive different type of education in respect to the level (kindergarten, lower primary, upper primary and secondary) and type of the school (mainstream or special) they work in (Macura-Milovanović et al, 2012).

Kindergarten teachers are educated at the vocational colleges and studies last 3 years. There is an initiative (and some colleges and teacher education faculties have started pilot programs) to upgrade education of kindergarten teachers to a four years university education level.

Primary class teachers that teach in a lower primary school (grades 1 to 4) receive education at one of the six faculties of education, belonging to the public universities. Studies last four years

(for diploma) followed by one year for a master's degree. Doctoral studies are available only within the subject didactics. There are no doctoral studies in educational science (Macura-Milovanović et al, 2012; Pantić, 2007).

Subject teachers for mainstream and special schools are educated at the faculties of a relevant academic discipline and teaching practice is under-represented, not exceeding 2% to 3% of total instruction time (Kovács-Cerović, 2006). The Law on the Foundations of the Education System (2009) states that the precondition to teaching is to gain at least 30 ECTS in pedagogical-psychological-didactic subjects and 6 ECTS in the school practice. However, the implementation of this regulative is not satisfactory and pre-service teacher education is continuously academically oriented with the focus on the disciplinary knowledge (Pantic, 2012; Pantić et al, 2011).

4.1.3.2   *Continuing Professional Development of teachers (CPD)*

Continuing professional development (CPD) is present in the form of the in-service training (INSET). INSET courses are accredited by the Institute for the Improvement of Education. Since 2003, teachers in Serbia are obliged to attend 100 hours of INSET in the period of 5 years in order to renew their teaching license (Rulebook for teacher professional development, 2005). Within these 100 hours, 40 hours is comprised of elective courses while 60 hours presents obligatory INSET programmes. School principal and governing board are in charge of securing funding for the courses (Kovács-Cerović, 2006, p. 510).

However, INSET programmes are accredited based on the established criteria and not linked to the impact they have on the development of teacher competences or the change in teacher practices (Pantić and Wubbels, 2010). Additionally, there is little information if they answer teachers' real needs in the area of professional development.

By and large, the education system in Serbia does not provide systematic opportunities to teachers to be heard in decision-making process that defines how they work or what they teach. Giving the fact that teachers are the implementers of the education strategies it is important to give them voice and explore their professional and subjective theories as well.

4.2   Data Collection with the Description of Methods

The data for the study was collected in two phases: the pilot and the main data collection phase. Although the initial (pilot) phase was conducted in order to gather the information about the feasibility of the study, the procedure for the data collection was identical in the both phases. Before describing the exact procedures, I will briefly present these two phases of the data collection.

Pilot study

Van Teijlingen and Hundley (2001) identified two possible purposes for conducting a pilot study: as "feasibility studies" that serve for the preparation for the main data collection and pilot study that is a trial for a particular research instrument.

The pilot study in this research project served three purposes. On one hand, it aimed at trying video-stimulated recall interview as an appropriate instrument to investigate teachers' capability-related subjective theories in Serbia. On the other hand, by following the research protocol, the pilot study was a "small scale version" of the main data collection. Finally, conducting a study in a small scale and gathering data through the observation and the interviews, prepared me as a researcher for the main data collection. I gained more experience in the observation techniques, the videotaping and conducting the interviews.

The pilot study was conducted in one primary school in Serbia in May 2011. It was chosen because of my familiarity with this particular school and teachers working there. This familiarity enabled me to gain the access and easily establish the relationship of trust with the participating teachers. Due to the lack of the space and the common Serbian practice, lessons

are organized in two shifts, the morning (from 08.00 till 12.30 or 13.10) and the afternoon (from 14.00 till 17.30 or 19.10 the latest). The shifts change every week. This also enabled me to collect data from two teachers during 10 days. Teachers who took part as the research participants in this initial stage were Klara and Milan[17]. I conducted seven interviews, observed twelve lessons and videotaped five lessons during this phase.

Teachers' response to the video-stimulated recall interviews provided rich data with a variety of information and the research protocol proved to be feasible. Hence, the procedure was replicated in the main data collection phase. Although there are concerns regarding the usage of the data gathered in the pilot study, Van Teijlingen and Hundley (2001) argue that such data can be of value in cases when there is no modification of the data gathering procedure in the main study. Hence, the data collected in the pilot study was used in the research report together with the data from the main study.

By and large, the experience of the pilot study provided me with the research confidence in conducting the data collection as well as informing me about the usability of these methods.

The main data collection

The main data collection was conducted in October 2011 in three primary schools in Sombor, Serbia. After distributing the request to the principals of the six schools that exist in the town, the principals of the three schools responded positively. All three schools are considerably large for the area, hosting 700 to 900 pupil with 33 to 37 forms and in average 50 teachers working in each. In each school one teacher accepted to take part in the research: Sofia, Maria and Ana.

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[17] All the names used are pseudonyms.

Data was gathered over the course of three weeks. During the main data collection I conducted 21 interviews and videotaped all together 18 lessons, six lessons with each teacher.

4.2.1 Ethical conduct and informed consent

Following the recommendations for the ethical conduct in the qualitative research design (Newby, 2010; Toom, 2006) I have prepared an information sheet and written permission forms to be delivered to all the parties of the study: teachers as primary participants, the school principals and parents of the pupils. Firstly, I addressed the local office of the MoE requesting the permission to conduct the research. Being informed by the MoE official that no such approval is issued by the Ministry I was redirected to the school principals who could give the permission. Therefore, I comprised the information sheet about the general aim of the research and the purpose of the data collection and delivered it to the school principals and the teachers. However, I did not reveal the research questions or the specific focus of the research. Toom (2006) advises that disclosing the exact research questions enables the researcher to maintain a distance from his or her influence on the research participants. She suggests that such practice diminishes the influence of the researcher in guiding the teachers' responses during the interviews.

The teachers who expressed an interest in taking part in the research were then asked to sign written consent with promised anonymity (of the teachers as primary participants, but also of the pupils and schools). The consent also limited the use of the videotapes to the research purposes only.

Although the focus of the study is on teachers, the research design included the videotaping of the actual lessons and hence during the interaction moments in the classroom it was possible that some pupils might be videotaped as well. Therefore, it was necessary to obtain also from

the pupils' parents a written consent to videotape the lessons. I prepared the information sheets for the parents to be distributed with the request for a written consent allowing me to collect the data in their child's classroom.

Once all the consents were obtained it was possible to enter the field and start with the data collection process.

4.2.2 Demographic questionnaire and the initial interview

The data collection started with the demographic questionnaire and the initial, semi-structured interview. The questionnaire (N = 5) had a purpose of collecting background information about teachers and it contained questions such as: gender, age, formal education, years of experience and the grade they teach (see **Annex 1**). This was an important information that set the context and provided some general knowledge about the teachers.

The semi-structured interview (N = 5) was conducted with each teacher. The discussion topics related to the general ideas about the teaching profession, situations that make teachers satisfied and dissatisfied about their job etc. The list of questions can be found in the **Annex 2**. The interviews were conducted after the lessons. All the interviews were recorded by the digital voice recorder, transferred to the computer and transcribed using the F4 programme. The length of the interviews varied as well as the length of the responses to the set of questions.

This first interview had a threefold purpose. Firstly, it was an opener for the further discussions through establishing the relationship of trust between me as the researcher and the research participants – the teachers. It was very important for the teachers to feel comfortable in my presence especially since the next steps involved the observation and the videotaping of the lessons. Secondly, the initial interviews were designed to set the context of the study. This helped in providing the initial insight of what kind of teachers they aspire to be, how self-

reflective they are and what the teachers find important as professionals. And thirdly, this interview became part of the data providing more general understandings of the teachers, their profession and the teaching practice (for example, their focus point in teaching, the notion of a good teacher and successful work etc.).

4.2.3 Observation

As many researchers point out (Adler and Adler, 1994; Newby, 2010) before entering the field as an observer, it is necessary for every researcher to take into consideration several observational issues. For example, the issue of the bias in the observation (the direction of the observer's focus), the influence that the observer can have on the events in the classroom etc. In order to respond to these suggestions, I tried to answer the following questions: what kind of a preparation is necessary, under what conditions should observation take place (how often, on what days, with which classes and groups) and what format will be used.

Defining the purpose of the observation period and what I wished to gain from this data enabled me to answer these questions. Firstly, the observation of the lessons had the main task of increasing my sensitivity as a researcher in relation to the research questions. Being part of the lessons helped me also to sharpen my focus in relation to the choice of the pedagogical moments for conducting video-stimulated recall interviews (henceforth VSR interviews). Furthermore, information gathered through the observation may serve as an additional source of the data for a methodical triangulation. In order to gain an in-depth view of the research phenomena I chose a naturalistic observation.

Adler and Adler (1994, p. 377) state that observation is part of our every-day activities and people develop "common sense" in that way. On the other hand, there is a scientific observation which differs in a way that it is "systematic and purposive" by nature. They further state:

> Qualitative observation is fundamentally naturalistic in essence; it occurs in the natural context of occurrence, among the actors who would naturally be participating in the interaction, and follows the natural stream of everyday life. As such, it enjoys the advantage of drawing the observer into the phenomenological complexity of the world, where connections, correlations and causes can be witnessed as and how they unfold. (Adler and Adler, 1994, p. 378)

Firstly, I emerged myself into the everyday school practice without specifically deciding in advance what shall be the focus of my attention. Cohen et al. (2007, p. 397) state that semi-structured observation is more hypothesis-generating whereas structured observation is more hypothesis-testing. In that sense, researchers using the semi-structured observation first analyse data before suggesting explanation of the research phenomena. That is why I have decided to use the general theme framework for observation and to follow-up events happening during the lessons.

There was no pre-defined protocol for the observation of the lessons, but I followed Spradley's (1980) distinction between the three phases of the observation: a) *descriptive observation* – where everything is observed and during which the researcher becomes more sensitive to the complexity of the research situation; b) *focused observation* – a phase where the researcher ignores irrelevant things and focuses on aspects in relation to the research question; c) *selective observation* – this phase occurs at the end of the research process and the researcher is concentrated on finding further attributes of some activity that occurred in the focused observation stage. In an attempt to ensure openness to the realities of the classroom interaction, I observed as many elements of the interaction as possible, narrowing down my focus to a more specific aspects of the teacher – pupil interaction that related to my research question.

Hence, I spent several lessons observing everything: noting down seating arrangements of the pupils; the teachers' position in relation to the pupils and the classroom; if and how much they move; physical and verbal responses; whether pupils or teachers acknowledge my presence during the lesson and how they seem to react to it, etc. After that, I applied more focused observation trying to extract the situations where teacher's actions relate to the pupils' actions, the way teachers' addressed pupils, the situations when pupils imposed the topic of the discussion and so forth.

I wrote detailed notes during these observation periods following an advice of Newby (2010) who recommends that context data should always be recorded and "conditions of the settings before, during and perhaps even after the observation" (Newby, 2010, p. 369). I also wrote down the description of the observed classroom situation to be reminded and to challenge my beliefs or theories I had about these situations prior to the data analysis. During the data analysis process, I frequently returned to these notes as a reminder of how I initially perceived the classroom and the teacher.

In addition, the observation period helped pupils to get used to my presence in the classroom. This was important because the next step involved the videotaping of the lessons.

4.2.4 Videotaping of the lessons

In this study, the videotapes of the lesson were used only as stimuli for the discussions and they are not part of the data analysis. The selection of the lessons to be videotaped as well as the taping schedule was made in the cooperation with the teacher-participants. The aim was to minimally disturb the planned activities of the teachers because it was important for me as a researcher to capture the natural workflow of the lesson. Although two teachers reported that they noticed few pupils who altered their behaviour during the videotaping period, all the

teacher-participants agreed that the videotaped situations present a typical situation in their classrooms.

The videotaping was conducted by one camera with a fairly good resolution and an excellent microphone. The camera was positioned on a tripod at the end of the classroom. Apart from the camera, and as a matter of the precaution, a digital voice recorder was placed on the teacher's desk. These audio recordings were also transferred to the laptop and they served as a back-up in case there was a damage of the sound on the videotapes.

I recorded 23 lessons: eight lessons of Mathematics, ten lessons of Serbian language (Mother tongue), three lessons of Science and Society, two lessons of Folk Tradition. The distribution also reflects the frequency of the subjects in the school week: Mathematics and Serbian language are taught every day while Science and Folk tradition are taught twice a week. I have decided not to include art subjects and P.E. because of the technical limitation of these lessons (higher level of noise) but also because it involved more of the individual work of the pupils (leaving little opportunities for a teacher – pupil interaction from which I could choose the sequences for the discussions).

The video was transferred to the computer as soon as the lesson was videotaped. I observed the video several times until I elicited the sequences (pedagogical moments) in the classroom interactions that I wished to discuss with the teacher. These sequences were later used for the video-stimulated recall interviews.

4.2.5 Video-stimulated recall interview

Teachers' actions in the classroom can be observed by the researchers but that is not the case with their thinking processes. Therefore, the studies with the focus on teachers' thinking have to rely on some sort of teachers' self-reports. In the focus of this study are teachers' personal

understandings about different aspects of their pedagogical practice. Hence, researching what teachers' think while they teach faces researchers with different methodological, technical and epistemological challenges (Clark and Peterson, 1986).

The researchers on teachers' thinking (Kansanen, 2000; Olson, 1992) and more concretely on the teachers' subjective theories (Dann, 1990; Groeben, 1990) believe that such studies should rely on a person's self-description as a form of self-interpretation. This self-interpretation refers, in its narrow sense, to the intention behind the action that is its immediate goal. Accepting this teachers' action level of reconstruction, Groeben (1990) states that:

> Since the agent's first-person perspective refers primarily to the reasons, intentions and aims of his/her own actions, the reconstruction of subjective theories constitutes in the first place on understanding through description of the reasons, intentions and aims of the human subject acting in a reflexive manner. (Groeben, 1990, p. 35)

Clark and Peterson (1986) pointed out that within the research into the teachers' implicit theories a lot of time was dedicated to the experiment what kind of language to use in order to present teachers' thoughts in a most realistic way. On the other hand, only the subject has a direct access to the interpretative self-description. Therefore, the question is raised how to obtain these accounts and still do the justice to its complexity.

Another important question was raised in relation to the optimum conditions in which a reflexive subject is capable of giving a self-account. As a consequence, in the past 30 years researches in teacher thinking and subjective theories alike, used dialogue with agents of the research based on the real-life episodes from the classroom.

There are various techniques (such as thinking aloud and so on) used for investigating the teachers' private thoughts in order to make them more explicit. However, the method that was used to collect data for this study was a stimulated recall and it will be described here.

Stimulated recall was originally used by Bloom (1953) who videotaped and audiotaped the classroom activities that he afterwards played to one of the actors of the activity in order to stimulate the recollection of the thought processes and decisions. Since then, this method was also used in order to research: *interactive thinking and decision making process* (Clark and Peterson, 1976; Marland and Osborne, 1990), *professional development* (Castro Carrasco, 2008; Stough, 2001), *teachers' tacit knowledge* (Toom, 2006), *active learning and effective teaching* (Alexandersson, 1994; Moyles, Adams and Musgrove, 2002), *teachers' conflict-related thought processes and subjective theories* (Dann, 1990; Wagner, 1987).

There are many variations of this method to this date: video stimulated recall technique (Calderhead, 1981; Toom, 2006), video stimulated reflective dialogue (Moyles et al, 2002) stimulation using photographs etc. In different variations of this method, the selection of the videotaped situations that will be used for the stimuli was made either by the researcher or by the participant (Moyles et al, 2002). Further, a researcher could either pre-define the questions and conduct a structured interview with a participant, or conduct a semi-structured or an open-ended approach to a participant's response. These responses from the participants were usually audio-taped, sometimes even video-taped and transcribed. Transcriptions were then analysed using various techniques (content analysis, phenomenological approach etc.). Very often, this process also involved participants (member-checks or taking active part in the analysis – such is the case with the reflective stimulated dialogues).

The stimulated recall has certain drawbacks as well. It was mostly criticized for focusing teachers' thinking process to the action level without answering the "why" questions

(Kansanen, 2000) and for the questions of validity of the recall and the problems of the interpretation (Calderhead, 1981). Although each approach for studying teachers' thinking has its advantages and drawbacks, many researchers managed to produce interesting and informative results (Castro Carrasco, 2008; Moyles et al, 2002; Toom, 2006 and so forth).

Pedagogical moments

The sequence of an event that occurred in the classroom and that was used for the stimuli of teachers' reflection is called pedagogical moment. This concept was used by several authors (Toom, 2006; van Manen, 1991b) and presents the moment in everyday pedagogical action that cannot be foreseen and that asks for teachers' immediate reaction. The selection criteria for the pedagogical moments was based on the theoretical framework consisting of the capabilities approach (CA) and Ricoeurian approach. Practically, this meant that the selection of the incidents was based on:

- The way pupils were addressed (as a group, individual, by name, nickname, surname) by the teacher, calling out mechanisms in the classroom, reactions to pupils' inputs, touch and/or body language of the teacher;

- If and when pupils had the opportunity to initiate the action and situations in which this would occur;

- If pupils had the opportunity to narrate their personal stories (if they were stopped or allowed to tell, and in what situations this happened);

- Finally, some incidents that did not belong to the theoretical framework, but in some way presented a break in the lesson flow that the teacher needed to resolve. These situations were used as stimuli for the discussion with teachers due to their unusual character.

Five participating teachers reflected on 129 pedagogical moments in 23 video-stimulated recall interviews during which I asked them first to try to describe and then to explain or justify the

reasons for taking that decision and acting in a specific manner during the lesson interaction. The aim was to reconstruct teachers' subjective theories about some of the pedagogical practices they apply during the teaching and learning process of the classroom interaction. These sequences served as a basis for the video-stimulated recall interview which was conducted the same day (in the case of Klara and Maria) or a day after (Milan, Ana, Sofia). The interviews were conducted in the staff room or in the homes of the teachers. All interviews were recorded by the digital voice recorder and transcribed using F4 program.

I played the one pedagogical moment that I was interested in, starting a few seconds before the pedagogical moment and finishing 2 to 3 seconds after. We (teacher and I) would observe it together. After I stopped the video, the teacher reflected on the pedagogical moment.

Before we observed the first pedagogical moment I explained to the teachers that I am interested in what they think during the lessons and how they come to make some decisions. I recommended them to talk about whatever they feel like and whatever they find important. This was enough for them to talk about what they see in the sequence. This was sometimes the same as what I had in mind when choosing the sequence and sometimes they would talk about different issues. Nevertheless, these accounts were very informative and sometimes teachers revealed more than I could have hoped for. In some situations I also asked sub-questions however, trying carefully not to guide teachers in their responses.

4.3 Research Participants

There is a strong argument advising researchers to set sampling strategy before the start of the data collection (Miles and Huberman, 1994; Newby, 2010). Therefore, there are some rules that guided the search for participants in this study as well. I planned to include the teachers teaching in different grades since I expected that it would contribute to the variety of the data. Also, I

intended to have teachers of various age and both genders represented in the study. After being informed about the procedure of data collection teachers had to feel comfortable in having video-camera in their classroom. Furthermore, it also required a certain amount of their time before and after the school hours for repeated video-stimulated recall interviews. In addition, teachers' participation also depended upon the permissions gained from the principal and from the parents.

As a result, in the sample, teachers of all grades in the lower primary school (1st to 4th) are represented. There is also one male teacher who took part in the study. However, the criterion of having diverse age range of teachers was not met. The age of the teachers who volunteered to take part ranged from 41 to 51 with a range of 16 to 26 years of experience.

I will shortly describe the participants based on the information gained through the demographic questionnaire and the semi-structured initial interview. All the names used are pseudonyms. Overview of the collected data and the research participants is presented in the **table 4**.

Teacher	Age	Sex	Years of experience	Grades teaching	Initial interview	Observed lessons	Recorded lessons	VSR interviews
KLARA	46	F	18	1st	1	3 Language 3 Maths	1 Maths 2 Language	3
MILAN	51	M	26	4th	1	3 Language 3 Maths	1 Maths 1 Language	2
MARIA	48	F	23	2nd	1	2 Maths 2 Language 2 Science	2 Maths 3 Language 1 Science	6
ANA	41	F	16	3rd	1	2 Maths 2 Language 1 Science	2 Maths 2 Language 1 Science 1 Folk tradition	6

SOFIA	41	F	20	2nd	1	3 Maths 4 Language	2 Maths 2 Language 1 Science 1 Folk tradition	6
TOTAL:					5	30	23	23

Table 4 Research participants and overview of collected data

Teacher 1 – KLARA

Klara is a 46 year old teacher with 18 years of experience. She is teaching 1st grade pupils.

In the initial research design, I did not plan to include 1st grade teachers due to the delicacy of their work in introducing young children to the school system. However, Klara volunteered to take part in the research since I entered this pilot study data collection in May, at the end of the school year. In Klara's words, by that time her 1st-grade pupils were already used to the school environment and having a guest observer in the classroom would not affect the daily routine.

Primary school teaching was not Klara's primary choice of the profession. She wanted to be a kindergarten teacher. However, at the local college this program was cancelled the year she was applying and she transferred to the primary teacher education.

Klara started her career in the school for children with special educational needs. In the initial interview she marked this work experience as the most influential when it comes to her work approach and understanding of her duties as an educator. When asked to give her opinion on what she finds the most important in teaching, she emphasized establishing of the relationship of **trust**:

Well, apart from the regular content that assumes general education and the educational upbringing system from the first to the fourth grade, first and foremost it is to gain a certain trust - mutual trust between a teacher and a child. I won't say pupil deliberately but child as a child, as a person. KLARA 58:2[18]

Klara runs Folk Tradition as an optional course and offers the additional lessons in Serbian language and literature. She is also the team leader of the schools' inclusion team.

Pupils in this classroom repeatedly turned towards me and towards the camera during the lessons, but they did not make any contacts with me during the breaks.

Teacher 2 - MILAN

Milan is 51 year old teacher with 26 years of experience and the only male teacher in this study. He spent his entire working career in the same school. At the time of the data collection he was teaching the 4th grade (10-11 years old) with 29 pupils: 19 boys and 10 girls.

Milan accepted the participation in the study without hesitation. He was willing to put himself at my disposal regarding the time and duration of the interviews.

Teaching was also his secondary choice. He chose to study at the Teacher Education College in order to have more time for chess because being a chess professional was his primary choice of occupation. Milan considers teaching to be an easy job that does not take much of his time, "it is not demanding and it is socially useful". He expressed his satisfaction with his job. When explaining his actions he stated:

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[18] 58:2 is the identification number allocated by the Atlas.ti programme. The number 58 marks the number of the primary document in Atlas.ti and number 2 marks the number of the quotation in the document.

I am more of a chess player than a teacher. MILAN 59:51

Milan describes his relation to pupils as friendly and relaxed. He relies on parents' accounts to get to know pupils' characters and he points out the importance of having a good cooperation with parents. When asked to elicit what he finds important in teaching, he referred to skills like reading, retelling the stories and calculating that encompasses the sensitivity for the value of a number. Milan runs a chess club in school on Saturday mornings and also offers additional Math lessons for talented pupils. Pupils in this classroom kept turning towards me and the camera during the lessons, but they did not approach me during the breaks.

Teacher 3 - MARIA

At the time of data collection, Maria was a 48 years old female teacher with 23 years of working experience. She worked in the current school for 22 years. She has a degree gained at Faculty of Education. She taught 2nd grade (8 year-old pupils). In the class there were 22 pupils, 12 boys and 10 girls.

The first contact in Maria's school I had with a principal who then later informed me which teacher is willing to take part. During our first meeting I introduced the project elements and asked if she agrees with that, obtaining also her written consent. However, during the video-stimulated recall interviews (the second week of our work together) she told me that at first she took part in the research because principal had suggested that she does so.

Teacher insisted (and not the principal) that we ask the permission from parents to videotape the lesson. Parents of one child did not accept videotaping. Maria expressed her doubt that parents did not perhaps understand the written information sheet. She suggested that while I am

videotaping the lessons the boy attends the lessons in another classroom. Parents agreed with that solution.

Professionally, in her in-service professional development she pointed out the training for teaching civic education as the most influential course she attended. Primary school teaching was her first choice of occupation. She also mentioned that she even came into a conflict with her parents so that they would allow her to enrol at the teacher education college. Maria elicited pupils' test achievements as the most satisfactory element of her teaching. Nevertheless, being a mother and mother-like to her pupils is something she finds the most valuable characteristics of a teacher. She emphasized her own experience of becoming a mother as the most influential on her teaching practice.

> They [colleagues] say that I am foremost a mother – and for me that is a compliment if I
> am to these children here a mother, because I DO see them as mine. MARIA 14:5

Pupils in this classroom paid a little open attention to me. At the beginning of my visit they would approach to me and ask various questions. When they found out I would not broadcast the video of their classroom in Germany they stopped approaching. However, during one of the interviews, Maria mentioned that few very shy pupils became very extroverted during the time while I was in the classroom. Being pleased with this changed, she attributed it to the presence of the camera.

Participant 4 - ANA

Ana is 41 year old female teacher with 16 years of working experience, all gained in the same school. She also has a diploma degree obtained at Faculty of Education. She taught 3rd grade (9 year-olds) with 26 pupils: 14 boys and 12 girls.

After obtaining a conditional permission from the principal (condition was to find teacher who accepts to take part and to obtain permission from the parents) he introduced me to the 3rd grades teachers and told me to present what I am doing. After listening to my expose, Ana immediately accepted to take part. She expressed her dissatisfaction with principal's decision to ask for parents' permission but still she distributed the information sheet.

Parents of the two pupils did not approve the videotaping of their children. Ana talked to the parents and they agreed that pupils can sit in the classroom while I am videotaping but that the children will be placed in the back row where there is the least chance they should be caught by the camera. Also, it was agreed that I will lift the camera focus towards the ceiling whenever pupils would approach the teacher and that I will not follow the camera focus when teacher approaches them. Pupils in this classroom paid very little open attention to me both during the breaks and the lessons. However, Ana pointed out after the interviews that two of her pupils were extra lively (as teacher expressed it: "They acted a bit") during the videotaping and that she could observe that after I left they stopped with this type of behaviour.

Ana comes from a family of teachers. Her grandparents and both parents were teachers by profession and she said it was the most natural thing for her to become a teacher. She told stories about her grandmother's teaching days in remote villages in Macedonia and openly acclaims that she is still under the influence of that romantic image of a school teacher as her grandmother was. However, primary school teaching was not her first choice. She started education for a language and literature teacher at the Faculty of Philology but due to private reasons she transferred to the college for teacher education.

Ana was the president of the local Teacher's society for four years. Regarding in-service trainings she elicited the course on teaching Serbian language and literature due to its

applicability in teaching. The other relevant course in her opinion was on Experiments in teaching science.

Ana emphasized the upbringing role of schools (pedagogical care of pupils) as the most important in teaching and regrets that schools are losing this role in the favour of educational function. What she finds most disturbing is the rigidness and a prescriptive manner of the curriculum, emphasis on the test scores, feeling of helplessness and the way today's children forgot how to play and how to be children.

> Well my personal (.) understanding and opinion is, I am very sad that school lost that upbringing function, with children we are all focused on facts and education and we all somehow (..) those grades and achievement (..) and I don't know, now these tests that we have, we lose something human in the children with all that, since I have to say it that way. And this upbringing function is then lost. ANA 7:1

Participant 5 - SOFIA

At the time of data collection, Sofia was 41 years old female teacher with 18 years of working experience. In the current school she spent 13 years. Before this establishment she worked in a small village school with combined classes. She gained the teaching diploma at the Faculty of Education. She taught 2nd grade (8 year-old pupils). In the class there were 26 pupils, 14 boys and 12 girls. After obtaining written permission from the principal to conduct the research in this school, I have presented my project outline to teachers, and Sofia immediately accepted to take part in the study.

Teaching was Sofia's primary choice of occupation, but not primary teaching. She started education for mathematics teacher but transferred to college for primary teacher education upon

the advice from a mentor teacher. She connects teaching profession to a gender characteristics explaining that the dream of every girl is to become a teacher and so was hers. When asked to point out what she finds important in teaching, Sofia elicited communication and joint work.

> During the lessons, in MY opinion and my stand is, that children miss (.) mutual communication and joint work. Especially these last generations of pupils are too (.) individualistic (.) and sometimes it seems to me that in one class (.) children need – as many children that many teachers are needed. That they are individuals for themselves and that they seek attention for themselves only. SOFIA 21:10

She also elicited the role of a mother that she tries to balance with the role of a professional teacher. Regarding the in-service training, she pointed out courses on teaching additional lessons in Mathematics (for gifted pupils) and courses with the clear applicability in teaching. Additionally, Sofia pointed out courses on working with pupils with learning and developmental impediments.

Pupils in this classroom turned towards me and the camera quite frequently. They would also approach to me during the breaks and ask questions mainly related to the camera and its' technical characteristics. Therefore, in agreement with the teacher, I presented the camera to the class. Pupils asked all the questions they were interested in and after that they would rarely turn during the lesson.

4.4 Data Analysis Process

Analysis started during the collection of the data. Throughout the process of data collection I reflected on the theoretical framework. It also helped me to re-define my own assumptions and challenge my theoretical basis. I have elicited 129 situations in the classroom interaction. However, these situations stimulated the reflection on a variety of the concepts. Furthermore, five initial interviews with teachers revealed their perception of various topics that they are concerned with in their every-day practice.

Miles and Huberman (1994, p. 280) advise that good qualitative research requires good keeping of the records. Therefore, it was necessary to make detailed transcription of all the data. Apart from this, the good records include detailed description of the analysis process that enables transparency of the research process (Friese, 2012). Hence, in this subsection I present the process and rationale for the transcription records, development of the codes and categories, keeping the research diary and writing memos.

All the transcribed interviews and videos were transferred to Atlas.ti, software for the qualitative data analysis, which was used in a further analysis process. The name of each document was based on the combination of the teachers' name, the type of the interview (initial or VSR) and the subject. Therefore, the interview labelled: "ANA_4VSR_MAT2" means that this interview was conducted with the teacher Ana, that it was the 4th VSR interview and that it was the 2nd lesson of Mathematics.

In addition, each imported document (called Primary Document in Atlas.ti) was allocated a number and each quotation that was coded within that particular document was also allocated a number. Therefore, the quotation that is labelled "18:129" means it is a Primary Document number 18 and 129th quotation in that document. This information enables the quotation to be easily retrieved from the quotation list.

4.4.1 Data preparation

4.4.1.1 Transcription

We could say that the first step in the analysis process is to decide which transcription style to use. With this decision we define the focus of our analysis. I have decided to transcribe all the interviews verbatim, keeping certain distinctive characteristics of speech, such as pauses between the utterances, emphasis and use of direct speech. I also established certain rules that I followed during the transcription and that enabled easier understanding for the potential readers. These rules are:

(.) - Pause less than 3 seconds (every second is one stop)

(5) - Pause longer than 3 seconds

Word - laugh

WORD - emphasis

Word - Indirect speech of interviewee

(Word) - simultaneous speech of the other person

In addition, it was necessary to establish the system of marking pupils because teachers during the interviews would often mention individual pupils' names and sometimes nicknames. In addition, it was necessary to ensure anonymity of the pupils as well as the teachers. Wanting to preserve these distinctions without revealing the identity of the pupils, I have constructed the following initials system that is also gender sensitive:

x - marker for the girl

y - marker for the boy

NMx - name and surname (girl)

N(M)x - just name (girl)

(N)Mx - just surname (girl)

(NM)x - nickname (girl)

All the interviews were transcribed using the F4 program for transcription. I started with the transcription process as soon as the interviews were conducted. In order to have a clear overview of the situations that were stimuli for the discussion I also described, in details, the video sequence with the exact time, transcribing the utterances from the video sequence. Therefore, the transcription of an interview included, at the beginning, the description of the video sequence, followed by the teacher's comment about the observed pedagogical moment.

4.4.2 Coding and Categorizing of the Interviews

Although this study does not rest on the grounded theory, the interviews (N = 28) were coded based on the grounded theory guidelines (Charmaz, 2006; Corbin and Strauss, 2008). Charmaz (2006) writes that grounded theory coding requires analytic questions about the gathered data. She further on states that:

> Coding means categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data. Your codes show how you select, separate, and sort data to begin analytic accounting of them. (Charmaz, 2006, p. 43)

In the VSR interviews (N = 23), the described video sequences that were used as a stimulus for discussion were coded "incident to incident" (Charmaz, 2006) and teachers reflected on 129 pedagogical moments (see **Annex 3**).

Teachers' responses during the interviews were coded based on the thought units which consisted of a phrase, sentence or a paragraph. Example of different thought units can be seen in **Table 5**.

	Thought unit	Code
Paragraph	"Addressing T(M)y *Will you sit on the desk today?* There is this last desk, not "a shame desk", but a desk (.) where pupils leave their coats (…) because (.) then THAT is the punishment to go there and sit there where there is no one next to him. He works normally but he just sits alone. And that is his punishment (.). And that works because he doesn't like to sit alone (…). And we found this method and then at the beginning it's a threat two or three times, warning actually, and then it becomes a (.) punishment if it continues. (5) 18:1; SOFIA_4VSR_MAT2	**Authority_prevention**
Sentence	And that works because he doesn't like to sit alone (…). 18:129	**Thorough knowledge of pupil**
Phrase	"then THAT is the punishment" 18:127	**Authority_retributive**

Table 5: Examples of coded thought units

Throughout the coding process, I also repeatedly asked myself questions suggested by Mostyn (1985, p. 138) "1. What is my rationale for coding the data in this way, what makes this concept work, what is the proof? 2. As I read through the data, what patterns now emerge? What relationships seem important? […] 3. Is there any other theme that seems to dominate the findings, one theme that could be called the "key concept" to which all others rate?" In the overwhelming amount of initial data, these questions helped me narrow the focus.

Charmaz (2006) makes distinction between two phases of coding: a) initial coding where every word, line or segment is coded and b) focused coding where most outstanding categories are

being elicited. Corbin and Strauss (2008) identify axial coding as a third type of codes where dimensions and properties of a category are specified.

However, it was very difficult to distinguish open and axial coding because they alternated simultaneously. Initial coding was repeated several times since I would return often to the first interviews that were then coded and re-code them again. During this process, I would write down the dimensions and properties of the code in order to be able to track its development, notice if it becomes too large or too variant. In addition, this repetition was made possible because my coding system developed gradually throughout my interaction and emersion in data.

Friese (2012) suggests writing code definitions since they encourage researcher to make clear distinction between codes, point out to similar or the same meaning of different codes that can be merged into one. She also emphasizes that it also prevents creating ambiguous codes and improves methodological validity of the study. Following this advice, I wrote down the code definitions in the commentary field of each code. An example of a code definition can be found in the **Table 6.**

Code name	Definition
AUTHORITY_AFFECTIONATE	strategies to establish authority based on affectionate relations with pupils. Properties: -pleading; -touch; -humour; -cuddle; -praise

Table 6: An example of a code definition

Initial codes were mostly descriptive, too general and abstract but I wrote down dimensions and characteristics of the code in the commentary section. After the code reached greater number of quotations, I would break it down using dimension descriptions as names of the new codes.

On the other hand, there were many situations when codes were too descriptive and scarce and they needed to be built up into more conceptual code. Definition of the codes written in the commentary field helped me find similar codes that could be merged. An example given in **table 7** shows the process of merging different codes (over the period of time from 21/11/2-12 until 26/2/2013) in order to reach the code name "Authority_theorizing".

Authority: theorizing

Def.: Teachers' theorizing about the discipline and authority: how they see authority, what is discipline for them and what are the exceptions to the rules they have; rule exception; Justification teachers find for rule exceptions

*** Merged Comment from: Rule except (2012-11-21T19:50:48) ***

Teachr excludes some actions as disruptive because she has an explanation for the pupil and his/her intentions.

Based on previously established opinion about the pupil teacher will justify some pupil's actions - actions that would be regarded as lesson disruptive (walking around the classroom)

*** Merged Comment from: auth_work (2013-02-26T11:01:34) ***

AUTHORITY: one mode of discipline is working discipline that teachers like to label behaviour in the classroom that they support

*** Merged Comment from: auth_rules (2013-02-26T11:03:23) ***

MODUS OPERANDI: Strategies related to disciplinary issues and setting the discipline rules in the classroom

*** Merged Comment from: AUTH_rules (2012-12-06T12:18:29) ***

AUTHORITY: rules that are set in the classroom in relation to discipline

*** Merged Comment from: auth_helpless (2013-02-26T11:33:47) ***

Authority: the sense of helplessness they sometimes have when their hands are "tied"

Table 7: An example of merging codes

Friese (2012, p. 133) also reminds us that coding helps in describing data but in order to develop further analysis it is necessary to see what is beyond the data. One way was to find "common

dominator" of different codes (Friese, 2012, p. 117). These codes with common dominator were grouped into one category. Categorization and sub-categorization were guided both empirically and theoretically. Namely, some (sub)categories were developed based on the influence of the empirical data while some were named based on the previous theoretical knowledge (Friese, 2012, p. 114). For example, the category called "*Authority*" was labelled as such based on the clear reference to it by the teachers. On the other hand, the category "*Content*" was created based on the theoretical framework and with an intention of finding teachers' references to it.

In addition, the categories were developed based on the top-down and bottom-up approach simultaneously. During the analysis process, some of the categories were too abstract and too broad and they needed to be broken down into several subcategories. In other cases, just like the codes, two or three categories merged in order to create one that was more conceptual. In all the situations, the process of creating the categories and the sub-categories was conducted based on the re-reading of the quotation lists in order to compare and contrast the data segments, looking for similarities and differences in the quotation lists.

4.4.3 Writing Memos

Corbin and Strauss (2008) provide a detailed description of the importance of writing memos. I followed their recommendations which state that regular memo writing supports thinking about the data, or in other words, the analysis. Although Charmaz (2006) considers all memos as analysis, Corbin and Strauss (2008) as well as Friese (2012) suggest several different types of memos, not all representing the data analysis. Friese (2012, p. 136) elicited stand-alone memo that can encompass research diary, idea memo or a code memo. Apart from that, she suggests analysis/research question memo, theory/literature memo and method memo. This

distinction is made with the aim of sorting and filtering memos which on the other hand also support the transparency of the research.

I have started writing memos firstly in the form of the research diary that I kept throughout the research process. These writings presented the reflections on the decisions made during the design of the research: choice of the theory, the reasons I selected these theories and methods of the data collection, the participants sampling etc. The research diary was then complemented with the memos on the research questions and other concepts that emerged throughout the data analysis.

The analysis memos were developed as a reflection on the emerging themes that evolved throughout the analysis process. Also, these memos contain all the queries I conducted using the analysis tools in Atlas.ti, the software programme I used in order to assist in the research. An excerpt from the research diary illustrating the analysis that is based on the query can be seen in the **table 8.**

05.04.2013 16:13:06

CALLING OUT

It is connected to didactical and pedagogical relations of the teacher. I have conducted the:

Query:

Run the co-occurrence tree explorer for the code family: Teacher's didactical relations

Answer:

I should run other co-occurrence explorer to see how often they repeat and how significant they are, but for now, there is:

humour; activating participation; guiding study; supporting study; obedient and learner pupil; just distribution; feedback; individual pupil activity; repetition; technical shortages; professional training; age sensitive; treating all pupils equal; working with challenging pupils; intuitive; to motivate and predict

This could be interpreted that teachers use calling out techniques to activate participation, guide and support studying, motivate pupils, but also to direct attention to one specific pupil, especially if that is challenging pupil. They try to use humour. They have an ideal pupil on their mind when they do

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so, especially the image of obedient pupil and the learner. They are sensitive to age differences, just distribution, treating all pupils equally. Some of the techniques are adopted at the professional trainings. Some of the techniques are affected by technical shortages. In calling out they are also led by intuition on one hand, but also by predicting on the other.

Table 8: An analysis memo from the query in Atlas.ti

4.5 Summary

The data for this study was collected in Serbia and there are certain specificities of the context that are illustrative for such surroundings. Being sensitive to such differences, the data gathering and handling process were conducted accordingly. This meant, for example, that although MoE did not have any specific ethical requirements for the data collection in schools (at least not from the MoE) I, as a researcher, had to be sensitive to this issue. Based on the recommendations in the literature, I followed the rules of the ethical conduct found in the literature and provided the necessary information to all the parties as well as obtained their consent, handled data with care, providing the anonymity to all the participants.

As presented, the whole research process had several phases and it started with the literature review and the formulation of the theoretical framework. Presented consequently, these steps may seem artificial since some of them were conducted simultaneously, such as formulating theoretical framework, searching for the participants and writing the research log. However, in order to have a clear overview of the different steps I conducted in gathering, handling and analysing the data, it is necessary to present them separately and as the individual elements of the research process. The graphically presented steps in the research process can be seen in the **figure 8**.
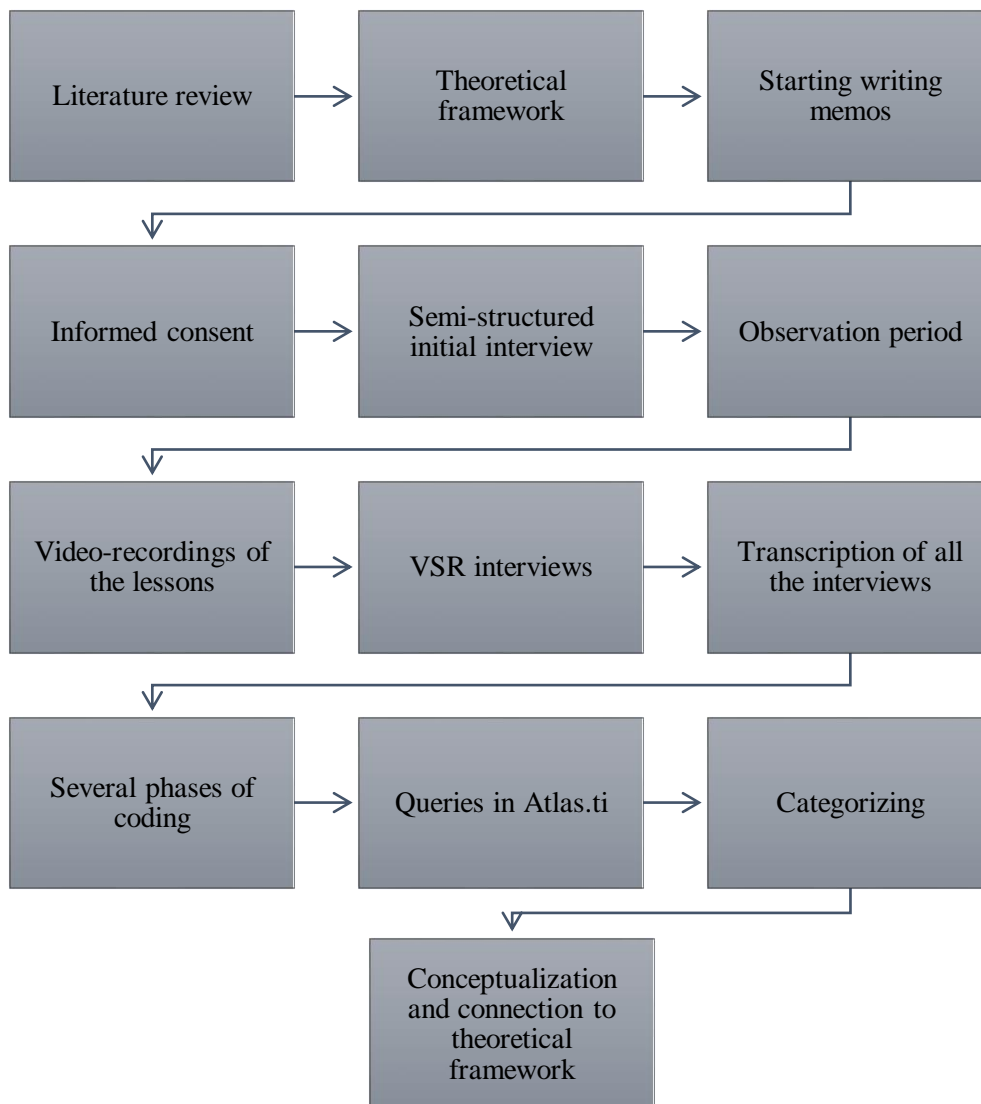
Figure 8: Graphically presented steps in the research process

CHAPTER V: FINDINGS

The aim of this chapter is to present the findings of the analysis that is based on the data collected by the semi-structured interviews (N = 5) and the video-stimulated recall interviews (N = 23). The findings are presented as a whole, generating the knowledge from all the teacher-participants (N = 5) together.

This chapter is divided into two subchapters with each subchapter presenting the answer to one research question.

The first subchapter offers an answer to the first research question: **What are the subjective theories of primary school teachers about recognizing pupil as a capable human being?** In teaching and learning relations, teachers' capability-related subjective theories consist of recognizing capabilities as: *a pedagogical care of pupils* and *teachers' professional conduct*. This subchapter also deals with the impediments to the act of recognition manifested in the form of *misrecognition in teaching and learning relations*.

The second subchapter answers the second research question: **How do teachers develop or hinder pupils' capabilities in the teaching and learning relations?** Therefore, this part addresses teachers' capability-related pedagogical practices that appear in the form of**: *authority, improvisation in teaching, creating a learning atmosphere* and *creating a caring atmosphere* in teaching and learning relations.

The chapter concludes with a summary of the research findings.

TEACHERS' RECOGNITION OF A PUPIL AS "L'HOMME CAPABLE"

In this subchapter I answer the first research question about teacher's recognition of a pupil as a capable human being. Using the framework of Nussbaum and Ricoeur, the analysis of teachers' reflection on teaching and learning relations in the classroom interaction revealed teachers' subjective theories that contribute to the recognition of a pupil as a capable human being. In addition, the analysis identified subjective theories that impede the act of recognition in teaching and learning relations. Applying the analytical framework revealed that teachers recognize a "capable pupil" as part of their ***professional conduct*** and ***pedagogical care of pupils*** while the impediment is presented in the form of the ***mutual misrecognition*** among the actors of the teaching and learning relations.

5.1 Pedagogical Care of Pupils

Recognizing a pupil as a capable human being assumes recognition of the capabilities that pupils should have in the institutions of education. This notion is part of teachers' pedagogical care of pupils. In this study, the pedagogical care encompasses the development of four capabilities: ***capability to become***, ***capability to speak and act***, ***capability to establish relations*** and ***capability to be identified***.

Capability to become presents teachers' understanding of a pupil who is "in becoming" and who needs to acquire the content of the curriculum. ***Capability to speak and act*** is manifested in teachers' support of pupils' narratives and active participation in the teaching and learning process. Teachers recognize pupils' ***capability to establish relations*** as part of the emphasis on the

affiliation and affection. ***Capability to be identified*** presents teachers' sensitivity to pupils' personal traits. The following subchapter will present each of the capabilities as they emerged in the research data.

5.1.1 Capability to become

In teaching and learning relations, teachers see their pupils in their "becoming". That is, teachers reflect on their pupils as someone who needs to acquire a certain knowledge in the present, in order to achieve a future state of being. Therefore, teachers teach the contents of the curriculum to the pupils and fulfil other requirements of the pedagogical care in order to bring about a pupil who is educated, literate, responsible etc. In this respect, it can be seen as a functioning. However, here it is discussed as a "freedom to become" - a capability and how teachers reason pupils' freedom to "become".

5.1.1.1 The end to teacher's means

The importance of "becoming" emerged from the data during the initial semi-structured interviews. Teachers' focus on present activities that can lead to a functioning adult, holds a prominent place in teachers' understanding of the pedagogical care of pupils. In the following situation, teacher Klara explains her professional goals:

> Well, apart from the upbringing-educational, regular work in schools, meaning that you teach
> them what you should teach them from the first to the fourth grade – to learn the required
> contents (5) I think that my goal is that one day when I meet these pupils I, in fact, see that
> they became humans. That they became good persons" 58:34 KLARA INT

Teachers' professional goal is here closely tied to whether pupils "became humans […] became good persons". Although the teacher here does not explicate the activities in the school that lead to this "becoming human", Klara points out that the aim of the pedagogical care of pupils is his/her "becoming". This implies that a pupil is not just a mean to teacher's end but an end to teacher's means. This shift suggests that teacher's subjective theories about recognizing a capable pupil imply recognition of the pupil in "becoming".

5.1.1.2   Opening the space for "becoming"

Having said this, we now turn to an act of recognition of "becoming" through opening the space of the opportunities. In the following situation, teacher and pupils discuss the story they read ("Raven and the fox"). After the teacher posed the question: "What was the raven from the story like?", one pupil starts describing the raven and his characteristics. The teacher nods and the pupil continues his description. He uses several unusual words and adjectives, such as "smooth-spoken", a word they learned in the Serbian language lesson a few days before. After he had finished, the lesson continues. The teacher explains the situation in the following manner:

> There are certain pupils, they give FABulous comments. I think that some adults wouldn't be able to compose such a sentence and it is really such a pleasure to listen to him sometimes. He can be sometimes, you know, a bit boring, but (..) those are really nice comments that need to be listened to. And you see the words he uses, really, one smart child (..). And this today, the word he used, the one we used "smooth-spoken", the word we used the other day, he already memorized it and learned it and now used it today in a new (context), with a new text, which is very good. 8:84 MARIA_1VSR_SRB1

Teacher noticed that the pupil used a new word in his address and she complements it. The use of this new word marked the pupil as a possible learner and achiever – a pupil who is in the process of "becoming". In addition, in this particular case, the teacher did not ascribe the action of teaching to herself and to her own actions, but to a pupil who is a "smart child" who learned the new word – she ascribes this to an action of learning. Nevertheless, it is very important to notice that the teacher actively supported this moment of learning by opening up a space for the pupil in this moment of "becoming". She says: "He can sometimes, you know, be a bit boring, but (..) those are really nice comments that need to be listened to." The teacher gives the pupil the opportunity to speak, be heard and to experiment with the usage of a new word. In this freedom to explore, the usage of the new word implies that learning is taking place allowing for the process of "becoming" to happen.

5.1.2   Capability to speak and act

In reflecting on teaching and learning relations, teachers referred to pupils' speaking and acting moments in the course of a lesson. In these pedagogical moments, pupils are understood as narrating agents that contribute to the process of teaching and learning in their own right. Analysis shows that capability to speak and act consists of pupils': ***being heard***, ***having a stand*** and ***initiating action***.

5.1.2.1 Being heard

This category first emerged in the data analysis as teachers' emphasis on the communication in the classroom interaction. Teachers addressed their pupils' freedom to be heard in the teaching and learning relations. A pupil, in such interaction, is recognized as having a voice that needs to be heard. Teachers' subjective theories are based on the act of ascribing the recognition to the speaking pupil. In the following situation, one pupil started reading a homework essay. Other pupils continued talking and teacher Klara addressed the whole class trying to quiet the pupils by telling them that it is important that they have silence in the classroom, and to listen. The teacher explains this action in the following manner:

> What I emphasize from the start and what is very important, is that we hear and listen to each other. Not only that we hear someone's voice but that we listen to the one who presents. Here we had homework. Every child put the maximum effort in that homework, to do it to the best of their abilities. This means that both I and friends in the classroom should listen to our friend who reads, because he put all his effort in doing this homework, he put himself into it during the lesson in order to read it properly, the way teacher says it has to be done, to clearly and fluently read it in order to be understandable. Therefore, I think he deserved to be carefully listened to, by all of us. 60:52 KLARA_1VSR_SRB1

Klara here gives an explanation of her action that involves opening of the space for pupils to speak and narrate. The teacher acknowledges the need to be heard by recognizing the struggle a pupil endures in this "becoming", through not only doing the homework but also presenting it. In this pedagogical moment, it is the teacher and the other pupils who give the pupil this freedom to speak and to act by actively listening. Freedom to be heard is in this interpretation a relational capability. This relational aspect implies that having a voice to speak requires having the freedom to be heard. This freedom is given by the "other" in the intersubjective teaching and learning relations.

5.1.2.2 *Having a stand*

Another possibility for a pupil to obtain the freedom to speak and act is reached by welcoming pupils' narrative in the teaching and learning relations. In these pedagogical moments, a narrative does not only come from the teacher but from the pupils as well. The following example shows how teacher Ana supports an expression of pupils' narrative. In this pedagogical moment, as part of the Folk tradition class, pupils worked in groups preparing a poster with the description of one of the old crafts. Each group presented their work describing the craft. After the last group presented their work, the teacher asks: "What in your opinion was the most important craft of them all?" Several pupils answer by stating the craft they find the most important. One pupil answers saying that all of the crafts were important and he then gave an explanation for each craft and why it was important. The teacher compliments his answer and elaboration of the answer after which the lesson continued. Teacher Ana explains this pedagogical moment in the following way:

> Well I do this often! And I develop it from the first grade <u>and I really like</u> (laughter) <u>I like to</u>
> <u>debate</u>. But (..) I LIKE that they tell me their opinion and that they have a stand. It means that
> already in the first grade we start with some of those little texts and then I read it and then I
> tell them for example: *Did you like the story?,* and they all of course say -*We liiiiiked it!* But I
> see that they are bored. Then I tell them -*Well I didn't like it! -Aaaa!* Then you know (…) -
> *You can have your own stand*, but that means WHY. It means you have to have a stand WHY.
> And then they learn to argument, not all of them equally well, of course, just like we are not
> all equally good in everything, but I like to support them to have their own opinion and to say
> what they think but of course (.) argued WHY, what, how (..). I support that in them, as I say
> I like it and I try as much as possible. I try as often as possible. 3:34 ANA_3VSR_NT

In this example, we can see how teacher Ana deliberately develops the "speaking pupil" – the one who has a voice and who is heard. This pedagogical care of pupil is part of her deliberate pedagogical practice that is developed with the purpose of providing freedom to speak and act. She challenges their perception of a "proper response" and she opens the space for their opinion to be formed. However, Ana not only provides a room for opinion to be formed but she insists on it and she insists on taking a stand. She develops this capacity through various activities. She continues her explanation with an example:

> A lot of help there comes from the Civic education course. For example (..), last time we had (..) differences between "female" and "male" games. Why some games are considered female and some considered male games? And there is this technique that you put five papers, tape them to the floor. On one end it says YES and on the other end NO. And then whoever thinks that the answer is completely NO goes to that paper and whoever thinks it is YES stands next to that and those in between stand right in the middle or closer to YES or closer to NO. And then each pupil explains why they think that and if they changed their opinion under the influence of friends, then they can change their place. That is very good, it is very good! Very good! 3:110 ANA_3VSR_NT

Ana provides us with an example of the pedagogical practices she uses during various class subjects to enhance the formation of an opinion and an ability to articulate their position. She tells us here that she understands the formation of an opinion not as something that can happen by itself, simply by providing a space for it. Taking a stand is something that is learned and trained through various pedagogical activities in order for a freedom of speaking and acting to happen. "Speaking pupil" is therefore not a "product" of a hazard, but a meaningful and deliberate action of the teacher who recognized the capacity of the pupil to narrate oneself.

5.1.2.3 Initiating action

Classroom interaction assumes asymmetrical relationship between a teacher and a pupil due to the teacher's responsibility to teach and deliver the curriculum. As one of the consequences, pupils are not always in the position to initiate actions in the classroom. However, the following pedagogical moment provides an illustration of how teachers develop their subjective theories about the pupils' capability to act.

A pupil approached the teacher before the start of the lesson telling her that she did not know how to do homework. The teacher starts the lesson by informing the pupils that they will solve together the mathematical tasks they had for homework. She called out the pupil who approached her and they work on the task. Explaining the action in this pedagogical moment, the teacher states:

> And for example, this pupil, D(R)x, always asks. I really like children that ask, not that I like them as liking them, but I like that type that asks. She often seeks the help, she asks often but she also gets 5[19] (..) I see that with some content when we start, (..) uf, I don't think it would be more than 3, she doesn't understand it. But, she ASKS for help, she asks and she is hard-working, she does what she does and always gets a good grade.
>
> I mean (..) for me it's one real pupil and she helps me to do my job well. Because when this: *I don't know I don't know, and then mom explained me,* this and that. I mean, this way I also have an insight into their development. Then I really appreciate this kind of children because then I see that my effort paid off and that SHE did it and that there was some improvement. Then you see something like a typical example. But when someone is quiet all the time (..)

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[19] Comment: the highest grade.

then you don't know (..) if he needs help or not. By now I know who needs it and who doesn't

but at the beginning it is very difficult (.) until you get to know them (5). That is why I always

encourage them, *Ask, demand. I am here!* That's why. But then sometimes we don't manage[20].

That's, that is the problem. 4:52 ANA_4VSR_MAT2

In this pedagogical moment, the teacher responded to pupils' request. A pupil initiated a new event

by requesting a help. Even though this activity was not initiated by the teacher, this is not an

activity without the meaning for the teacher. The teacher shows ownership of the action by

recognizing the initiation of the action as part of the teaching and learning process. She explains

why the initiation of the action is a meaningful act in teaching and learning. In this pedagogical

moment, the teacher recognizes the image of an *ideal pupil*. She states: "*I mean (..) for me it's one*

real pupil". Therefore, the *ideal pupil* is the one who actively seeks help - **the acting pupil**. In

addition, the teacher says: "*and she helps me to do my job well*". The acting pupil not only acquires

the content of the curriculum but this acting, ideal pupil provides the feedback and is a source of

the professional acknowledgment for the teacher. Through this relation the teacher defines the

profession. For the teacher, this act of recognizing a capable, acting pupil becomes part of their

professional pedagogical care of pupils.

5.1.3 Capability to be identified

Another category that emerged in the data analysis is teachers' act of recognizing an

individual pupil manifested as: ***being identified by the name***, ***being identified by***

recognizing the learning abilities and needs and ***being identified by recognizing personal***

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[20] As an expression meaning: there isn't any time.

characteristics and background. It is a multifaceted category that encompasses identification through the recognition of the learning potential and needs, individual name and personal characteristics of pupils. This latter notion is a very complex construction that is based on a teacher's thorough knowledge of the pupil: the character, personal likings, problematic features, age and the maturity of the pupil as well as their behavioural characteristics. It also encompasses the knowledge of the family and their background. In this respect, teachers constructed their subjective theories by reflecting on the family support, socio-economic status, problematic family history, the significance of the family influence as well as teacher's advisory activities. These facets are explained and illustrated in the following section.

5.1.3.1 Being identified by the name

The analytical framework implies that the usage of the personal name is the first step in this recognition-identification. In this study, all teachers used personal, first names or nicknames when addressing pupils in the classroom interaction but also during the interviews when they talked about them. In the following pedagogical moment, Klara addresses one pupil by the nickname. She explains that at the beginning of the first grade:

> I still didn't know their last names and I somehow don't like to call children after their family
> names (…) It is somehow distant, too (.) alienated. 61:89 KLARA_2VSR_SRB2

In this practice of using personal names and nicknames, the teacher not only identifies each pupil but she also establishes the relations. The justification for not using family names is that it is "somehow distant, too (.) alienated". For this teacher, recognition-identification presents the tool

for establishing relations and more affectionate interaction between the actors in the teaching and learning process.

Other teachers in this study share a similar subjective theory about the use of personal names. Through the interviews, teachers repeatedly used nicknames in addressing pupils. I asked teachers to reflect on that and Maria gave, for instance, the following explanation:

> Well I call them like that. That is exactly, the way they call each other I call them that way, too. I don't know how it happened (5) but I call all of them like that. Sony[21] especially because I also have one Sony in my home, my son, so that's some connection, but mostly Nicky and Dolly, Dolly I don't call [her] Dorothea but Dolly. And I think that it is some more affectionate moment and somehow I have an impression that we understand each other much better since I started doing so. 11:62 MARIA_4VSR_SRB2

Maria uses nicknames that pupils use among themselves and she claims that it provides "more affectionate moment". What she achieves this way is to identify each pupil among his or her peers in the classroom by using their personal names and nicknames. In addition, she also becomes part of the pupils' community. She accepts the recognition-identification among the pupils and by adopting their names and nicknames she becomes a member of the same group. Therefore, she rightly feels it as an "affectionate moment" – the moment when she is not in opposition to pupils. In such pedagogical moments, teachers actively open possibilities for pupils to be recognized by the personal name as individuals and distinguished from the group of peers.

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[21] All the nicknames are pseudonyms. In this excerpt I did not use the established pattern for pupils' names in order to convey better the meaning.

5.1.3.2 *Being identified by recognizing the learning abilities and needs*

Another possibility for teachers to identify a pupil as an individual is shown in their sensitivity to pupil's learning abilities and needs. This sensitivity is based on the teachers' thorough knowledge of pupils and it allows teachers to organize teaching and learning process in a way that recognizes individual abilities and needs. In the following pedagogical moment, the teacher calls out pupils who come one by one and solve mathematical tasks on the board. A pupil whose turn was to come to the board, stands up but the teacher stops him. Instead, she calls out another pupil. She asks the pupil who stayed sitting if he knows why she called the other and he nodded saying that it is because it is "the first type of the tasks". The teacher gives following explanation:

> They already know that when we learn a new content we go in a row. (.) So we start from one side of the classroom and children go to the board and do the calculations and they need, since this is the oral calculation, to either do it in a longer way [write it all down] or orally (..) not to write it down. So there are, well usually there are five tasks to show how we do the entire procedure (..) and then there is this more difficult part and that is the second group of five tasks where this procedure (..) how to say it, is done by thinking and you only write down the solutions. So in this procedure you speak and write only the result. Then I choose (.) pupils, when we do that longer [way] when they are learning the procedure, then I choose pupils that have, not the problems, but they don't learn this with an ease (..) because it is easier for them to write down than to only speak and add numbers just in head. So that pupil I(N)y, who is very quick and accurate in calculations, I leave for the end, I skip him because I think it's meaningless that he does this since he understands it all. I think it's meaningless that he does that task, but he is among the first to do that more difficult task. (5) 15:48 SOFIA_1VSR_MAT1

Through these actions, the teacher shows that each individual pupil's abilities are recognized in the teaching and learning relations. In other words, the teacher recognizes pupil's individual learning potential and abilities. Even in such a situation of the routine activities such as calling out pupils to solve a mathematical task, each pupil is elicited and the actions are performed in respect to their abilities. Teacher's purposeful action is based on this recognition-identification of the pupil.

In another pedagogical moment, the teacher Milan writes an equation on the board and asks the pupils who can solve the equation. Several pupils raise their hands and teacher calls out one pupil. Teacher tells him to solve the task in a way he finds fitting. During the VSR interview, teacher was asked to elaborate how he calls out pupils and if he treats differently pupils with learning difficulties.

> Not in this case, because they (..), they wouldn't be able to follow, the four pupils that achieve less. We set the goals that they have to meet in Mathematics (.) that is addition, subtraction, multiplication and division of numbers until 1000. Those are the most basic equations with only those four computational operations and those are the most basic textual tasks. 63:38 MILAN_1VSR_MAT

Milan refers here to the special program that pupils with difficulties in learning have. This individually-oriented pedagogical activity is not prescribed by an outside authority but it is a teacher's action based on recognition-identification of the other, a non-conventional pupil, a pupil with difficulty in achieving the aims of the curriculum. Pedagogical care of such a pupil requires that the teacher recognizes this pupil' abilities and applies sensitive pedagogy.

A teacher's intent and professional obligation is to deliver the contents of the curriculum. In this situation, the teacher Milan sets the goals of the curriculum that can enable pupils to achieve and to accomplish their role of a learner. This sensitivity to the learning abilities and needs is at the basis of teacher's pedagogical care of pupils and to happen, it was necessary for a teacher to recognize pupil as a capable human being.

5.1.3.3 Being identified by recognizing personal characteristics and background

The teachers manifested sensitivity to pupil's individual characteristics and background as part of their subjective theories, revealing another form of the recognition-identification. This entails both thorough knowledge of the pupil and the pupil's family background.

Thorough knowledge of the pupil

In the following excerpt, a teacher reflects on the pedagogical moment when pupils are asked to share their experience with the traffic and how pedestrians behave in the various situations. During the reflection, the teacher moved from the pupils' experience to the personal features of the individual pupils and up to what degree she can expect every individual pupil to share their experiences with the group.

> K(R)x is quiet and shy and she also has a bit of a problem with the reading and she doesn't raise her hand. T(N)x is also always quiet. And she doesn't want to, she tells me *Please do not call me out* (…). When we had an open-door day for parents it was the same (.) She begs *Please don't ask me anything in front of the parents*. Whether it is a shame, shyness, but her answer is *I don't know, I don't know anything*. 10:6 MARIA_3VSR_SoN

This situation shows that although the teacher planned an activity that supports the narrative of the pupil, she recognizes pupil's individual differences and in accordance with it she levels her actions. In this sensitivity and alertness to the individual pupil's characteristics, teacher recognized the "other" in the teaching and learning process.

Another part of the teachers' thorough knowledge of the pupils is reflected in their sensitivity to individual pupils' needs. In the following pedagogical moment, pupils copied the text in their notebooks and the teacher approached one pupil and started explaining something that is not heard on the videotape. The pupil nodded and continued working. During VSR interview, teacher explains that with this specific pupil, she needs to make certain actions that correspond to that particular pupil's needs and abilities.

> So with her you always have to have that close contact, to approach to her, to show her with the finger, to raise her head if she hadn't looked at me, therefore I raise her head slightly, to look me in the eyes so she would listen, hear and understand what I tell her and the way I address her and what her task is at that moment. That is what I always have to do when S(F)x is in question. 61:73 KLARA_2VSR_SRB2

The teacher here identifies the pupil based on their characteristics and needs. Klara opens the space in the teaching and learning process for this pupil's characteristics to be recognized and she acts accordingly. In addition, the teacher's general subjective theories about pupils' learning (the teacher elicited that it is with this specific pupil that she has to act differently than with other pupils) did not prevent the teacher from identifying the individual pupil's needs through recognition-identification.

Similar pedagogical moments occur in other classrooms. In the following example, the teacher just finished reading a new text and she announces that they will read the text once more. Several pupils raise their hands. The teacher calls out one pupil who starts reading. Reflecting on this situation, the teacher discussed the call out patterns that are based on the thorough knowledge of pupils, by giving an example of a pupil she would never call for the first reading of an unknown text.

> N(K)y is not sure of himself when it comes to reading. And I think that reading an unknown text in front of the whole class (..) he feels that he does it differently than the other kids and I think it would be (5) it wouldn't be good for his personality. It wouldn't be good. 16:40 SOFIA_2VSR_SRB1

This example shows us that even in the immediacy of the action, such as the calling out of the pupils while teaching, the teacher shows pedagogical sensitivity to pupil's well-being. Sofia recognizes this pupil's characteristics and his sensitivity to a failure. In accordance with this knowledge she governs her routine way of calling out pupils to read.

More general recognition-identification is manifested in the teachers' sensitivity to pupils' maturity. This notion presents teachers' sensitivity to pupils' maturity in relation to the tasks and the expectations that the education system has to them. The following excerpt is from the initial interview where the teacher was asked to reflect on his relation to the pupils.

> And the relation (.) my relation with the pupils is not the same when they are 7 as when they are 11 and 12 years old. Of course I can't put pressure on them when they are in the first grade. If I put pressure on them and if I enter the classroom like a madman on the first day, the whole thing is off to waste. 59:25 MILAN_INT

This excerpt reveals the teacher's recognition of pupils on a more general level, without a specific reflection on one particular pupil. Nevertheless, once the code co-occurrence analysis was conducted on the entire body of the data, the results pointed out that the code "pupils' maturity" co-occurs with the reference to pupils' character. This implies that even in their generalizations about the pupils, teachers still maintain the focus on the individual pupil's traits and combine this knowledge with the generated knowledge about pupils in their pedagogical care.

By and large, teachers' recognition of the individual pupils' characteristics is reflected in the organization of the teaching as an individually-oriented activity. Although teachers' are guided by the content they need to teach, their reflection on their own actions in the classroom reveals their sensitivity to the individual features of the each pupil. The thorough knowledge of the pupil does not only present the generated knowledge of the entire pupils' population (presented in their sensitivity to pupils' maturity when describing their pupils), but teachers are also sensitive to pupils' individual traits and behavioural characteristics (by referring to an individual pupil and their specificities). Various pedagogical practices are guided by this thorough knowledge and show the possibilities where teachers recognize the individual pupil as a person who is distinguished from their group of peers.

Pupil's family situation
Teachers' thorough knowledge of pupils also includes their knowledge and sensitivity to pupils' family situation. They repeatedly referred to their pupils' background showing not only that they are knowledgeable about pupils' family situation but also that they are sensitive to it in their pedagogical care of pupil.

In the following pedagogical moment, the teacher called out a pupil to read one sentence. Another pupil made fun of him. The teacher scolded him and the lesson continued. The reflection on the action leads the teacher to reflect on the pupil and his family history.

> He is a bit unusual. And now his mother took him to the psychologist because she admitted she can't handle him, during the summer break she couldn't handle him. They live alone. She is a single mother and she gave birth in Pech[22] and it is unknown who the father is and other children make fun of him that he is Shiptar[23]. Then she works a bit and then doesn't. And their economic situation is not good. Sometimes he comes to school hungry. The entire last semester she didn't pay for his lunch meals, then I feel sorry for him and cook gives him lunch and so on (5) 2:54 ANA_2VSR_SRB1

After being asked about pupil's misbehaviour teacher responds by reflecting not on the pedagogical moment but starts telling about the pupil's background. Therefore, the teacher through the reflection on pupil's family background shows that she has a sensitivity for this misbehaving pupil. To her, this is not only a misbehaving pupil, but a child with a various life difficulties. Compassion and understanding are part of teacher Ana's pedagogical care for this pupil although it is not clear if she has a set of pedagogical strategies that she applies in order to assist this pupil.

The teachers gather information about pupils' family situation through various sources. For example, teacher Sofia openly encourages parents to share with her all the valuable information that could affect pupils' school work.

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[22] Kosovo.
[23] Pejorative name for Albanians.

I told parents thousands of times to tell me, especially when, when there is a problem in the family, because that is reflected on the school work, whether it is (..) argument between parents, not just argument as a short term, but the thing before divorce, illness, death of some of the family members, all that leaves a trace on the child and that is reflected on their work in school, in their attention and concentration. And they are used to it, I guess because I am (..) opened to it and they trust me, they have the need to tell me everything. 18:96 SOFIA_4VSR_MAT2

This excerpt shows that the teacher does not come by hazard into the possession of the information about the pupils but by the mindful activity of seeking information that can enable her to take pedagogical care of her pupils. She says: "I am opened to it and they trust me". Through this statement Sofia shows that this process of recognition is a two-way process of her stepping out towards her pupils and her pupils opening themselves up to her. It is the mutual recognition of the "other" that enables the pedagogical care of pupils in the teaching and learning relations.

By and large, the teachers gather various information about their pupils over the years and they incorporate this knowledge into their capability-related subjective theories. Throughout the interviews, all the teachers reflected on this identification of pupils based on their personal characteristics and background emphasizing the importance of this relation in the capability-sensitive pedagogical care of pupils.

5.1.4 Capability to establish relations

Teachers address the issue of building relations **with** and **among** the pupils when reflecting on the pedagogical moments in teaching and learning. These relations emerged in the data analysis as a

compelling aspect of teacher's pedagogical care of pupils. Since the lens that was applied in the data analysis is based on the capabilities, this concept was named *capability to establish relations*.

This capability, in the present study, consist of two parts: ***establishing relations between a teacher and pupils*** and ***establishing relations among peers***. Teachers' reflections on the relations in the classroom between the actors of the teaching and learning process show that teachers recognize pupil as a relational human being. Therefore, establishing caring relations is an important part of the pedagogical care of pupils that can open the space for the human flourishing and development of the capability to establish relations.

5.1.4.1 Establishing relation between teacher and pupil(s)

This notion labels teachers' deliberate and intentional establishment of the relations between the teacher and each individual pupil in the classroom. It also includes teachers' general understanding of the nature of their relations with the pupils.

The following example shows that such connection between the teacher and a pupil implies the teacher's professional pedagogical care of pupils. A teacher reflected on the pedagogical moment when she scolded a pupil during the lesson. In a long reflection about her relation to pupils this teacher revokes an episode from her previous experience.

> That is when I felt a personal failure that one child left my class and that we never established some close contact. He was with me on a school trip as well, but he never came to confide in me, to tell me something, to complain about something (.) to tell me what happened at home. Not that I am interested in it as a gossip, but just to see that he trusts me, that he wishes to tell me something, some important information. And that child left my class, he is now 6th grade

(.) I don't know if it happened twice that he passed me by on the corridor and that he said hi. And always (.) not that (.) he doesn't love me or I don't love him, not that, but simply we never established some closeness. 17:62 SOFIA_3VSR_SoN

In this excerpt, the teacher illustrates how important it is for her to establish caring and trusting relations with the pupils. In this particular case she described a moment when she did not meet this goal and although this pupil is no longer in her class, she still seems to be affected by this case.

Moreover, the teacher shows certain awareness that establishing caring relations assumes pupil's openness and acceptance. A pupil is recognized as the "other" who has the power to become part of this caring and trusting relation between the teacher and the pupil. In this specific case, the pupil never entered this relational space and teacher considers this a failure. However, teacher does not specify in this excerpt if she contemplates about other possible modes of practice that would bring about this relation but rather states the significance of it in her pedagogical care of pupils.

5.1.4.2 Peer relations

This notion refers to teachers' purposeful actions that contributed to establishing caring peer relations. In the following example, the teacher reflects on the pedagogical moment when a pupil approached her asking for the help in reading the text. The teacher helps him and then tells the other pupil who sat next to the boy to help him if he again needs some help in reading the task. The other pupil agrees and the lesson continues. After a few minutes we observe on the videotape[24] that this pupil indeed helps the boy with reading. Teacher reflects on the relation among peers and her role in building these relations.

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[24] The only situation when pupils were videotaped.

> There is a communion that needs to be built among the children from the first day of school. When they live in one group it is their second family. (.) Some of them spend more [time] in the class than with their families and they have to harmonize and to help each other (.) Especially pairs who sits together. So I never put together two pupils with difficulties (..) not for copying from each other but for helping each other […] 19:43 SOFIA_5VSR_SRB2

With this explanation, the teacher reveals her deliberate action to create an atmosphere in the classroom that supports the caring relations among pupils. In this classroom, pupils are members of a group. They are recognized as members of a group of peers and their belonging is granted by teachers' actions that supports affectionate and caring relations. According to the teacher, peer support in learning is indication of caring peer relations and she actively supports it. Therefore, the teacher keeps in mind how she can open the space for the development of the relations among the peers even in her decisions about the seating arrangement in the classroom.

In addition, the teachers are also aware of the problems that occur in the peer relations within the classroom and through their mindful activity they try to restore it. Ana, for example, noticed the following:

> Well, I had to [intervene] with this generation already in the second grade. I mean, boys are great. You let them play football and all is good, but girls are really. Especially this S(A)x. She was really (…) there were some divisions: *This girl is not fashionable and she's not part of the team,* and I don't know what else. At the end of the first grade, mom of one N(V)x, they both don't work, both mom and dad, and they are really in financially bad situation, I know because older brother was my pupil, too. Well, mom comes to sort out free school meals nothing really, she is not a very pushy person. And then I asked her if (…) her daughter is complaining that she is being rejected or something like that. When this woman started crying,

just like that, in the middle of a hall. I just asked because I thought I noticed something between the girls but if they don't tell me I don't know. You know yourself, what happens during the break, it is mostly some fights we handle, but word can hurt, too and insult but that (..) no one counts that as important. And this woman was crying telling me that other girls were bullying her daughter. [...] And to go back to this other pupil (OV)x, [they said that] her T-shirt is not fashionable. For gym class, imagine, ordinary white T-shirt for the gym class (.) and she was crying in the locker room. And I let the boys play football and I sat with the girls. It was the beginning of the second grade. 6:70 ANA_6VSR_SRP2

I had to, I had to. I felt the need to intervene 6:35 ANA_6VSR_SRP2

Teacher Ana provides a rich description as well as an insight into the way she gathers information from various sources, both by observing pupils' behaviour during the break and by asking the parents. She is affected by the emotional reaction of a mother and a pupil and she decided to handle this problem. Ana tries to correct undesirable behaviour in the group dynamics by allocating the time to address the problem and therefore she sits and talks with the pupils. Here, the pupil is recognized as a member of the peer group and Ana shows real concern not only for the well-established relations among the peers but also the well-being of the pupils. Establishing positive and caring peer relations becomes part of the teacher's pedagogical care of pupils. To this end, the teacher opens the space for these relations to be established.

5.1.5 Summary of the pedagogical care of pupils

Teachers' subjective theories about the pedagogical care of pupils, analysed though the lens of the capability framework, consists of recognizing four capabilities of pupils in the teaching and learning process:

- *Capability to become* that assumes opening the space for becoming and recognizing a pupil as an end to teachers' means;

- *Capability to speak and act* that is comprised of pupil's being heard in the teaching and learning process, having a stand and being empowered to initiate the action;

- *Capability to be identified* through the recognition of a personal name, recognition of a learning problems and potentials as well as recognition of a personal characteristics and familial background;

- *Capability to establish relations* through nurturing caring relations between teacher and a pupil and among a group of pupils.

These four capabilities as the pedagogical care of pupils belong to the pedagogical relation of the didactic triangle. **Figure 9** presents the graphical presentation of the recognized capabilities in the teaching and learning relations.
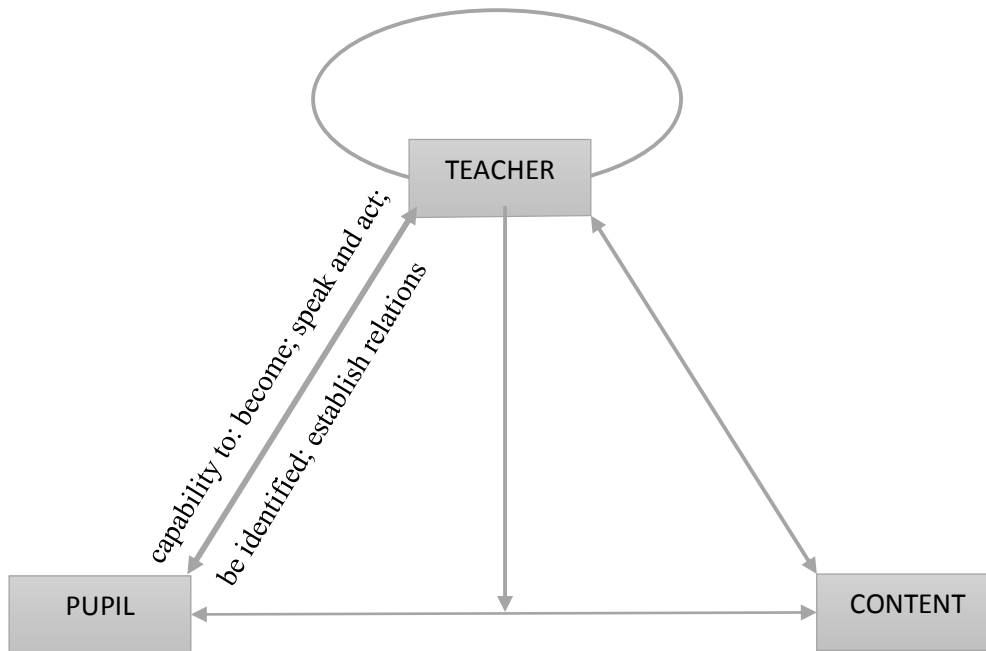
Figure 9: Recognition of a "capable pupil" as a pedagogical care of pupils

5.2 Teachers' Professional Conduct

Although the focus of this study was the inquiry into teachers' subjective theories about their pupils, teachers exposed themselves as professionals through teachers' reflections on the pedagogical moments in teaching and learning. They expressed their understanding of their calling and their relations to a professional and personal self in teaching and learning process. Subsequently, these reflections revealed that recognizing the pupil as a capable human being is understood as part of teacher's professional conduct.

5.2.1 Professional responsibilities

Professional responsibility is the concept that is used in this study as teachers' awareness of the influence they have on the pupils and their well-being. Teachers revealed their personal understanding of what they feel responsible for in teaching and learning relations. This awareness of the influence goes in different directions, varying among teachers and pedagogical moments. The following excerpt illustrates how the teacher's professional responsibility is directed towards the support of a pupil as speaking and narrating actor in teaching and learning process. When teacher Ana was asked to describe her pupils, she states the following:

> I don't have some favourites, some specific child (.) but I like children that are complete as personalities, I like when they know how to express themselves, when they fight for their stands, that is important for me and I notice those kinds of pupils. Of course I have to [work] with all of them (5) and somehow (…) this class is formed during those four years and I think that teacher transmits so much of himself (5) to children and that they then function further on

in the same manner. That is why it is such a huge responsibility according to me. 7:119

ANA_INT

The teacher here talks about the pupil who is a speaking and acting agent. She recognizes such a pupil as an ideal image of a "real" pupil. In addition, Ana is aware that, through her own actions, she transfers parts of her ideals, beliefs and theories onto the pupils, and that her responsibilities lie in that domain as well. The analytical framework of this study is based on the notion that taking responsibility also means a meaningful action where a person imputes the action to oneself. Applying this framework on the data analysis tells us not only that the teacher is aware of the influence she has on her pupils but also that through this awareness the teacher imputes the actions in teaching and learning relations onto herself. Therefore, the action of recognizing a pupil as a speaking, acting and narrating agent – as *l'homme capable* becomes a meaningful action in the teaching and learning process – or in other words, it becomes part of the teachers' responsibility.

5.2.2 Flexible boundaries of the profession

Another point of teachers' reflection on the professional self was their reference to the boundaries of the profession. This presents what teachers understand as their scope of duties. Throughout the study teachers expressed the broad understanding of what the professional conduct implies and this notion was named *flexible boundaries of the profession*. Each teacher had a broad understanding of their profession that went beyond the teaching of the content to schoolchildren. These teachers have shown that they are agents who actively initiate actions that correspond to their understanding of the profession and they can be flexible in responding to pupils' needs and specificities of the context. Therefore, teaching the content was not the only point of reflection or the action in their teaching and learning. Consequently, the teachers' subjective theories about

professional conduct justify actions that teachers themselves see as crossing the boundaries of the profession. In the following excerpt Milan explains what he finds important in his work, in addition to learning goals. He starts his explanation by referring to his own personal life and what he finds important for his pupils to learn as well.

> And another thing is important. You know, I have problems with my son and those were big problems and now they are a little bit reduced. And while I searched for the reasons for his problems I found that it is possible that it is some kind of metabolism problem connected to the nutrition. So I read a great deal about it and I know a lot about it. […] Then I talk to them [pupils] about the importance of a proper nutrition. Then I tell them *You see children, when your dads put a petrol in a car they pay attention to which garage they will go to and to the quality of a petrol, but no one cares about what you eat for breakfast.* And I think I have a full support from parents in doing so. 59:64 MILAN_INT

This teacher's interest in the proper nutrition originated from his personal life and problems related to his son. The teacher transferred this additionally gained knowledge into the classroom in order to bring forth a discussion about nutrition and hence go beyond the requirements of the curriculum. The concept of the flexible boundaries of the profession co-occurs with the teachers' personal characteristics, such as: guiding pupils' behaviour, creating supportive ambience, situational decision and motherly behaviour of teachers. This analysis indicates that similarly to teacher Milan, other teachers brought forth topics they find important into their classrooms. Apart from the topics that are included in the teaching, other teachers also emphasise establishing valuable and meaningful relations with the "other" (for example: peers), debating their opinion, having a stand and so forth.

The following teacher emphasised the importance of establishing relations between the teacher and pupils in the classroom. This pedagogical moment occurred at the beginning of the school day. Pupils were preparing for the first lesson of the day. The teacher came into the classroom, greeted the pupils asking them if they got wet by the rain. Several pupils approached the teacher's desk telling her something. Others approached and teacher conversed with them, too. This pedagogical moment lasted two minutes. The teacher then sent the pupils to their place and told them to open their course books for that day's lesson. After observing the videotape of this pedagogical moment, the teacher explains the reasons why she acts like this.

> Well, I don't know, I see them as my second family and they have a need, I say it all the time, they have a need to tell (..) and I love to hear some things. I don't know, I don't know why it is like that. Just like in a family when children come home from school, the first question is *Was there something new in the school?* Right? *What's new in the school? Is everything ok etc.?* That's how we start our day in the school, too (5) So that they feel like I am a part of that community, that they are not alone and that they are entitled to a personal life not only school life, and that I am acquainted with all of it. 19:1 SOFIA_5VSR_SRB2

The teacher explains her action as a way of creating meaningful relations with the pupils that she recognises comprehensively: as pupils but also as children with their own histories that they can narrate. Moreover, the teacher wants to be sure that pupils understand that they should feel "that they are entitled to a personal life not only school life". This implies that pupils in schools are not only recognized as learners in the educational institution. The teacher through this broader understanding of the professional conduct, recognizes each pupil as a relational "other" in teaching and learning. This "other" is a pupil who also has an identity outside the school, who brings this

identity into the classroom and who is invited to share it with the others. In addition, the teacher compares the teaching and learning relations to the family relations.

Teachers, therefore, broaden the perspective of professional conduct by opening the space for the establishment of the relations between the teacher and the pupil. Consequently, teachers' subjective theories of the professional-self also open the space for the recognition of the pupil as a capable human being.

5.2.3 Personal characteristics of the teacher

Teachers' subjective theories about the professional-self in recognizing a capable pupil are reasoned, partially, also by the personal traits of teachers. Namely, teachers used their personal character as an explanation of certain subjective theories. In the following excerpt the teacher reflected on one pedagogical moment including the touch. The teacher addressed and touched the hand of one pupil. In her reasoning for doing this and such an action in TL process, she says:

> It is very important to me, I find it important, because I also notice it with them. And I believe that I am like that by nature. There are probably teachers who don't do it but I believe it is something very important for them. 60:19 KLARA_1VSR_SRB1

Klara reflects on this pedagogical moment as something important to her, since it is her "nature". She is also aware that there are other teachers who understand this practice in a different manner and she maintains the belief that the human touch is only part of her personal-self. There is a relational aspect in this subjective theory of the teacher and it is manifested in her reference to the pupils. She states: "I find it important because I also notice it with them". The teacher notices the

pupils' expressed needs and she acts in relation to them and as a response to the pupils. However, there is another possibility in the teacher's response to her pupils. In another example, Maria explains the discipline in her class that actually reflects her character.

> Me personally, well, I guess that you have seen in these few days here that I am very temperamentful. I don't like it when children are silent and quiet because I, myself, am not like that by nature, my speech probably tells that, too (.) 14:52 MARIA_INT

The teacher in this excerpts reflects herself upon her pupils or in other words, she is *mirroring* herself in recognizing the pupils. Pupils' actions are therefore seen as a reflection of the teachers' actions. In defining the teaching and learning relations, the teacher here does not ascribe the action to the pupils but imputes the action onto herself and her personal characteristics.

However, the personal traits that justify the subjective theories about recognizing pupils rely also on teachers' compassion and empathy. In that sense, teachers open the space for the "other". Teacher Ana, for example was reflecting on the overall lesson and she made a remark that she felt that day physically weak and as a result:

> You could feel that negative energy between us, that tension. I am a very empathetic person and I receive it. And then (5) it affected me. 1:48 ANA

From this excerpt, we can surmise that the teacher is sensitive to pupils' responses because she, by herself, is a person that is prone to empathy. Accordingly, this intersubjectivity in teaching and learning relations is a result of teacher's personal traits and such understanding justifies the teacher in her actions and reactions. It is interesting to notice that teachers, therefore, define their professional conduct in respect to their own personal characteristics. Teachers' subjective theories

evolve around the belief that their personal character affects the classroom relations and recognition of the pupil as a capable human being.

5.2.4 Professional acknowledgment

Finally, in reflecting on teaching and learning relations where a pupil is recognized as a capable human being, the teachers referred to the importance of the professional acknowledgement. This notion could be understood as a feedback for the good practice that reassures teachers that what they do is meaningful and worthy. The data did not point out only one source of this acknowledgement. Co-occurrence analysis indicates that teachers found confirmation for the good practice from: the *achievements of their pupils* (learning achievements, ability to have a stand, speak one's mind and so forth), *the external sources* (such as colleagues or the parents) and their *professional experience*. This means, that professional acknowledgment comes from these sources and their subjective theories are formed based on that. In the following example, the teacher reflected on what influenced her as a teacher and refers to her work in the school for the children with special educational needs.

> Every success I had with them was always presented as something great. And because they
> responded to me I always felt it as more important. […] And I think it gave me stimulus and
> wish to present myself in some other light in this work in the primary school, not only through
> the primary school education system. 58:12 KLARA_INT

This reflection points out that the teacher's positive experience acknowledged her efforts in teaching and learning relations and expanded the meaning of the professional conduct. The teaching experience that provides the acknowledgment was gained through the feedback from the

pupils. This pupil-based teaching experience formed the teacher's subjective theories about the professional conduct. Finally, it is through this act of acknowledgment that the teacher ascribes power to pupils to speak and act. It is the pupils' responses and reactions that are heard in the teacher – pupil relations and upon it, teachers' capability-related subjective theories are built.

5.2.5 Summary of teachers' professional conduct

By and large, this section reveals that teachers' act of recognizing the "capable pupil" is defined by their professional conduct. Therefore, even though the recognition of the capabilities is not openly ascribed to the teaching profession, teachers' relation to their professional and personal-self reveals that their subjective theories about recognizing the pupil as a capable human being (**Figure 10**) are based on:

- *Taking professional responsibility* – means that teachers implicitly recognize a "capable pupil" as part of their understanding of the professional responsibility;

- *Flexible boundaries of the profession* – each teacher in this study expanded the boundaries of the teaching profession in a direction that they found relevant. This expansion is closely related to the teachers' personal character and it is backed up with the professional acknowledgment. Such flexibility in the understanding of the teaching profession opened the space for teachers to recognize the "capable other";

- *Personal characteristics of a teacher* – subjective theories of the teachers about recognizing the pupil as a capable human being are based on the belief that their own personal characteristics and traits define their professional-self;

- *Professional acknowledgment* – teachers' required some reassurance that their subjective theories about recognizing the "capable other" is a good practice. This reassurance comes in the form of the professional acknowledgment by the pupils, parents, other teachers and teaching experience.
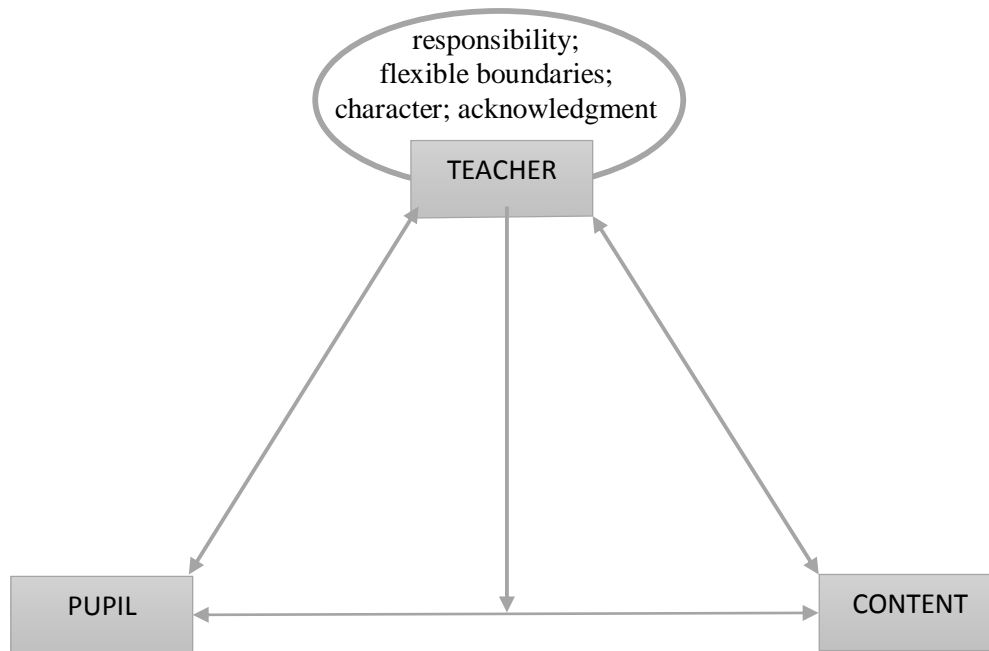
Figure 10: Recognition of a "capable pupil" as teachers' professional conduct

5.3 Misrecognition in Teaching and Learning Relations[25]

Reflection on the teaching and learning relations also revealed the impediments to recognizing the pupil as a capable human being. The analytical framework that is based on the capabilities revealed that the misrecognition in teaching and learning relations presents a hindrance to the recognition of "l'homme capable". The misrecognition is manifested as: ***misrecognition of the intent***, ***absence of the imputation***, ***misrecognition of the "other"***, and ***temporal dislocation of teachers***.

5.3.1 Misrecognition of the intent

Teaching and learning in the institutions of education are guided by certain intent. Teachers have an intention and the obligation to deliver the content and to obtain the goals of the curriculum. For pupils, on the other hand, school are not only places of learning but also places where they, for example, establish relations. In addition, this is the place where pupils are obliged to be. Therefore, in certain pedagogical moments, the intents of the "other" in teaching and learning relations is misrecognized and this creates disturbance in the lesson flow.

During the following pedagogical moment a pupil approached the teacher while she was addressing the whole class. The pupil attempted to say something to the teacher while pointing to his leg, but the teacher sent the pupil back to his seat, telling him with a smile that they would discuss this later. Here is one of the explanations that she gives for her reaction:

> That is the moment that, that really puts you off track. ESPECIALLY I mind when we
>
> are doing something serious. Look, you are explaining the task and he comes with that

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[25] Part of this chapter was published in Jancic (2014)

kind of a story: *Teacher, you know, I fell today.* It really impedes me! It really impedes

me! 8:50 MARIA_1VSR_SRB1

In this example, the teacher differentiates between the "serious" content of the lesson and the

pupil's narrative that is, within this understanding, not serious but a trivial. It is to be expected that

teachers need to have the curriculum on their minds and focus on the lesson content. However,

one can observe here the absence of recognition of the intent: conflicting intentions between the

teacher and the pupil. In this situation, the pupil failed to recognize the teacher's intent to deliver

a lecture to the whole class. On the other hand, due to the purposeful nature of the teacher's actions,

this teacher reacts in order to enable the flow of the lesson and bears in mind the purpose of the

curriculum. Therefore, she is not in a position to respond to this input and has to discourage this

pupil's attempt to narrate.

It is also interesting to notice in what way the teacher here is affected by these verbal and non-

verbal actions of pupils. The teacher is not just affected by it on a professional level in her form of

the professional self, but Maria gives the impression that her personal self is also affected by this

when she repeats "It really impedes me!"

Here one can see that the teacher's intentionality to deliver the teaching to the best of her abilities

is being obstructed. The pupils' behaviour and inflicted teacher's agitation are a cause of great

frustration. It indicates that Maria's *pedagogical well-being*[26] in these moments is poor, as seen in

the lack of agency she is displaying. Conflicting intentions between the teacher and pupil lead to

the misrecognition of *intent*, thereby disturbing the balanced pedagogical relations in teaching and

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[26] Pedagogical well-being is understood here in the way suggested by Soini, Pyhältö and Pietarinen (2010) who describe it as occupational well-being in the teaching–studying–learning process within the school community.

learning process and also affecting the power relations that are inherent to teacher – pupil interaction.

5.3.2 Absence of imputation

Teachers' meaningful action where teachers recognize pupil as a capable human being is characterized with the imputation of action. This means that teachers take responsibility for the actions and not only for the re-action to someone else's action. In teaching and learning relations, the absence of imputation is presented in the situation when the teacher or the pupil does not impute the action to oneself but to the "other". In these situations when the actors of the teaching and learning relations do not impute the action to oneself these actions become meaningless. The actors are not agents in these activities, but respondents to someone else's impulse. The following excerpt illustrates the absence of imputation in the classroom interaction. The teacher reflected on the pedagogical moment when she assisted one pupil with setting the curtain. While she explains the calculus on the board, the teacher turns to one pupil and asks "What is bothering you N(L)y?". The pupil points to the window complaining that the sun is heating his neck. The teacher explains the calculation procedure and approaches the window and sets the curtain. She asks him if it is good now, the boy confirms and the teacher returns to the board and continues working on the calculations. During the VSR interview, the teacher moves from the description of the action to the explanation. Even though the teacher responded to the pupil's request, she does not take the responsibility for what happens in the classroom but ascribes certain actions to the pupils' families. She says:

> That is a usual thing. That's exactly that! As if we, how to say it, hang waiting and if
> they need something there is no chance they would get up and do something (..) That's

why I say that, parents literally do, my impression is that they do EVERYTHING for them. That parents point the finger and say *Do this here, do it that way*. That REALLY impedes me but it's not possible to eradicate. 9:8 MARIA_2VSR_MAT1

In this pedagogical moment it is interesting that the pupil did not initiate this action by some specific request. The teacher, in her alertness to the situation in the classroom, noticed that the pupil was bothered by something. Maria responded to this cue and even though she initiated the action she does not ascribe it to herself. The teacher ascribes it to the pupil and their families. This pedagogical moment became meaningless to the teacher. It is not she who takes responsibility for what happened in the classroom, it is the "other". In this case, the "other" is the pupil, pupils' family and their expectations. Here, the teacher is not the acting agent but rather the recipient of the pupils' agency. Pupil is in the demand and the teacher is responding to it. This absence of imputation deprives the teacher of the meaningful action. At the beginning of this section, we referred to Ricoeur's (2005b) understanding that responsibility means that a person imputes the action to oneself. If the teacher is does not recognize oneself as the actor of the action he or she fails to take the professional responsibility for the activities in the classroom. The lack of imputation, therefore, induces the misrecognition between the teacher and the pupil in teaching and learning relations.

5.3.3 Misrecognition of the "other"

Misrecognition of the "other" implies that the actors in teaching and learning relations fail to establish intersubjective recognition. One example is teachers' subjective theories about certain pupils' traits that teachers see as unchangeable and occurring without their influence. In practice,

when teachers express determinism about certain actions or characteristics of relations, it can present a certain misrecognition. The complexity of the teaching profession contributes to the acts of misrecognition. In the exemplary situation, the teacher reflects on the situation when she had to intervene because one pupil protested for having to work with one boy who previously tried to spit on that pupil. She explains to the protesting pupil that this boy has to belong to one group. The groups are formed and they start the work. Reflecting on this situation, the teacher addresses the issue of pupils' behavioural characteristics, her own organizational and discipline techniques and finally she explains that such situations can sometimes be overwhelming.

> Well, I don't know if I should say something in my own defence that you can't. I mean, it is a complex job, you know it yourself, you were teacher, too. There are lots of subjects, there are lots of children, different demands, by the time you fit it all (.) it is difficult, it is difficult IF you want to do it all to be (…) good, because you try but then sometimes if can be really difficult (..). There is sometimes situations that I am not in the mood and that I have some personal problem, family problem or this or that, or you are ill and then they can crash you. And on top of it all he comes with his spitting or something so ridiculous <u>then you just want to scream. Of course you don't do it, but you understand what I mean, you know, you are supposed to teach them, I don't know, "Adverbs" and then he comes and spits around</u>! 3:16 ANA_3VSR_FT

Ana reflected on the pedagogical moment when the pupil who obstructs the lesson flow is not recognized as the "other" in teaching and learning process. The pupil in this pedagogical moment is the opposing "other", someone whose intents and capabilities to act are not recognized as welcomed. He is not identified as a member of the learning community since he acts in a way that is humiliating to the other members (by spitting on them). It is, therefore, challenging to establish intersubjective recognition between the pupil and the teacher. However, it is interesting to notice

that the teacher refers to the professional burn-out when explaining this pedagogical moment. Ana through this, takes part of the responsibility for the misrecognition of the "other". She reflects on the situations when her personal well-being as well as the commitment to deliver the teaching content, impedes the recognition in the teaching and learning relations.

By and large, just like recognition, misrecognition of the capable "other" is relational. It is not enough that the pupil does certain things to be misrecognized. Teachers' through their (non)actions impede the recognition of the capable pupil. Both pupil and teacher create together this pedagogical moment of misrecognition of the "other".

5.3.4 Temporal dislocation

Temporal dislocation describes teachers' frequent reflections to the contemporary aspects of the teaching and learning relations and their contrasting it to the previous values, ideals and habits. Therefore, their misrecognition of the contemporary school life is labelled as a temporal dislocation. The temporal dislocation is a very significant impediment to the recognition of the capable pupil in the teaching and learning relations. Teachers repeatedly question their actions and the analysis has shown that teachers rely on their professional experience in constructing their capability-sensitive subjective theories about the pupils. However, temporal dislocation questions the value of their professional experience creating insecurity among the teachers.

An example of the misrecognition provoked by the temporal dislocation is provided by Maria. In the following pedagogical moment, the teacher gives instructions on how to solve a certain type of calculations. She notices the pupil who is bothered by something and she approaches asking him what the problem is. The pupil points at the window explaining that the sun is heating his

neck. The teacher pulls on the curtains and asks him if it is better. Pupil confirms and teacher goes back to explaining the calculus. Reflecting on this situation, the teacher refers to contemporary pupils' behaviour comparing it to her own and to that of previous generations.

> I remember when I was a pupil how it was. We flew and we were happy when we could help our teacher with something. They DON'T, they simply ask for, it's such a generation (5). And I am so surprised with it and we discuss it in the staff room, it repeats in all grades, that they simply would never undertake something, *Let me be the one to do something*! But no! 9:7 MARIA_2VSR_MAT1

This pedagogical moment has already been used to illustrate the absence of imputation. However, the teacher's reflections were multi-layered providing a rich description of the pedagogical moment. Further into the interview, the teacher revealed this misrecognition in teaching and learning relations that is based on the teacher's temporal dislocation. Maria contrasts her pupils to herself as a pupil. The teacher through this action is mirroring herself onto her pupils and fails to recognize them as independent subjects.

On the other hand, there are other examples of teacher Klara and teacher Ana. Klara reflected on the teaching profession and the satisfaction and dissatisfaction that it provides and she says:

> I am dissatisfied when in more and more cases, and it seems to me that in these [new] generations as children come (…) I see some disrespect. So, when I feel that (…) they [pupils] simply don't treat me (…) I don't mean it needs to be that precisely teacher – pupil [relation], it doesn't have to be that strict (…) but simply, I give myself so unreservedly but I don't receive back. I don't get a feedback. And that makes me unsatisfied. 58:32 KLARA_INT

Similarly, teacher Ana reflects on an action the teacher referred to the pupils' relation to work and the working habits and finally to the contemporary rearing methods that prevail.

Whether it's some tendency in our rearing, because we see that the children are indeed different and there are some other norms now and a moral is different. Or it is *Well now I don't have to work*, the meaning of the life is to work as little as possible. 1:43 ANA_1VSR_MAT1

Both teachers diagnosed pupils to have different norms and behaviour in respect to the previous generations when these teachers came into the teaching profession[27]. Teachers here explain and justify why in certain situations they fail to establish meaningful teaching and learning relations. These two excerpts tell us that temporal dislocation is provoked by this new phenomena, such as pupils' relation to a teacher or to a work assignments. Consequently, teachers' temporal dislocation impedes with recognizing pupils in teaching and learning relations. Teachers' subjective theories about recognizing pupil as a capable human being are based on the professional and personal experience that is challenged by the contemporary pupil and the approach to upbringing of this generation.

5.3.5 Summary of the misrecognition in teaching and learning

Misrecognition in teaching and learning relations (**Figure 11**) presents a complex structure in teachers' subjective theories about recognizing capable pupil. Four modes of misrecognition have been identified in this study:

- *Misrecognition of the intent* – presents the impediment to teaching and learning relations. It implies that the actors in the process (both the teacher and the pupil) fail to recognize the intent of the other participant in the classroom interaction.

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[27] That was 16 to 26 years ago.

- *Absence of imputation* – implies the meaningless action when the actors do not recognize themselves as being responsible, impeding the act of recognition in teaching and learning relations.

- *Misrecognition of the "other"* – indicates the absence of the intersubjectivity in teaching and learning relations, hence the failed recognition-identification of the "other" and the recognition of the relational self.

- *Temporal dislocation of teachers* – displays teachers' misrecognition of the contemporary pupils in the teaching and learning relations. Teachers repeatedly contrast their pupils with their imagery of the pupil that they have created through the professional experience impeding the recognition in teaching and learning relations.

Recognition impediment:
-Misrecognition of the intent
-Absence of imputation
-Misrecognition of the "other"
-Temporal dislocation

TEACHER

PUPIL

CONTENT
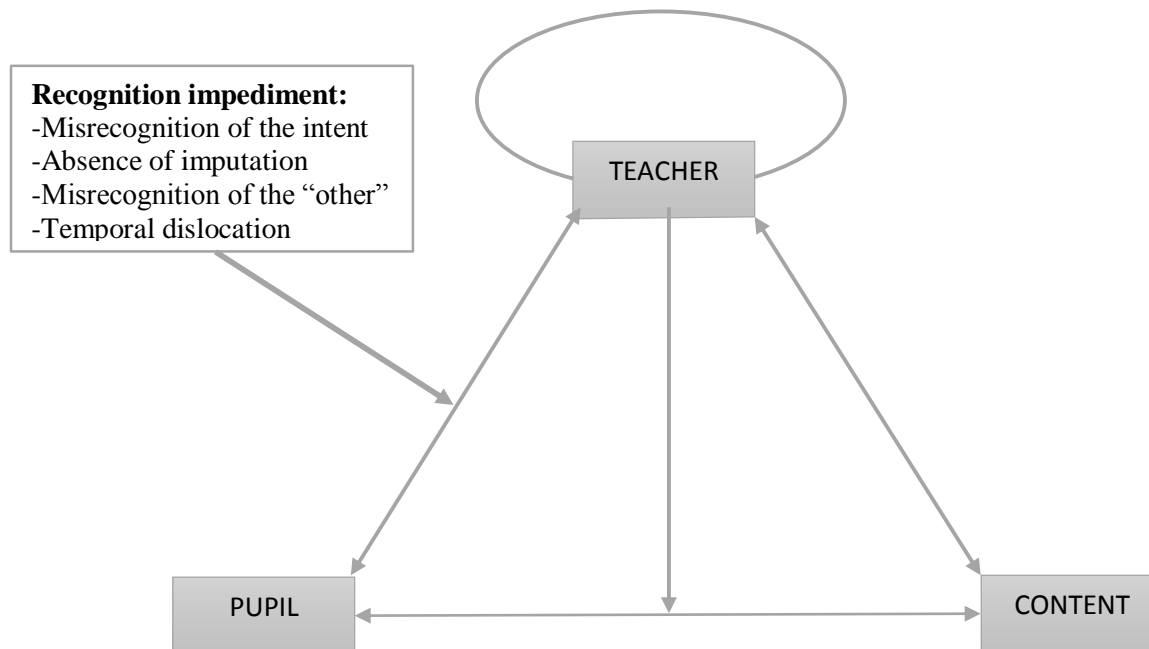
Figure 11: Recognition impediments in teaching and learning relations

5.4 Answer to the First Research Question: Graphical Presentation

The first research question that lead this study was: **What are the subjective theories of primary school teachers about recognizing pupil as a capable human being?**

The analytical framework set this question within the two relations of the didactic triangle: teachers' relations to pupils (pedagogical relation) and teachers' relation to self. In respect to these two teaching and learning relations, the data analysis revealed that teachers' subjective theories about recognizing the pupil as a capable human being consist of:

- **pedagogical care of pupils** that is based on the recognition of four pupils' capabilities in the teaching and learning relations: *capability to become, capability to speak and act, capability to be identified and capability to establish relations*;
- **professional conduct** that is based on *the professional responsibilities of a teacher, flexible boundaries of the profession, personal characteristics of a teacher and the professional acknowledgement.*

Moreover, the analytical framework grounded on the CA and Ricoeur's phenomenology of the capable human being revealed that the impediments to the recognition of the pupil as a capable human being. They are presented in the form of the misrecognition in the teaching and learning relations based on the *misrecognition of the intent, absence of imputation, misrecognition of the "other"* and *temporal dislocation of teachers*.

The answer to the first research question in respect to the teaching and learning relations is presented in the modified didactic triangle in the **figure 12**.

Recognition impediment:
-Misrecognition of the intent
-Absence of imputation
-Misrecognition of the "other"
-Temporal dislocation

responsibility;
flexible boundaries;
character; acknowledgment

TEACHER

capability to: become; speak and act;

be identified; establish relations

PUPIL

CONTENT
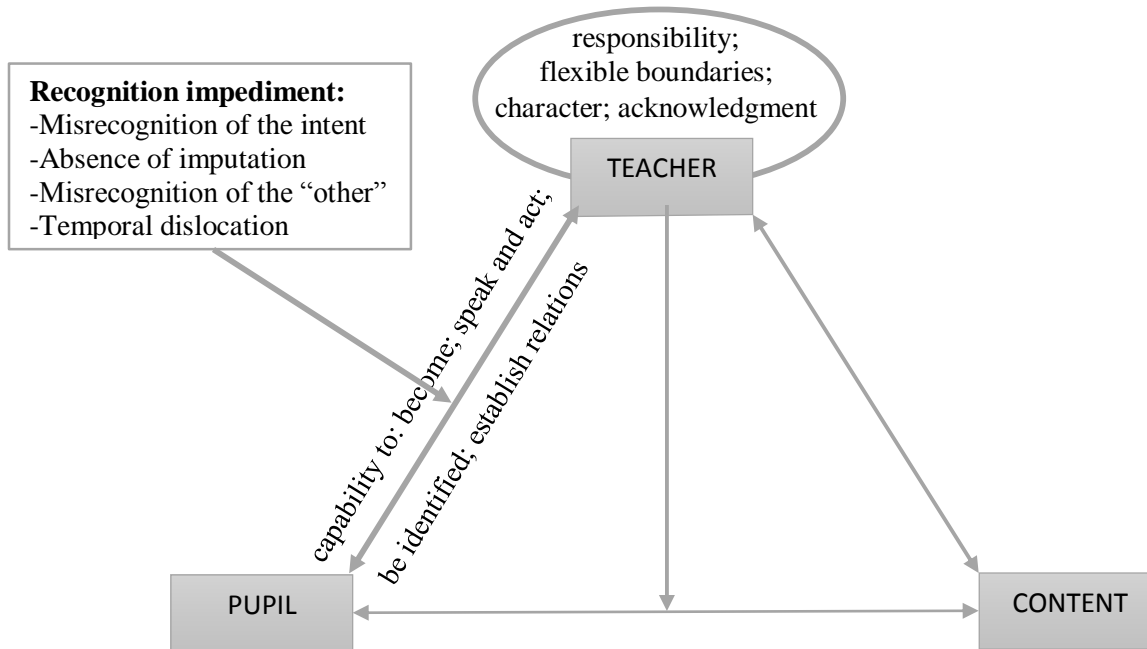
Figure 12: Model of the teachers' subjective theories about recognizing pupil as a capable human being

TEACHERS' CAPABILITY-RELATED PEDAGOGICAL PRACTICES

In this subchapter I offer an answer to the second research questions of this study:

> **How do teachers develop or hinder pupils' capabilities in the teaching and learning relations?**

The second part of this study aims at exploring pedagogical practices through the lens of the capability approach. This study identified four groups of the pedagogical practices that relate to the recognition of the pupil as a capable human being: ***authority, improvisation in teaching, creating a learning atmosphere*** and ***creating a caring atmosphere.***

Each of these four pedagogical practices will be elaborated in detail with illustrative excerpts from the data. This subchapter is concluded with the overall and graphical presentation of the answer to the second research question.

5.5 Authority

Authority emerged in the analysis of teachers' reflections on the pedagogical moments that were identified as capability-related. Teachers explained and justified their actions in the pedagogical moments partly in relation to their understanding of the teachers' authority in the teaching and learning relations. It is significant to point out that teachers understand authority in the terms of the discipline and controlling pupils' actions and behaviour in the classroom.

Authority has a twofold meaning as the capability-related pedagogical practice. It shows how teachers can support but also how they hinder the development of pupils' capabilities in teaching and learning relations.

In this study, teachers addressed three themes related to authority: their ***general understanding of the authority***, the ***disciplinary measures*** that teachers apply and the ***preventive actions*** that maintain the authority and the discipline in the teaching and learning.

5.5.1   General understanding of the authority

Throughout the interviews, the teachers made a more general reference to the concept of the authority. This offered an important insight into the teachers' general understanding of the authority and how it reflects on creating the possible opportunities for the pupils' capabilities to develop. In the following excerpt, teacher Ana explains how she understands discipline and what it means for her in the following manner:

> Well I think, I believe I am one of those teachers who don't have a strong discipline. On one side it's good because my children are open and they are not afraid to speak their mind. And when they come to upper primary, colleagues usually praise them for their openness, thinking, being able to explain many things in their own words, but then sometimes it borders with (.) I mean it can be (…) well I can't say I have a problem. I like to work that way and I love it to be a bit (.) that they are not tied up (.) but sometimes I am bothered when they are too unrestrained or if someone else comes in with a different character than me and they can't follow them, then they break loose. Then they break loose. That's what I don't like about myself, I think I do my job relatively well but that (.) that is my biggest flaw that discipline, to somehow (.) change myself. 7:105 ANA_INT

This excerpt shows that in this classroom, the teachers' understanding of the discipline enables pupils to be speaking agents. Teacher says: "they are not afraid to speak their mind" ascribing this to the discipline rules in the teaching and learning relations. Ana, therefore, praises her pupils for having a stand and having a freedom to speak, and by naming her colleagues as a source of the professional acknowledgment who confirm her conviction that it is a positive pedagogical practice. On the other hand, the teacher also expresses her concern that such pedagogical practice is difficult to balance. She mentions pupils that *break loose* and that presents undesirable behaviour that the teacher wishes to change.

Finally, by taking a responsibility for the actions in the classroom Ana presents herself as someone who likes to be in control of the classroom. She does not ascribe undesirable behaviour to the pupils or any other external source, but she takes responsibility for changing the practice in teaching and learning as something that is in her professional power.

However, other teachers had different understanding of the discipline. In the following example, teacher reflects on the discipline in the following way:

> According to me (..) discipline is not being quiet at the lesson and following a monologue (..) of a teacher. For me discipline is about work (.), about pupils participating in the work or by answering to some questions. But [important is] to respect certain behaviour [rules] in the classroom. For example, when someone speaks that others listen. Without [shouting] "I want to answer!" It is enough just to raise your hand and I will notice them, not to call by name and interruption. For me that is NOT discipline. Everything else (5), some communication in the lesson, that is what I call working discipline. I am just bothered by this interruption and speaking at the same time and when they don't listen to each other. That is what I consider

bad discipline. Of course, walking around the classroom is very specific for the first grade, but already in the second grade they learn when they can and when they can't approach me when they need something. 21:69 SOFIA_INT

Sofia's pedagogical practices relating to the discipline are intention-oriented, meaning that the teacher puts the emphasis on delivering the contents of the curriculum. The content-related activities in the classroom are supported whereas any other narrative is discarded as misbehaviour. Capability to speak and narrate is not openly supported here. So this is not a capability-driven interaction, but a place where the teacher is a gate-keeper of a proper classroom behaviour that is based on strict rules of turn-taking.

These two examples offer different approaches to authority, both show that the teachers consider authority in the terms of the discipline and the situation when they have a control over the classroom activities. However, through the authority as gate-keeping, the teacher also supports pupils' freedom to *be heard* by insisting that pupils listen to each other. Similarly, teacher Ana made a reference to pupils and opening the space for "becoming" through the discipline. In this manner, the authority (perceived in this manner) can also support capability-development of pupils. Teachers have a responsibility to deliver the contents of teaching, but how they approach it varies among teachers. In both cases teachers reflected on their personal self as a parameter of the authority and they made references such as *"being bothered"* and *"I like to work that way"*.

5.5.2 Discipline measure

This notion refers to all the pedagogical actions that teachers apply in order to maintain discipline during the teaching and learning process and as a response to pupils' misbehaviour. In the following pedagogical moment, the teacher called out the pupil to read a text. He instructs other pupils to follow the text. One pupil does not follow the instruction, he turns around and occasionally addresses other pupils quietly. The teacher looks at that pupil a few times. He stops the pupil who reads the text and calls out the pupil who did not follow the instructions. This pupil does not know from which point in the text to continue reading and the teacher then tells him he will get 1[28]. The other pupil continues reading. The teacher's reasoning about this pedagogical moment is the following:

> And now this Z(R)y knows he won't get a bad grade but that had an effect on him as a warning
>
> and he will become quiet and it will all go well till the end of this process. That is some kind
>
> of a play between me and them, that's how it functions. But it's not harmful "training them a
>
> bit in discipline" (.) That is pretty much the same as the P.E. teachers do, I think they do it
>
> very well (…) 64:11 MILAN_2VSR_SRB

This pedagogical moment was an illustrative representation where a pupil's unwanted and untimely narrative is scolded by the teacher. The teachers' instructions were clear but the pupil did not follow them so the teacher felt obliged to react. Milan calls it *play between me and them,* positioning himself on one side and pupils on the other. Here, the teacher is not acting as a member of the community but as a gate-keeper in charge of the discipline while the pupil is the "other" whose capabilities are not recognized. This situation occurred because pupils' intentions do not

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[28] The failing grade.

(always) correspond to teachers' intentions. In the pedagogical moments when this misrecognition of the intent takes place, teachers apply discipline measures. The teacher says: "he will become quiet and it will all go well till the end of this process" indicating that discipline measure aimed at regaining the teaching and learning flow by re-establishing recognition of the teacher's intent. This pedagogical practice has, therefore, possibilities of developing but also hindering pupils' capabilities in teaching and learning relations. On the one hand, it hinders pupils' narrative but on the other it develops pupils' opportunities to expand the knowledge.

5.5.3   Teacher's preventive actions

Another pedagogical practice that teachers implement in the context of the authority is preventive actions. Teachers prevent possible disturbances of the lesson flow and in order to maintain this uninterrupted teaching and learning process, they act. Teachers based their decisions on their thorough knowledge of the pupils. In the following pedagogical moment, one pupil reads an essay while the other pupils and the teacher listen. During this time, one pupil stands up and goes to the bin in the corner of the classroom and starts sharpening his pencil. Another pupil stands up as well and approaches the bin with his pencil and a sharpener. The teacher at one moment notices the pupils in the corner and while still listening to the reading, she approaches the pupils who are sharpening their pencils, asking them what they are doing. She makes a remark that they cannot do it at the same time. She stands next to them until they finish sharpening their pencils. The pupils return to their places and the teacher goes back to the front of the classroom. After observing the video of this pedagogical moment, the teacher explains her actions in the following way:

> Those are the two boys who (.) have everyday fights (.). As soon as one does something, the
>
> other one is there. They have this need (.) I mean something always happens. If I don't

approach something happens. Then I have to separate them. For this sharpening of the pencil I tell them *Just go, don't even ask, just go and do it quietly*. However, it is this MISuse I would say, they misuse it and they go and then they start some talk, noise and for that reason I interrupted it (5). 11:14 MARIA_4VSR_SRB2

This pedagogical practice shows us how the teacher applies her thorough knowledge and recognition-identification of a pupil in a teaching and learning process. The teacher is alerted to the activities in the classroom and her goal is related to maintaining the discipline and uninterrupted lesson flow. In addition, the teacher showed what she does with the knowledge she gathers about a pupil. This knowledge is gathered when a pupil is identified based on the personal characteristics and peer relations. The teacher uses this knowledge to create capability supportive pedagogical practices – in this instance to enable undisturbed peer relations and to prevent a possible conflict between the pupils.

5.5.4   Summary of the authority

By and large, obtaining the authority in the teaching and learning process is an important pedagogical practice that reveals how teachers both support or hinder possibilities for capability-development (see the network view of the category authority; **Figure 23**).

General understanding of the authority – it reflects teachers' collective perception of the authority in the teaching and learning relations. It shows how teachers' have a possible space for capability development through defining themselves as authority in the classroom interaction.

Disciplinary measures – refers to all the pedagogical practices that teachers apply to restore the recognition of the intent in the disturbed lesson flow.

Preventive actions – present the pedagogical practices that are based on the teachers' thorough knowledge of pupils and alertness to the realities in the classroom interaction. This knowledge is used to anticipate the possible disturbances in the lesson flow (the acts of misrecognition) and to act accordingly.

5.6 Improvisation in Teaching

The teaching and learning is a guided and planned activity. However, the immediacy of the action demands some improvisation on the teachers' part. Despite being unplanned, improvisation here is an activity through which teachers realize their intent. This means, that teachers do not just respond to the situation by impulse without involvement of their subjective theories about teaching and learning. Improvisation is, therefore, a thoughtful pedagogical practice that teachers apply in order to accommodate the teaching and learning process to the circumstances and to respond to individual pupil's needs.

Teachers improvise in the teaching and learning process based on the observations that they make in their *alertness* to pupils and all the activities in the classroom; by making *situational decisions* and acting accordingly; and by *prediction* of what might happen in the classroom as a response to a new situation.

5.6.1 Alertness

Teachers are constantly attentive to pupils and activities in the teaching and learning process. In the practice, this alertness means that teachers do not follow only the planned and aim-orientating activities. Teachers, through this pedagogical practice, improvise the teaching and learning process based on the situational inputs. In addition, it is through this activity that teachers gather thorough knowledge of the pupil.

The following pedagogical moment happened during the first lesson in the morning. The teacher called out one pupil to answer a question from the text they had just read. The pupil does not answer. The teacher approaches and shows the pupil a place in the book where the answer could be found. The pupil is still silent and the teacher says: "It's ok, it's morning, J(V)y is still sleeping" and smiles at her. The teacher turns to another pupil who answers the question. The teacher's explanation was:

> I saw on her face that she was still sleeping, she was asleep. It was eight o'clock in the morning, who knows when she went to bed and she is asleep and she doesn't function and she (..) can't manage. It's not that she was talking around or doing something that I could say *You see, the reason you can't answer my question is because you didn't pay attention.* No! I saw that she simply doesn't function. And then I added that sentence that it is morning and that she is still sleeping and with that sentence, I slowly moved to another pupil, because I saw there was no effect in me continuing, to ask some sub-questions to push her to answer, because the child simply didn't function. 61:30 KLARA_2VSR_SRB2

The teacher started this pedagogical moment with an intention related to the teaching and learning. However, that plan was changed in respect to the new situation. This change of approach happened because the teacher was alert and recognized the pupil's current state. By improvising, the teacher did not allow her planned activities and expectations from her pupils stop her from recognizing this pupil in this specific moment. The teacher acknowledged that this pupil does not react this morning. The teacher shows not only verbal reassurance by telling the pupil that *It is all ok, it's morning*, but she offers a smile as well. By this pedagogical practice, the teacher opens a space for a pupil to expose himself/herself. After that, the teacher turned to another pupil in order to maintain the lesson flow.

In another pedagogical moment, we can see how teacher uses this pedagogical practice to gather the knowledge of the pupils. The teacher reflected on the nicknames she uses in the teaching and learning relations and she says:

> Well these nicknames are related to the name! Nothing other than that, but the nicknames they come to school with. Or I hear how they call each other. Little Kathrine[29] they all call Kiki so then I do too. I address her *Let's do this Kiki* so it became normal to all of us. 11:57 MARIA_4VSR_SRB2

This excerpt shows that alertness is a generator of information about the pupils. In this alertness the teacher collects information about pupils' likings, the nicknames they use, peer relations, learning potentials and learning difficulties. This shows the teachers' alertness to pupils and the activities enables recognition-identification of pupils in the teaching and learning process. Finally, teachers' openness to the "other" is manifested through the **alertness as a pedagogical practice**.

5.6.2 Situational decision

Teachers' alertness imposes the situational decision of a teacher. Teachers show the flexibility in the organization of the teaching and learning process. For example, a teacher was asked to name the themes that should be addressed in the teaching and learning process.

> As for the topics, some of the topics are sometimes treated more and sometimes less and I have been working for 16 years and simply, I don't know, it depends from year to year and from

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[29] Pseudonym.

generation to generation. When I come into the classroom I see what to do more with that generation and what topics to treat. 7:125 ANA_INT

In another exemplary pedagogical moment, the topic of the lesson was writing capital letters with names and nicknames. The teacher discusses with pupils what nicknames are, asking them to name a few. She then asks them what nicknames should not be like. After a short discussion the conclusion was that nicknames should not be insulting. The teacher explains this pedagogical practice in the following manner:

> Although to us [primary] teachers, these situations are quite normal, and you see it didn't even occur to me that I did it that way, that it is what I actually should do, but simply through nicknames and then you remember that it can (..) that wasn't even a planned activity, this story about the nicknames, but it simply poured, came out of me that while we are talking about nicknames, to continue with it so it wouldn't happen. And then you teach them what is nice, what is bad, how they can laugh with someone but in a nice way and not to insult. 16:6 SOFIA_2VSR_SRB1

This excerpt shows that teachers improvise also to bring about the upbringing agenda into their teaching. Perhaps this activity could have been foreseen since the teacher planned to discuss the nicknames. However, this plan was reserved to a discussion about nicknames as a grammatical question of writing the capital letters. Teacher states: *"but it simply poured, came out of me that while we are talking about nicknames, to continue with it"*. In this immediate situation the teacher acknowledges the opportunity to bring about the upbringing goal of the teaching and learning process. This goal is reached by this situational and immediate improvisation in teaching. With this pedagogical practice, the teacher deliberately promoted positive peer relations and opened the space for capability to establish relations.

The following example of the situational improvisation supports pupils' becoming. The teacher reads some sentences from the text in the book and she calls out a few pupils to read the rest of the sentences. After the text was read she asks what it means "to sigh"[30] and furthermore to describe it in their own words. The teacher guides them back to the text they read and several pupils give possible explanations of the word. One of the pupils suggests the word "to lament"[31]. The teacher is surprised and approves the suggestion. Teacher's explanation of this pedagogical practice is following:

> Well unknown words, this concrete word was not listed in their reader as unknown. You can't find it in the glossary of the book either. They [publishers] probably thought that children know what it means, but it was very unusual to me and I wasn't sure they know what it means and on the other hand I didn't want to push it saying *Look now, this is a word you probably don't know and it means this and that*. I wanted first to test (.) by linking it to the text and what it previously was about (.) freedom, prison, happy, unhappy – and that they come to a conclusion by themselves –they understood what it means "to sigh" and it happened like that. It happened that they came up with this word "lament". That word didn't even cross my mind.
>
> 61:39 KLARA_2VSR_SRB2

In this pedagogical moment the teacher could not predict the pupils' responses therefore she had to act according to the context. However, this situational improvisation opened the space for becoming without imposing ready-made answers. The teacher admits she was surprised by the

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[30] In the original (Serbian language): "jadati se".
[31] In the original (Serbian language): "kukati".

choice of the words the pupils came up with and she praised their inventiveness. She provided the freedom to explore the connotation of the word and the pupils used it to acquire knowledge.

In addition, Klara does not praise one specific pupil but rather sees this as a collective learning accomplishment. This group of pupils, with its individual members, is responsible for the learning. Therefore, finding the new word becomes more than just a pedagogical practice of acquiring knowledge, but a space to explore, to give voice and to become part of the group.

5.6.3 Intuition

Similarly to teachers' preventive actions regarding authority and discipline in the classroom, teachers use thorough knowledge of the pupils to predict what will happen in the classroom. They use this knowledge to improvise or in other words to re-shape planned activities in order to adjust them to the new situation.

Teacher Ana, for example, explains some of her pedagogical practices as intuition. In this pedagogical moment, teacher called out a pupil to talk about some experience. This pupil has difficulties in writing and reading and the teacher was explaining in the VSR interview that she called him out because he is good at verbal expression. In describing her pedagogical practice and what regulates this calling out rules, the teacher says the following:

> Well I don't know. That is actually some intuition, some improvisation, there is a lot of improvisation and some feeling when you try to be impartial as much as you can and that you see them all equally, and that they are all fairly included, although that is sometimes impossible. 3:9 ANA 3VSR_NT

In this very short excerpt Ana conveys all the complexity of a teacher's job. Improvisation is not taught in teacher education and the teacher does not see it as a pedagogical approach in itself. Feeling the lack of tools for justly recognizing all the pupils the teacher balances this work based on her intuition. However, this example shows that in the course of improvisation, the teacher uses a variety of subjective theories she has about the pupil, his abilities, relations in the classroom, giving voice to each individual pupil etc. making this pedagogical practice a meaningful activity.

The following pedagogical moment presents another event where the teacher made an intuitive decision in the course of the teaching and learning event. Pupils were reading the essays they wrote for homework. One of the pupils read his essay consisting of two sentences. After he finished, teacher commented: *You wrote as many sentences as you wanted*. After that she addressed the whole class saying: *He wrote what he found important and significant*. Teacher reasoned the action as following:

> They should understand it, because (..) I think that after this [essay] and my silence the whole lesson would went into the direction [of pupils saying]: *But he wrote only two sentences and I wrote ten*. At some moment I felt that it could go that way. In order to prevent it and not to have (..) chaos, everybody would talk at the same time, not to have that, I immediately explained, clarified that it doesn't have to go like that, that they don't need to have ten sentences, two would do as well. 60:69 KLARA_1VSR_SRB1

Improvisation in the teaching and learning process serves the purpose of maintaining the lesson flow in this pedagogical moment. However, there is another interpretation of this practice. Teacher starts this reflection by referring to her pupils that they are the ones who need to understand this practice. Therefore, this is not a gate-keeping activity where a teacher made a decision that pupils

need to follow. The teacher involves the pupils in the teaching and learning process, recognizing them as the "other" by requiring from them to understand the intent of the action, which means it is also all right to write only two sentences. Another significance of this improvisation by intuition is that it opens the space for having a voice – the capability to speak. The teacher recognizes "*what one finds significant*" as a valid knowledge. Through this pedagogical practice the freedom to hear pupils' voice in teaching and learning process is facilitated.

5.6.4 Summary of the improvisation in teaching

By and large, this section has shown that teachers' work is contextual and situation-dependent, affecting teachers' reasoning and understanding of their every-day practice, their pupils as well as the content they are teaching. It also shows that improvisation in teaching (for the network view see **Figure 24**) is not an accidental activity but a capability-supportive pedagogical practice that is meaningful for teachers in fulfilling their professional aims. Improvisation can be manifested as three types of activities:

- *Alertness* – when teachers are alert to the pupils it gives them opportunity to respond and to support development of their capabilities.

- *Situational decision* – the specificities of the context provide teachers with the opportunities to change the course of their action and adjust it to support development of the capabilities.

- *Intuition* – this is the least tangible concept but nevertheless, it was reported by all the teachers that they rely on it as a pedagogical practice. This inner sensitivity to the needs of the pupils opens the space for actions that support development of the capabilities.

5.7   Creating a Learning Atmosphere

Creating a learning atmosphere is in the core of the teachers' work. They have the responsibility

to deliver certain content and to achieve the objectives of the curriculum. Therefore, learning in

this respect is understood as acquiring knowledge and contents of the curriculum. In this study,

the learning atmosphere was analysed through the lens of pupils' capabilities and three themes

emerged in the analysis – creating a learning atmosphere ***through the content of teaching***, ***through***

guidance of pupils and ***through organization of teaching***. Each of these themes will be discussed

in this section.

5.7.1   Through content

Teachers' create a capability-related learning atmosphere through the content of teaching.

Although in this study teachers made very few reflections on the content of the teaching[32] the

analysis shows that their capability-related pedagogical practices comprise of the ***content***

awareness and ***pupils' experience as the content***.

Content awareness

The following excerpt is from the introductory interview where the teacher reflected on the

curriculum and its demands and also how teachers tried to change it by sending the request to the

education authorities. In this particular section we can see how the teacher thought about the

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[32] Only 18 quotations was labeled "content awareness" and 12 quotations labeled "pupils experience as a content".

content, developed the opinion of it and even made recommendations based on this awareness of the content complexity. She states:

> There are, for example, some texts (..), we suggested earlier to move some text, for example, the required reading "Fairy's valley" by Dobrica Eric in Serbian language to be moved to 4th grade because some of the songs are so complex that pupils in the 2nd grade can't comprehend them, although they [authorities] never did. However, they did move "Alice in Wonderland" to the 4th grade. 7:121 ANA_INT

The teacher here shows the awareness of the content, its characteristics and didactical applicability in respect to the pupils' abilities and needs. This sensitivity, can provide a space for the teacher to develop more capability-driven pedagogical practices. However, this excerpt shows that teachers are not always in the position to manipulate the content of the teaching and change it to fit their capability-related subjective theories.

Pupils' experience as a content

Teachers also used pupils' experiences as the starting point in the work or as the main content of the lesson. An example given here is a Science lesson where the topic of the lesson was the traffic and behaviour of the people. The teacher instructed the pupils to open their books with the illustrations of the different situations in the traffic. The teacher used these illustrations as the stimuli for discussion about how pupils cross the street, what their parents taught them, where and how they behave when they ride bicycles etc. The teacher mediated the discussion while the pupils shared their stories. She explains:

Their own experiences (.) well I think it is easiest like that, some of their own personal situation that they encountered and based on that to come to a conclusion what is good and what isn't, how to behave well in the traffic and how not to. I think it is easiest based on their own experience. And they went through a lot by now. By now they go by themselves to school, to the local grocery, they say that now in 2nd grade parents let them on their own. It means that they are part of the traffic already and I thought it is a way to do it. (…) that's how I do it. I try to stimulate them to tell me and then based on that to make conclusions. 10:50 MARIA_3VSR_SoN

Although the teacher in this situation is still a gate-keeper who controls the lesson flow, there is a possibility for pupils' narrative to be developed. The teacher uses the thorough knowledge of her pupils to translate pupils' experience into a content of the lesson. Through their narratives pupils may expose themselves and express their opinions and beliefs. Therefore, there is a space to be heard and to become. However, the realization of this possibility is not granted by this pedagogical practice. There were only few references to the content and pupils' experience as a content suggesting that the teachers do not explore extensively its' capability-developing potential.

5.7.2 Through the guidance of pupils

Teachers create a learning atmosphere by guiding pupils in teaching and learning processes. Observed through the lens of the capabilities development, this practice revealed that teachers *guide pupils' attention and learning*, they *verbalize their expectations* from the pupil but also *their own role as a teacher*. Finally, *teachers also offer help* based on the thorough knowledge of pupils.

5.7.2.1 Guiding attention

Teachers' guide pupils' attention in order to maintain the teaching and learning process. An example can be found in the following pedagogical moment. Teacher gives instructions to the whole class to open a page in the Reader. She approaches one pupil and repeats to her several times: "The Reader". She closes her book showing the title of the book and repeats the word a few more times. The pupil looks at the teacher and then takes up and opens the corresponding book. The teacher reasons the action in a following manner:

> This is a situation with a Reader. It is a girl with attention deficiency again in the question. She raised her head and I bent down to show her (.) the book she needs to open. Why I did that. Because I noticed that she was going through some completely other book trying to find the page I instructed. In order to draw her attention I came close to her and first I started with the verbal approach, meaning to tell her to open the page in the Reader, open that specific page in the Reader and she was still trying to find it in that other book. Then I again emphasized the word Reader, she looked at me but she didn't react. Then I closed my book to show her the front page, the drawing on it and the word "Reader" and that is not the book she has in front.
>
> 60:22 KLARA_1VSR_SRB1

Here we can observe an example of an individually oriented activity where the teacher helped learning to happen by drawing her attention to the specific pupil. The teacher has a thorough knowledge of a pupil that has special characteristics (attention deficiency) and through this pedagogical practice the teacher opens the space for the pupil's learning.

Applying the analytical framework and conducting co-occurrence analysis inform us that teachers guide pupils' attention by using the touch, authority, encouragement, offering help and providing

individually-oriented activity. Teachers' use these strategies when pupils are listless or simply based on the knowledge of the pupils' characteristics as a preventive action.

5.7.2.2 Guiding the learning

Guiding pupils' learning is in the core of the teaching and learning process hence teachers reflected extensively on it. For example, in the initial interview, a teacher was asked to reflect on his professional goals and this teacher begins with guiding the learning.

> Here it is concretely, I can even tell you one task that I find important but that is not part of
>
> the curriculum. For example (..) a pencil and an eraser cost 12 dinars. A pencil and three erasers
>
> cost 16 dinars. How much is the pencil and how much is the eraser? That is ideal task to make
>
> a line segment, to draw a line segment where they will see that the difference between one
>
> pencil and one eraser and one pencil and three erasers is four dinars. And they will be able,
>
> based on that task, to feel the size of the number, to feel the number. And there is a whole
>
> series of tasks that follow from this one where they already in the first, the second grade at the
>
> latest start to understand the size. 59:56 MILAN_INT

The teacher emphasizes the pedagogical practice that brings forth the learning. The teachers are concerned with passing on the knowledge and implicitly capability-driven practice. Such practice provides pupils with necessary knowledge and information that can help them acquire other various capabilities and functionings (such as numerical literacy or ability of abstract thinking and imagination).

Another illustrative example of the capability-related guidance of learning is offered in the following pedagogical moment. Teacher is in front of the class and at the blackboard she calculates

the same task in two different manners. She gives a few examples that the pupils should do on their own and the teacher then tells them that they can do it in a way they find easier and quicker. She asks the pupils if they understood and after their positive response, she tells them to start working.

> Well, there are pupils that with several consecutive, even operations easily come to (..) the result while some pupils (.) have their own way, shorter and quicker way to reach the result. Now, there are different ways to add two-digit numbers (.) and I explain all the possible ways and then they chose what is easier and quicker for them. 15:116 SOFIA_1VSR_MAT1

The teacher's understanding of pupils diversified abilities and preferences lead her in guiding the learning. Here the teacher opens the possibilities for learning by offering choices. Although these are not choices in the most pure sense, since pupils do not have a choice of not learning this content, nevertheless, they are meant to accommodate different preferences of pupils so that learning, as an ultimate educational objective, could happen.

5.7.2.3 Verbalizing the roles

Verbalisation of the roles of all the participants in the teaching and learning process showed to be meaningful for a capability-related pedagogical practice. In order to establish conditions for an undisturbed lesson flow, teachers use verbalization of their expectations. The following pedagogical moment offers an illustrative example. The teacher calls out a pupil to continue reading the text a previous pupil started. The pupil responds that he cannot find the line where they stopped. The teacher smiles, approaches the pupil, touches his nose saying in a comic voice "Can't find it" and points at the place in the text where he should continue reading. The pupil smiles back

at the teacher and starts reading. The teacher explains this pedagogical moment as an example of her pedagogical approach:

> (laughing) (…) here you can exactly see what my reaction is (..) and what kind of a teacher I am. This is the moment when a pupil sincerely tells, and I always teach them not to lie. I tell them *The ugliest characteristic is to tell a lie. Just say, I forgot homework, I don't know, I don't have, I don't feel like doing that today, I am not ready*. So he simply said *Teacher I can't find it*. 61:87 KLARA_2VSR_SRB2

To begin, Klara puts an emphasis on the honesty in the relations which is then manifested in the pupil's guilt-free response. In this environment it is acceptable to fail and this is something which liberates from performance restraints. This excerpt shows that the teacher verbalized her expectations from the pupils and honesty in the relations is not just presumed but openly encouraged.

Teachers also verbalize their own role and what pupils can expect from them. This verbalization co-occurs with teachers' offering help. In the following situation, pupils are solving mathematical tasks individually and teacher is walking around the classroom asking pupils if they need some help.

> I constantly emphasis that I am here to help them when we do something. Because it often happens that during the test they come and say I don't know how to do this task. And then that is the border they cross. Then I emphasise that these lessons are when I offer help, then you may ask me all you need. The same thing goes for homework. 1:52 ANA_1VSR_MAT1

Teacher verbalizes her role in order to clarify expectation from the pupils about her duties but also to open the space for them to seek the assistance in teaching and learning process. This could also

be regarded as an opening the possibility to speak and act through pupils' participation in creating the lesson with the teacher. Knowing one's role and the expectations from the "other" is a base for recognizing oneself and the "other". This pedagogical practice, therefore, opens the possibility to establish meaningful relations between pupil and teacher – relation that is based on the intersubjective recognition.

Through the verbalization of the expectations teacher attempts to maintain teaching and learning process. In addition, not applying this pedagogical practice showed to be disturbing for a teacher and possibly for pupils in the form of misrecognition. In several pedagogical moment teachers regarded some pupils' behaviour as a misbehaviour even though teachers never verbalized it to pupils.

For example, teacher Maria was asked by the pupil to draw curtains because the sun was heating his neck. Without any comment, teacher approach the window and adjusted the curtain. However, in the reflection on the lesson she expressed her dissatisfaction with such a behaviour. She commented:

> There you see! It's as if we are just hanging there for them and when they need something there is no need that they would stand up themselves and do something. 9:48 MARIA_2VSR_MAT1

Maria did not, at any point, verbalized her expectations of pupil or of her role if she found it disturbing. She could have, for example, suggested to pupil to adjust the curtain himself. Without verbalization, we might now speculate that pupil might behaved differently in a classroom where intents are verbalized. Voicing expectations creates an environment where the guidelines are clear and the possibilities for the misrecognition of intent are minimized.

5.7.2.4 Teacher offering help

In order to create learning atmosphere, teachers often offer help to pupils even when they do not specifically ask for it. In the following example, pupils are solving mathematical tasks individually and teacher is walking around the classroom asking pupils if they need some help.

> By now I already know them well and then I know to who I need to approach. For example, this A(N)y, he will never ask for help, but I see when it's not going and then I approach to him and see. That's why I constantly walk around the classroom because then I see who needs (..).
> 1:59 ANA_1VSR_MAT1

Teachers offer help as a response to pupils' learning needs using the thorough knowledge of pupils in deciding whether to approach offering the additional help. In this excerpt, for example, we learn from the teacher that the pupil is shy or insecure and knowing that, teacher will propose assistance in learning. In addition, when making decision when to offer help teachers are also guided by their alertness to the situations in teaching and learning process. Recognizing an individual pupil's needs and responding to it accordingly, means that teacher identifies this pupil as an individual, as the "other" in teaching and learning process. This "other" is not an opposing other, but the other constituent of the teaching and learning process. This interplay between the teacher and pupil opens the space for a possible capability development.

5.7.3 Through organization of teaching

The didactical and methodological organization of the teaching and learning process is part of the teachers' efforts to create learning atmosphere. Even in these routine activities we can identify

capability-related pedagogical practices not so much in what teachers do but in the underlying subjective theories that teachers have about the reasons of their action. This pedagogical practice is based on the ***choice of methods***, ***call out rules*** and ***creating routines*** in the teaching and learning process.

5.7.3.1   *Choice of methods*

Teachers constantly make choices of the methods they will apply in teaching and learning and these choices are based on various aspects. In the exemplary situation, after reading a fable, the teacher asks the pupils what they think is the moral of the story. Several pupils raise their hands and teacher calls out few pupils who give their suggestions. Teachers' reflect to the situation.

> Well, at the end of the reading a new text we always have to (..) make a conclusion about the lesson we learned from it. The moral and the lesson of the text. We already explained what is what and they do it already in the second grade and I am really pleased. They understood it very quickly. Sometimes they don't know the difference between the lesson and the message of the text even in the fourth grade, but they are really very good in that (..) and it never really happened that we didn't elicited the message of the text, which is VERY good, meaning we didn't read something in vain. 8:108 MARIA_1VSR_SRB1

This pedagogical moment and the teacher's reflection on it shows that the teacher asks pupils to tell the moral and the lesson of the text as a way to assure that pupils understood the text. It is also a mean of involving pupils to participate in the teaching and learning process. Participation as a methodological choice opens the space for pupils to narrate not only the lesson and message of the fable but also through that to narrate themselves and explore possibilities of voicing their opinions. Along with voicing, having a stand is a skill that needs opportunities to be developed and

participatory teaching methods can offer the space for it. However, it is important to note that this possibility does not necessarily evolve to the freedom to be heard and have a stand.

5.7.3.2   Call out rules

Participatory teaching methods mean that teacher has to mediate pupils' involvement in the teaching and learning. That is organized by calling pupils out (to speak, act, etc.). Teachers reflected extensively on the call out rules as part of their every-day practice. In the following situation, teacher calls out two pupils to show how people in Serbia greet and how Eskimos greet, as it is described in the book. Pupils show it and then are joined by other pupils, too. In reflecting on the situation, teacher says:

> I call out but I pay attention that it is the situation that is appropriate to their coming in front [of the class] (…). When, when, for example, there is another child, when there needs to be three to four children to do something together with me. While sometimes if it's one on one, there are children who don't manage there, who are very shy, quiet and withdrawn and they can't express themselves in front of the board even though I am there with them. 60:46 KLARA_1VSR_SRB1

This short excerpt shows the complex logic that teachers follow when they call out pupils. Klara pays attention here to the pupils' specificities when she calls them out in front of the class. This means that if a pupil feels uncomfortable standing alone in front of the class she would call out few more pupils to provide a less stressful situation. Capability-sensitive pedagogical practice is responsive to the well-being of pupils and their feeling of security and Klara tells us that her actions are guided by such underlying subjective theories.

However, on the other hand, the intentionality of the teacher's work dictates sometimes another approach to calling out. In this situation teacher explains why she calls out pupils in a row, without the omission.

> Yes, yes. No skipping, because I don't know, I can't every day check how much they acquired. 15:56 SOFIA_1VSR_MAT1

Similar approach has teacher Ana, who says:

> But then I poke them, "shake" them and even when they do not raise their hand I want to hear them. Especially when I need that feedback information how much they know, what, how and then I have to. Simple as that. And I say also for the others that they should know that it is not always just one child that will answer, read and say something, but we need to hear the others, too. 5:35 ANA_5VSR_SoN

Ana explains her action as the "need to hear the others, too" and both teachers call out pupils even when this presents an uncomfortable experience. Teachers balance various relations with pupils (pedagogical relation on one hand and didactical relation on the other) while organizing teaching through calling out pupil. Hence, there are situations when they are guided by pupils' learning problems, likings, individual needs and characteristics but also teachers call out pupils to get a feedback on the progress. On that account, calling out gives a voice to the pupils in teaching and learning relations and opens the space for becoming (learning how to speak in front of the group even if that presents an unpleasant experience at the beginning).

5.7.3.3 *Creating routines*

Creating routines is the organizational aspect of the teaching and learning process. Teachers use routines as a way of providing continuous lesson flow but the data analysis revealed that this pedagogical practice is also guided by some other subjective theories. Teachers have, for example, a stand that creating routines builds better self-confidence of pupils and therefore they insists on the repetition of certain methodological approaches. Teacher Sofia comments:

> I for example, practice the same type of the task that I will give at the test. So that he [pupil] KNOWS how to do that type of the task (.) so when we have the test that it isn't totally unknown to him. The type of the task, the type of the task, I change the text of the task of course so that he wouldn't learn it by heart, recognize the task by the picture or by the numbers and all that. But simply, that is how they gain confidence. And I tell the parents the same. Constant exercise can build self-confidence. 18:76 SOFIA_4VSR_MAT2

This excerpt shows that teacher understands routines not only as the organization of learning but also as a confidence-building activity that supports pupils' development. Tests are required by the instances outside the school and teacher cannot have an effect on that. However, the teacher can act in such a way that pupils gain confidence about their learning and in that way, support pupils' capability to "become".

5.7.4 Summary of the creating learning atmosphere

This section showed that teachers' capability-related pedagogical practices involve creation of a learning atmosphere (see **Figure 25**) that supports the development of a capable pupil through:

- *Content* – the capability-related pedagogical practice assumes that teachers use pupils' experience as a content in the teaching and learning opening the space for the narration, even if it is a controlled;

- *Guidance of pupils* – teachers create capability-related learning atmosphere by guiding pupils' attention and learning, offering help with the learning and verbalizing the roles of all the participants in the teaching and learning process;

- *Organization of teaching* – when teachers apply capability-related pedagogical practice they carefully choose methods for the teaching and learning, guidelines for calling out pupils while, through the establishment of the routines, they ensure positive learning experiences of the pupils.

5.8   Creating a Caring Atmosphere

This study identified that capability-related pedagogical practice is manifested also as a creation

of the caring atmosphere in the teaching and learning process through: ***creating a supportive***

relations between all the actors of the classroom interaction; humour and human touch;

encouragement and ***trust***.

5.8.1   Creating supportive ambience

Teachers placed an emphasis on the pedagogical practices that create supportive relations between

all the actors of the classroom interaction. This assumed supporting relations between a teacher

and a group of pupils as well as among the pupils. In the following pedagogical moment, teacher

instructed pupils not to write immediately what she writes on the board but first to listen and talk

to her about the text they just read. While she was discussing with pupils and making notes on the

board, one pupil informs the teacher that the other pupil was copying the notes from the board.

Teacher instructs the rest of the class to start copying what is written on the board and scolded the

pupil who made a remark by saying: "You are whining!" In her explanation of the pedagogical

moment, she states the following:

> They have to help each other. Not to come and say *He took without asking!* Well, if he sits
>
> with you and he needs immediately an eraser and he sees yours, well he won't now stop to say
>
> *Sorry, can I please borrow your eraser?* We explained and agreed about it (.) that you won't
>
> wait for me to come to tell me that you don't have a pencil and that you forgot your pencil
>
> case, but you will ask a friend you sit with or someone else if he can give it to you (…) I want
>
> that COMMUNION that they have, to help each other, to be there for one another when

something is needed (.) not to expect from me to solve everything (.) to help each other when they can of course (.) Not to solve the test for him but if he doesn't understand something to explain to him and not to whine. I don't think it has any effect that I know now that he wasn't listening but he was writing. And he gain nothing, just maybe he lost a friend. For what? For written word. 16:80 SOFIA_2VSR_SRB1

To the outside observer, this pedagogical moment might not have appeared capability-related, but teacher's reflection on the action revealed pedagogical practice that is sensitive to pupils' capabilities. Teacher actively creates such a supportive environment where pupils aid each other. Capability to establish meaningful relations with the peers is therefore valued more than teacher's momentous control over the classroom activities. In this pedagogical moment teacher scolded undesirable pupil's behaviour as a pedagogical mean of influencing pupils' future behaviour. In certain way, teacher here does support pupils' freedom to act, to initiate the help – "not to expect for me to solve everything". Part of the learning and supporting the learning therefore comes from the peers who take an initiative and act. Teacher with this pedagogical practice opens the space for pupils to act and she steps away as the ultimate gate-keeper of the teaching and learning process. As a result, the learning is a product of the exchange between the peers that can happen because of the established supportive and caring relations.

5.8.2   Humour and human touch

Another pedagogical practice that teachers employ to establish caring atmosphere in the teaching and learning process is to offer comfort to their pupils through the humour and human touch. Teachers are prompted to apply these pedagogical acts during every-day classroom interaction as a way of creating relaxing and confident school ambience. Teachers use comforting as part of their

pedagogical approach in teaching and learning whether it is a part of teacher's planned pedagogical strategy or part of the improvising response to pupils' needs. Both humour and human touch have their own distinctive role in creating capability-related pedagogical practice.

Humour

All the teachers in this study used humour in the teaching and learning relations. These humorous moments served both the teacher and pupils as moments of relaxation. However, they are more than that. They present the re-establishment of the new relations between the teacher and the pupil. In an illustrative pedagogical moment, teacher asks pupils if they can imagine how Eskimos are dressed, asking them if they are wearing shorts or a swimsuit. Pupils laugh and negate. Teacher calls out one pupil to respond and the lesson continues.

> Well I really like in these situations when (.) I know that children know what (.) the right answer is and so it wouldn't look so monotonous and boring I sometimes slip in something (.) like, for instance, in this example and in the given situation to turn and to make them laugh. They were actually very active the whole lesson and they all participated actively, the whole class, but simply with such a moment I break some, perhaps, tension and some connectedness to the subject matter when they need to think of it directly, and considering that they are small and they need some laughter. And that is one moment of relaxation and it is still connected to the lesson. So I slip in the idea of shorts and the swimsuit and then they actually relax a bit, laugh, I become a bit more interesting than I actually am (..) *How teacher makes jokes,* how teacher made that lesson a bit less dense. And then we continue with the lesson and they didn't even notice that they relaxed a bit. 60:33 KLARA_1VSR_SRB1

Methodologically, teacher uses humour in this pedagogical moment as a way to diversify the classroom activities. The teacher recognizes the tension that pupils endure during the "dense lesson" when they are too focused on the subject of the lesson and therefore she includes humour as a methodological approach to relax pupils. Apart from this purpose, the overall data analysis showed that teachers use humour also as a disciplinary measure to attract pupils' attention and prevent misbehaviour.

However, in this example, Klara says that through these humorous remarks, she becomes more interesting than she really is to pupil and that pupils see her in a different way ("*how teacher makes jokes*"). Teacher, therefore, through the use of humour places herself away from the opposite "other" in the teaching and learning. This opposite other is the teacher gate-keeper whereas the usage of the humour makes these boundaries, between the "other" – the teacher and the "other" – the pupil, less rigid and obvious. This pedagogical practice opens the possibilities of the act of recognition to take place.

Human touch

One of the strategies teachers apply to develop caring atmosphere, encourage and motivate as well as to maintain lesson flow apart from verbal stimuli, is also through the human touch. Ana and Milan were the two teachers who did not use human touch as a pedagogical practice whereas Maria, Sofia and Klara used it extensively and placed a great importance to it.

The significance of the human touch in the pedagogical practice of the teachers is illustrated with the following pedagogical moment. One pupil is called out to read his essay at the Serbian language lesson while another pupil comes to the teacher with the book for the Nature lesson. The pupil wants to show something and starts quietly explaining something to the teacher. Teacher bents

down and fondles the child on both cheeks and tells him "We are not doing that now" and nods. Pupil nods back and goes back to his seat while the pupil reading his essays continues.

> I notice that, because during the break (.) they constantly hug me, they come and then they squeeze me. They have this need to squeeze you and hug you and then they tell you *I love you teacher!* And they ask to be kissed and then I see that they need it. I sometimes say as a humorous remark that I am like their granny. My age fits to be one. But I think it really means a lot to them. *Teacher touched me, fondled and kissed* and I really try that every child feels this attention. 11:39 MARIA_4VSR_SRB2

Teacher uses touch as a response to pupils' needs and requests. She does not insist on this pedagogical practice without the action being called for on the behalf of the pupil. The human touch becomes more than just an incidental pedagogical act, but a meaningful, thoughtful activity of a teacher. Pupils act and approach the teacher requesting the human touch. Teacher does not deny this request because she sees that "it means a lot to them". In this way, through this human touch we learn that this teacher does place an importance to what is important and meaningful to her pupils and she responds to these needs. In this recognition of their needs and mindfully including pedagogical practices that respond to their needs, teacher creates capability-supportive environment.

Both examples show us teachers that are responsive to pupils needs (to feel the human touch or to relax a bit). However, in one instance this need is explicitly required while in the other, the teacher uses her professional knowledge to recognize this need. What is common for both teachers is that through the recognition of the needs they recognized their pupils as capable human beings with the ability to speak and act and establish meaningful relations.

5.8.3 Encouragement

In order to create caring atmosphere teachers use encouragement as their every-day pedagogical practice. Dealing with various insecurities that pupils face in teaching and learning, teachers attempt to inspire them. They approach either individual pupil or a group of pupils and with verbal encouragement they boost their self-confidence. Milan was asked in the initial interview to name what he finds important in the teaching and learning process, and he emphasized the encouragement. He says:

> The third important thing at their age is constant encouragement. I gave them examples from my chess career. Look, the knowledge is there. When I play chess with a grandmaster there is not much difference in the knowledge. It's all available. The winner is the one who has a stronger character, the one who is braver. The same thing is with the test in mathematics. If I encourage them and tell them: *Children you will do it very well because you know it, you understand it and because we did it all* and really, they go through life relaxed like that, encouraged and if I succeeded in that then I think I did my job well. 59:18 MILAN_INT

Teachers encourage pupils as a response to pupils' need for a feedback, but also to guide learning, guide pupils' attention and to enable pupils' achievement. Moreover, this excerpt shows that through the encouragement and boost, the teacher creates a space of possibilities for pupils to become. Milan does not reflect on the encouragement only as one of the possible pedagogical practice but as a professional goal. Relaxed and encouraged pupils that take this self-esteem with them throughout the life is the professional goal of a teacher. Though the encouragement, the capable pupil becomes a mean to teacher's end.

5.8.4 Trust[33]

Trust is one of the constitutive elements of the teacher-pupil relations in the teaching and learning. All the teachers in this study repeatedly emphasized the importance of gaining trust and establishing the pedagogical relations based on the trust. In the following example, teacher was asked to choose what she finds important in the teaching and learning process:

> Well, apart from the obligatory curriculum of the general primary education, the first and foremost is to gain trust. Mutual trust between a teacher and a child. I will deliberately not say a pupil but exactly a child, as a child as a personality. That is the first thing. 58:2 KLARA_INT

This excerpt shows that the teacher reflects on the holistic perspective of a pupil, expanding the understanding of his or her comprehensive identity: identity as a child. Therefore, Klara is grounding her relationship with the pupil by tackling a comprehensive understanding of the child. But the pupil as a child is here identified as an individual. Each pupil is recognized as an individual, as a person. However, she refers to herself only in the form of a professional self, thereby presenting another example of the asymmetrical nature of the teacher–pupil relation. It is therefore a relationship between the teacher on one side, which is only one of the possible roles of a teacher, and a child on the other side, as wholeness. Teacher uses this recognition–identification to move towards establishing a balanced intersubjectivity represented in the form of trust.

The relationship of trust enables teacher and pupil to mutually recognize the intent. The pupil acknowledges that the teacher has good intentions and places his or her trust in the teacher. Based on this recognition, a child opens a possibility for a teacher to be in the position to give advice. The trust, on the other hand, provides the teacher with an authority to perform the professional

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[33] Part of this section was published in Jancic (2014)

tasks. Teacher therefore uses this mutual recognition of intent to fulfil her role of a caregiver. This trust also plays a role in justifying the asymmetrical nature of the teacher–pupil interaction and granting it validity. As for the child, he or she will become able to benefit from being enabled to develop the capabilities necessary for human flourishing.

5.8.5 Summary of the creating caring atmosphere

By and large, teachers create a caring atmosphere (**Figure 26**) in teaching and learning as a capability-developing pedagogical practice. With this pedagogical practice pupils are supported, comforted and encouraged in the teaching and learning relations. Such practice enables teachers to recognize the pupil that is capable of acting and narrating oneself and one's needs. Teachers create capability-supportive caring atmosphere through:

- *Creating supportive ambience* – encompasses all the pedagogical practices that aid pupils to be part of the supportive community, emphasising the communal aspect of the teaching and learning process;

- *Humour and human touch* – are important pedagogical practices that teachers employ in order to relax pupils but also to step away from the identity of the opposite "other" in teaching and learning process;

- *Encouragement* – constant encouragement of pupils' creates the environment where pupils have a space to flourish and gain their self-confidence – enabling their becoming;

- *Trust* – one of the most significant relational qualities in the classroom interaction. Trust not only creates the caring atmosphere in teaching and learning relations but it is a foundation for the reciprocal relation between teacher and pupil.

5.9 Answer to the Second Research Question: the graphical presentation

The second research question in this study was to explore how teachers support or hinder the development of pupils' capabilities in the teaching and learning relations. This question was addressed as a matter of the capability-related pedagogical practices in teachers' relations to the pupils' learning and to the content of teaching. The overall analysis showed that the learning is not always the end to teacher's means. Through the capability-supportive pedagogical practice, a capable pupil becomes an end to teachers' means.

The duality of the research question imposes the notion that not all pedagogical practices of teachers are capability-supportive. However, in the data analysis it was not possible to identify one pedagogical practice that is only capability-depriving without having an influence on the development of the capabilities. Therefore, the four identified capability-related pedagogical practices encompass both developing and hindering aspects:

Authority – is the pedagogical practice that can be both capability-supportive and capability-hindering. This category presents how teacher reason their authority, disciplinary measures and preventive actions in the teaching and learning relations.

Improvisation in teaching – teachers' flexibility in the teaching and learning process creates the practice that is more responsive to pupils' as a capable human being. This category stands for a mindful capability-sensitive pedagogical practice that teacher employ in relation to teaching and learning and as a response to the situational specificities;

Creating learning atmosphere – the pedagogical practice that has a possibility for a capability-developing teaching and learning relations. However, while guiding the learning the pupils' capabilities to narrate might be hindered. This category means that teachers set up a capability-related to the pedagogical practice through the content of teaching, through guidance and through organization of the learning;

Creating caring atmosphere – the pedagogical practice that creates the environment where pupils' feel safe and confident enables pupils to express themselves, to be identified, to belong to the group and to become. This category assumes supportive, trusting and encouraging teaching and learning relations where humour and human touch are essential part of it.

The answer to the second research question in respect to the teaching and learning relations is presented in the modified didactic triangle in the **figure 13**.
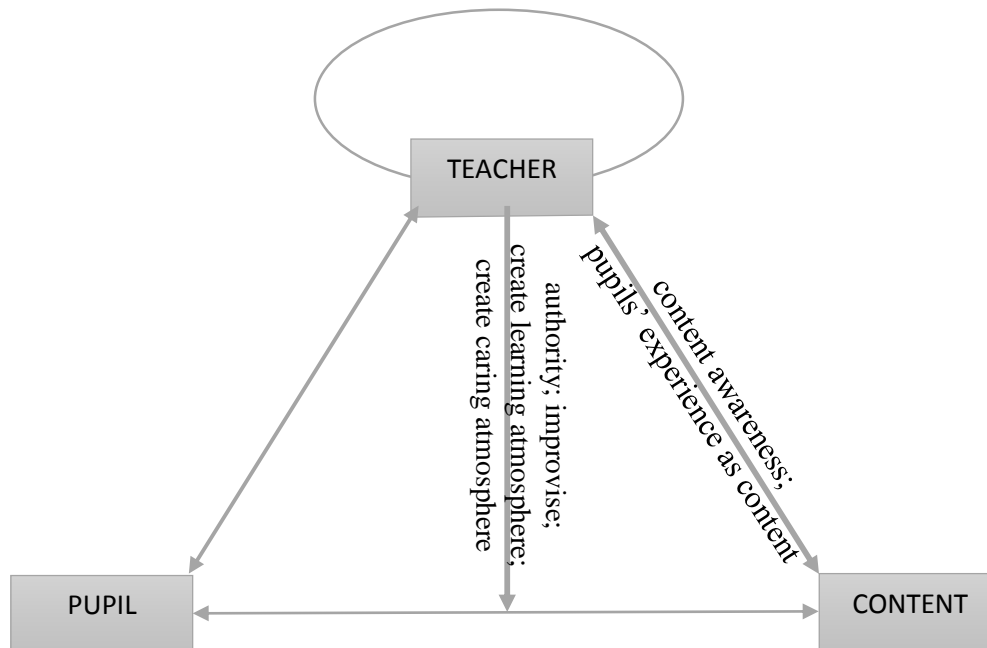

Figure 13: Teachers' capability-related pedagogical practice

5.10   Summary and the comparison of the findings

The phenomenon that this research studied was the teachers' subjective theories about their pupils' capabilities in the teaching and learning relations. I explored the appearance of this phenomenon starting from the individual teacher's point of reflection in order to move on to the more conceptual and general understanding of the phenomenon as it is presented in this research report (Moustakas, 1994; Toom, 2006). Taking the capability-developing stand in the analysis of the data (Nussbaum, 2000; Ricœur, 2005b, 2006) provides the knowledge of what it means to be a subject in the process of education and to pedagogically care for pupils within the human development paradigm.

The analysis of the empirical data collected in this study shows that teachers' subjective theories about recognizing a pupil as a capable human being, consists of the pedagogical care of the pupils and the professional conduct while the impediment is manifested in the misrecognition in teaching and learning relations. In addition, the overall findings show that teachers apply variety of the pedagogical practices to support the development of the pupils' capabilities.

The findings imply that teachers' recognize the four pupils' capabilities in the teaching and learning relations as part of the ***pedagogical care of pupils***: *capability to become, capability to speak and act, capability to be identified* and *capability to establish relations*. The teacher-participants recognized these capabilities as important to the fulfilment of the goals of education and their professional conduct. It is not a claim of this study that only these four capabilities can be identified in the pedagogical practice of the primary school. It is possible that in some other systems and/or with some other teachers, some other capabilities could be named. These findings entail a conceptual understanding of the teachers' subjective theories about their pupils'

capabilities and they do not indicate teachers' active support in the development of these capabilities.

These results go in the line with the previous theoretical studies that suggested capabilities which should be developed in schools (Hoveid and Hoveid, 2009; Terzi, 2007; Walker, 2006). Walker (2006), for example, suggests knowledge, voice and social relations to be on the list of the capabilities that education system should support. In this study, those capabilities correspond to the notion of recognizing pupils' capability to become, speak and establish relations.

In addition, the findings indicate that recognizing a capable pupil is part of teachers' ***professional conduct*** through their *professional responsibility, flexible boundaries of the profession, personal characteristics (traits)* and *the professional acknowledgment.* This implies that teachers' personal and professional selves intertwine in teaching and learning relations embracing wider understanding of the teaching profession that encompasses not only the content and the performance-based activities. Similar findings can be found in various other researches using different vocabulary, more characteristic to the educational studies (Day et al, 2006; Hoveid and Honerød Hoveid, 2008; O'Connor, 2008; Potsi, 2013; Toom, 2006). In addition, it is interesting to draw a parallel to the previous studies on the Serbian teachers' view (Pantić and Wubbels, 2010), who considered competences related to the child-rearing (pedagogical care) equally important as those related to the subject knowledge.

The important aspect of this research project is also that the recognition is not understood as a capability but as a conversion factor that enables capability-developing pedagogical practice. Namely, the recognition of a pupil as "l'homme capable" can be observed as a *social conversion factor* that enables a translation of the resources of teacher's intent into the functionings of

balanced relations in the classroom interaction. The absence of the recognition indicates the absence of the opportunity to speak, narrate and act. In this study, ***the impediment to the recognition in the teaching and learning relations*** was manifested as the *misrecognition of the intent, absence of imputation, misrecognition of the "other"* and *temporal dislocation*. Myers (2012), for example, writes about the temporal dislocation and how it affects children's well-being while many other studies indicate the relevance of the pedagogical recognition as a struggle to overcome misrecognition (Ayala Carabajo, 2010; Stojanov, 2007) Thus, the findings of this research indicates that intersubjective recognition of the capabilities, of the speaking, acting and narrating "other", supports the development of the capability-sensitive teaching and learning relations.

Pedagogical practices that teachers apply in order to create such capability-developing teaching and learning were also identified in the analysis of the data. The capability lens of the analysis indicated that *authority, improvisation in teaching, creating a learning* and *creating a caring atmosphere* can create possible ambience to support capability-development. Various other educational studies indicated similar research findings (Hoveid and Finne, 2014; Husu and Toom, 2008; Johansson and Kroksmark, 2004; Rodgers and Raider-Roth, 2006). Harjunen (2009; 2011), for example, argues that not only teachers need to recognize the needs of pupils and respond to them appropriately, but also pupils need to recognize the intent of the teacher and to give their consent to the teacher's authority.

However, in the teaching and learning relations there are many conflicting situations, where different intents of the teachers create a tension in these relations (Helsper, 2004). The findings of this study support this claim. The pedagogical moments of the teachers' "professional antinomies"

occurred within their understanding of the authority and the learning guidance. Therefore, these pedagogical practices can be capability-depriving.

Based on the findings of this study, the comprehensive model of the overall findings of this research the teachers' capability related subjective theories can be introduced. **Figure 14** presents the model that shows the teachers' capability-related subjective theories in teaching and learning relations.
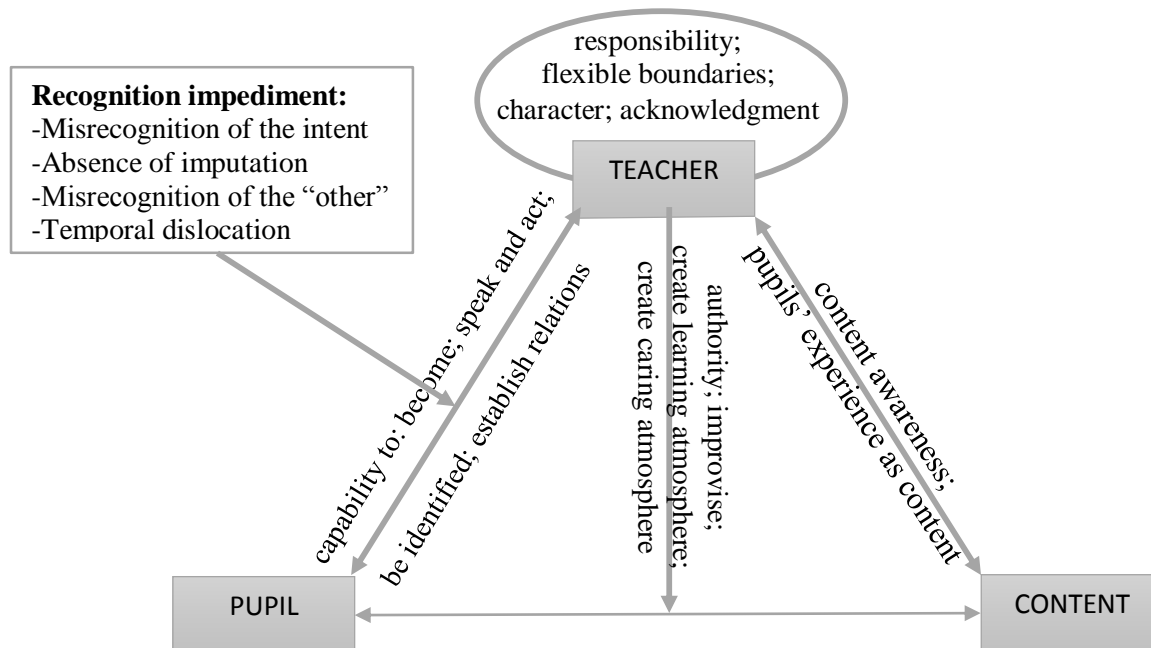

Figure 14: Model of teachers' capability-related subjective theories in teaching and learning relations

CHAPTER VI: DISCUSSION

6.1 Discussion of the findings: Intersubjective Recognition of the Capabilities

In the introduction of this research project, a reference was made to Biesta (2010) and his identification of the three functions of education with the call to address more the question of subjectification in the teaching and learning. Exploring the phenomenon of a pupil as a subject in the schooling led this research to the capabilities approach on the one side and Paul Ricoeur's phenomenology of a capable human being on the other. This theoretical approach focuses on the problem of subjectification in education as a question of human capabilities (Allen, 2012; Biggeri, 2007; Hart, 2012). Therefore, theoretically, the subject in this research is defined as "l'homme capable" (Ricœur, 2005b) resting on the notion of human capabilities. The relations in the teaching and learning were taken to as the context of the pupil's subjectification. Methodologically, the project discussed subjectification of pupils from the point of view of primary school teachers' subjective theories.

The main findings of this research show that teachers' recognize their pupils' as "l'homme capable" through the recognition of four capabilities in teaching and learning relations: *capability to become, capability to speak and act, capability to be identified and capability to establish relations*. Recognizing pupils' capabilities is a matter of a professional conduct that lies on the professional responsibilities of teachers, flexible boundaries of the profession and professional acknowledgment that teachers receive in teaching and learning. In addition, teachers' personal characteristics were identified as the notion that shapes teachers' capability-related subjective theories about recognizing a capable pupil. This finding indicates a new form of teachers' professional conduct. This recognition can be impeded by the misrecognition of

the intent, absence of imputation, misrecognition of the "other" and temporal dislocation of the actors in the teaching and learning relations.

This study also identified the pedagogical practices of teachers that support development of capabilities in teaching and learning: authority, improvisation in teaching and learning relations, creating learning atmosphere and creating caring atmosphere.

All the things considered, these findings show that teachers implicitly understand development of the pupils' capabilities as a part of their professional conduct. While Buchmann (1989, p. 18) argued that "if subject matter is the first object of contemplation in teaching, the second object of teaching and, […], of the teacher's contemplative attention, are students", the findings of this study show that teachers' first object of contemplation are pupils and relations they establish in teaching and learning. The teachers' professional knowledge also includes their personal knowledge of their pupils. Connell (1985, p. 20) reached the similar conclusion by describing one teacher's professional knowledge in the following way: "Her extensive personal knowledge of the kids *is* her professional knowledge, in this conception of the teaching profession."

Another interpretation is that this is something that teachers "care" about (Frankfurt, 1982; Hoveid and Finne, 2014). Having this in mind, the findings support Biesta's (2012) calls for the return of the teaching to the teachers, claiming that schools should be places that enable a "dialogue" between a teacher and a pupil. This study shows that teachers' subjective theories rely on the relational aspect of their professional conduct. This means that teachers understand their professional conduct as relational and it is not the content that they develop relations to, it is a pupil – as an individual human being but also as a member of the group of pupils in the classroom. Finally, this relation involves the response from the recognized "other", requiring the intersubjectivity. Ricoeur (2005b) attributes to a person, the confidence in his/her own power to act as well as the power of the other to act and this intersubjectivity brings in the "other" who agrees to be part of this relational recognition. Teachers develop relations with a

"capable pupil" recognizing a child as "l'homme capable". Hence, the mutual recognition of the *intentionality* presents a basis for establishing an authoritative teaching practice that enables balanced, although still asymmetrical, pedagogical relations in the classroom.

The pedagogical moments that reflect the upbringing character of schooling and where teacher as caregiver is exposed show that recognizing the "other" is central for developing the capabilities necessary for human flourishing. It is through this recognition that relationship is established which is beneficial for both the teacher and a pupil. Teachers fulfil their upbringing task that they internalized as part of the teaching identity while the child benefits from being taken care of. It is the recognition that serves as a conversion factor enabling capability-developing relations.

On the whole, the findings of this study show that the greatest impediment to the capability-developing teaching and learning relations is a misrecognition. One of the causes of the misrecognition is, for example, related to the educational and societal change. The previous studies showed similarly that these changes create the situations when teachers develop competencies as a trade-off between old and new competencies that are asked from schools (van der Wal and Waslander, 2007). Further, Le Roux (2011), who studied teachers' professional identity, argued that when teachers' internalize the discourse of the vocational commitment they use it to cope with the educational changes. This goes along with the findings in this study which suggest that the notion of the professional commitment gives a justification for teachers' actions even though the educational change challenges their believes, motives and professional values.

All in all, applying the human capabilities lens in the analysis of the teachers' subjective theories and the pedagogical practices reveals the new understanding of the teachers' professionalism that encompasses sensitivity to pupils' capabilities and the intersubjectivity in the teaching and learning.

6.2 Limitations of the study

First and foremost, it is a reasonable assumption that the phenomena of this research project could had been explored in a variety of ways. Solbue (2011) reminds that the researchers' preconceptions influence the way the research is approached and that these preconceptions should be challenged, especially in the interpretation of the phenomenon. Throughout the research process (research design, data collection, analysis process and writing) I have reflected on my own personal understandings. This process was especially prompted by the interaction in the various discussion groups where I presented my work. Encountering professionals from the different disciplines and different research traditions challenged my own comprehension of the phenomenon enabling me to shape the research and interpret the findings from another perspective.

The second possible critique voices the concern that qualitative studies do not provide objective knowledge and where objectivity is perceived as the absence of the subjectivity (Levering, 2006). The response to this claim can be found in the explanation of the methodological approach in this study. Phenomenological approach defines this exploration as the search for meanings based on the interpretation. Levering (2006) further explains that the problem of objectivity can be addressed by the interpretation on the lived experience and not the interpretation of the interpretation. Therefore, in this study it was necessary to interpret the reflections of the teacher-participants who exposed themselves through the narratives (Ricœur, 1984) by the video stimulation. In addition, I used several methods of the data collection for the triangulation of the data in order to achieve multifaceted understanding of the phenomenon.

The third possible critique deals with the choice of the data collection methods. Video-stimulated recall interviews was the most critical but at the same time, the most sensitive

method of data collection that required the sensitivity of the researcher. Having in mind the possible influence on the research participants (Rosenstein, 2002) throughout the VSR interviews I attempted to ask as few questions as possible prompting the teachers to reflect and elaborate their own action as they see it on the videotape.

Having all these possible caveats in mind, it is important to emphasize that the aim of this research project was not to provide a prediction or a correlation study, but to provide phenomenological study of the teachers' capability-related subjective theories and how teachers understand their pupils' capabilities in teaching and learning relations.

6.3 Implications for the future research and practice

One of the underlying goals of the research on the development of the human capabilities in education is also related to their contribution to the improvement of the pre-service and in-service teacher education. Van Manen (1977) contemplated about the possibilities of making theoretical knowledge applicable for the school practice. He repeated the question: "How can or should teachers make practical use of the knowledge available to them?" (van Manen, 1977, p. 205). Therefore, the overall aim of this project was to inform teacher education programs about the possibilities of the capability-sensitive pedagogical practice.

Firstly, giving voice to the in-service teachers can inform these programmes about the possibilities of the accumulated knowledge that needs to be explored and could be used in the teaching preparation programmes. Placing teachers in the situation to reflect on their subjective theories and every-day pedagogical practices stimulate them to question their meaningful action and develop the language of the reflection.

Secondly, although the four capabilities and pedagogical practices identified in the study do not present novelty, it is informative for the teacher education programs to know which capabilities

are already recognized and supported in the teachers' subjective theories and pedagogical activities. From that point on, the pre-service and in-service professional development can further develop support programmes that boost the teachers' understanding of the pupils' capabilities.

Thirdly, the question of the teachers' improvisation and intuition in teaching (Johansson and Kroksmark, 2004; Maheux and Lajoie, 2011) needs to be addressed and included in the teacher education programs. Improvisation in teaching is something teachers face on a daily basis and having a confidence about such activities is crucial since it is also in this realm that teachers recognize pupils' capabilities and support their development.

Fourthly, the impediments to the recognition inform us that the teachers' professional conduct is, on occasion, affected by the contemporary aspects of the teaching and learning relations. Such finding implies that if we wish to raise the awareness of the teachers about their pupils' capabilities and the importance of the teachers' recognition of these capabilities, it is necessary to help teachers define their professional role in respect to the contemporary movements of the society.

Finally, the findings of this research project indicate the need for a deeper understanding of the pupils' capabilities that are recognized in the primary schools. Therefore, the recommendations for the further research voice the need of exploring also pupils' understanding of the capabilities in the teaching and learning.

5.9 Concluding thoughts

All in all, this study has shown that in the light of the continuous educational and societal changes, the human development paradigm enables a new perspective on the delicate teaching and learning relations between the teacher, pupil and the content. Applying the notions of the recognition, human capabilities and the misrecognition in the analysis of the educational

provision extends the field of the exploration for the researchers and the policy makers. This new knowledge can hopefully benefit both the teachers and the pupils in gaining the most from this exquisite experience such as teaching and learning.

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ANNEX 1: Demographic questionnaire

1. Gender: M □   F□

2. Age: _____

3. Work experience (in years total): _____

4. Work experience (in years in education): _____

5. Work experience (in years in current school): _____

6. Education (Highest degree): _____

7. Did you attend any in-service training? If yes, which programs would you elicit as the most beneficial for your professional development?

   _____

   _____

   _____

   _____

   _____

   _____

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ANNEX 2: Semi-structured interview protocol

1) Could you tell me why you decided to become a teacher?

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a) Is there some specific event that affected your teaching and your way of teaching?
b) Besides the topics that are prescribed in the National curriculum, do you think that there are some topics that you find important? What other topics should be addressed when working in school?
c) What makes you (dis)satisfied in your work?
d) How would you describe your relation with pupils?
e) How would you describe your pupils?
f) How do you know when you did a good work?
g) What is your opinion about the discipline (how do you define discipline and what does it mean to you?)

2) Is there something else you wish to add?

ANNEX 3: Overview of the collected data per teacher

Table 9: Data collected from teacher Milan

Teacher	Initial interview	Observed lessons	Recorded lessons	Chosen sequences (min. : sec.) / pedagogical moments	Quotations per interview
MILAN	1	3 Language 3 Maths	1 Maths 1 Language	**MILAN_1VSR_MAT (2):** 19:30 – 19:35; 27:35 – 27:46; **MILAN_2VSR_SRB (3):** 02:09 – 02:55; 14:00 – 15:00; 25:10 – 25:40; **TOTAL: 5**	P63: MILAN_1VSR_MAT.rtf {41}~ P64: MILAN_2VSR_SRB.rtf {28}~ P59: INT_MILAN.rtf {53}~

Table 10: Data collected from teacher Klara

Teacher	Initial interview	Observed lessons	Recorded lessons	Chosen sequences (min. : sec.) / pedagogical moments	Quotations per interview
KLARA	1	3 Language 3 Maths	1 Maths 2 Language	**KLARA_1VSR_SRB1 (9):** 05:45 – 05:49; 08:10 – 08:29; 08:57 – 09:24; 15:55 – 16:23; 2nd part: 00:43 – 02:19; 03:48 – 04:03; 10:10 – 10:22; 10:22 – 10:45; 18:50 – 19:20; **KLARA_2VSR_SRB2 (7):** 01:47 – 02:05; 09:20 – 09:37; 13:20 – 13:25; 15:05 – 15:50; 18:40 – 18:58; 24:00 – 24:12; 2nd part: 00:03 – 00:10; **KLARA_3VSR_MAT1 (2):** 00:58 – 1:28; 03:00 – 06:09; **TOTAL: 18**	P58: INT_KLARA.rtf {41} P60: KLARA_1VSR_SRB1.rtf {86}~ P61: KLARA_2VSR_SRB2.rtf {76}~ P62: KLARA_3VSR_MAT1.rtf {32}~

Table 11: Data collected from teacher Ana

Teacher	Initial interview	Observed lessons	Recorded lessons	Chosen sequences (min. : sec.) / pedagogical moments	Quotations per interview
ANA	1	2 Maths 2 Language 1 Science	2 Maths 2 Language 1 Science 1 Folk tradition	**1VRS_DO_MAT1 (6):** 01:27 - 01:50; 03:42 - 03:47; 12:20 - 12:30; 21:40 - 22:40; 28:05 -28:28; 2nd part: 11:45 - 11:55; **2VRS_DO_SRP1 (4):** 00:25 - 00:35; 13:55 - 14:05; 2nd part: 02:40 - 02:59; 06:20 - 06:40; **3VRS_DO_NT (5):** 01:50 - 02:20; 03:48 - 03:55; 27:45 - 28:10; 07:55 - 08:30; Anegdote; **4VRS_DO_MAT2 (3):** 00:00 - 00:20; 2nd part: 04:08 - 04:30; 25:15 - 25:30; **5VRS_DO_SoN (4):** 00:00 - 00:18; 08:55 - 09:20; 09:20 - 09:40; 09:45 - 09:50; **6VRS_DO_SRP2 (3):** 06:25 - 07:00; 11:30 - 12:06; 14:10 - 14:50; **TOTAL: 25**	P 1: Ana_1VSR_MAT1.rtf {81}~ P 2: Ana_2VSR_SRB1.rtf {82}~ P 3: Ana_3VSR_NT.rtf {81}~ P 4: Ana_4VSR_MAT2.rtf {37}~ P 5: Ana_5VSR_PiD.rtf {53}~ P 6: Ana_6VSR_SRP2.rtf {72}~ P 7: ANA_UVODNI.rtf {96}~

Table 12: Data collected from teacher Sofia

Teacher	Initial interview	Observed lessons	Recorded lessons	Chosen sequences (min. : sec.) / pedagogical moments	Quotations per interview
SOFIA	1	3 Maths 4 Language	2 Maths 2 Language 1 Science 1 Folk tradition	**1VRS_ILR_MAT1 (14):** 00:50 – 01:09; 04:21 - 04:43; 07:08 - 07:22; 07:50 - 08:20; 09:20 - 09:47; 12:35 - 13:50; 18:50 - 19:08; 20:30 - 20:43; 23:02 – 23:23; 23:42 - 24:08; 25:10 – 25:15; 2nd part: 00:40 - 00:56; 04:00 - 04:18; 08:30 - 09:07; **2VRS_ILR_SRP1**	P15: Sofia_1VSR_MAT1.rtf {132}~ P16: Sofia_2VSR_SRB1.rtf {89}~

| | | | | (10): 00:20 - 00:33; 02:49 - 03:30; 03:30 - 04:33; 09:15 – 09:30; 17:25 - 18:17; 22:05 - 23:45; 2nd part: 00:00 - 00:37; 01:15 - 01:22; 05:40 - 06:10; 06:37 - 07:06; **3VRS_ILR_SoN (6):** 01:24 - 01:47; 11:36 - 12:20; 13:55 -14:24; 15:06 - 15:33; 17:10 - 17:22; 18:30 - 19:56; **4VRS_ILR_MAT2 (9):** 01:35 - 01:54; 07:40 - 08:12; 08:14 - 15:03; 18:58 - 19:10; 20:25 - 21:15; 21:28 - 22:58; 25:30 - 26:26; 2nd part: 03:25 - 07:30; 03:19 - 03:30; **5VRS_ILR_SRP2 (8):** 00:00 - 02:02; 02:49 - 04:22; 12:00 - 12:19; 16:34 - 17:05; 17:54 - 18:08; 29:06 - 29:17; 2nd part: 01:08 - 02:44; 02:20 - 02:39; 03:10 - 07:08; **6VRS_ILR_NT (7):** 01:44 - 02:35; 05:50 - 06:03; 10:12 - 10:35; 11:38 - 12:58; 24:20 - 26:00; 2nd part: 02:00 - 02:38; 03:55 - 04:10; **TOTAL: 55** | P17: Sofia_3VSR_SoN .rtf {85}~

P18: Sofia_4VSR_MAT2.rtf {111}~

P19: Sofia_5VSR_SRP2.rtf {103}~

P20: Sofia_6VSR_NT1.rtf {69}~

P21: SOFIA_UVODNI.rtf {72}~ |

Table 13: Data collected from teacher Maria

Teacher	Initial interview	Observed lessons	Recorded lessons	Chosen sequences (min. : sec.) / pedagogical moments	Quotations per interview
MARIA	1	2 Maths 2 Language 2 Science	2 Maths 3 Language 1 Science	**1VRS_AM_SRB1 (7):** 03:35 - 03:57; 06:40 - 07:17; 15:40 - 16:17; 17:48 - 18:02; 19:40 - 20:05; 2nd part: 00:45 - 00:56; 05:45 - 06:10; **2VRS_AM_MAT1 (3):** 12:36 - 12:46; 13:00 - 13:27; 22:00 - 22:32; **3VRS_AM_SoN (1):** 05:00 - 05:40; **4VRS_AM_SRB2 (5):** 00:25 - 00:41; 03:37 - 03:51; 04:57 - 05:24; 20:30 - 21:20; 22:25 - 22:35; **5VRS_AM_MAT2 (7):** 00:55 - 01:05; 05:15 - 05:30; 14:24 - 14:34; 21:15 -	P 8: Maria_1VSR_SRB1.rtf {100}~ P 9: Maria_2VSR_MAT1.rtf {60}~ P10: Maria_3VSR_SoN.rtf {36}~ P11: Maria_4VSR_SRB2.rtf {46}~

				21:49; 21:50 - 22:07; 2nd part: 05:30 - 05:52; 06:50 - 08:00; **6VRS_AM_SRB3 (3):** 01:05 - 02:20; 12:25 - 13:19; 25:45 - 26:20; **TOTAL:26**	P12: Maria_5VSR_MAT2.rtf {61}~ P13: Maria_6VSR_SRB3.rtf {21}~

ANNEX 4: The network views
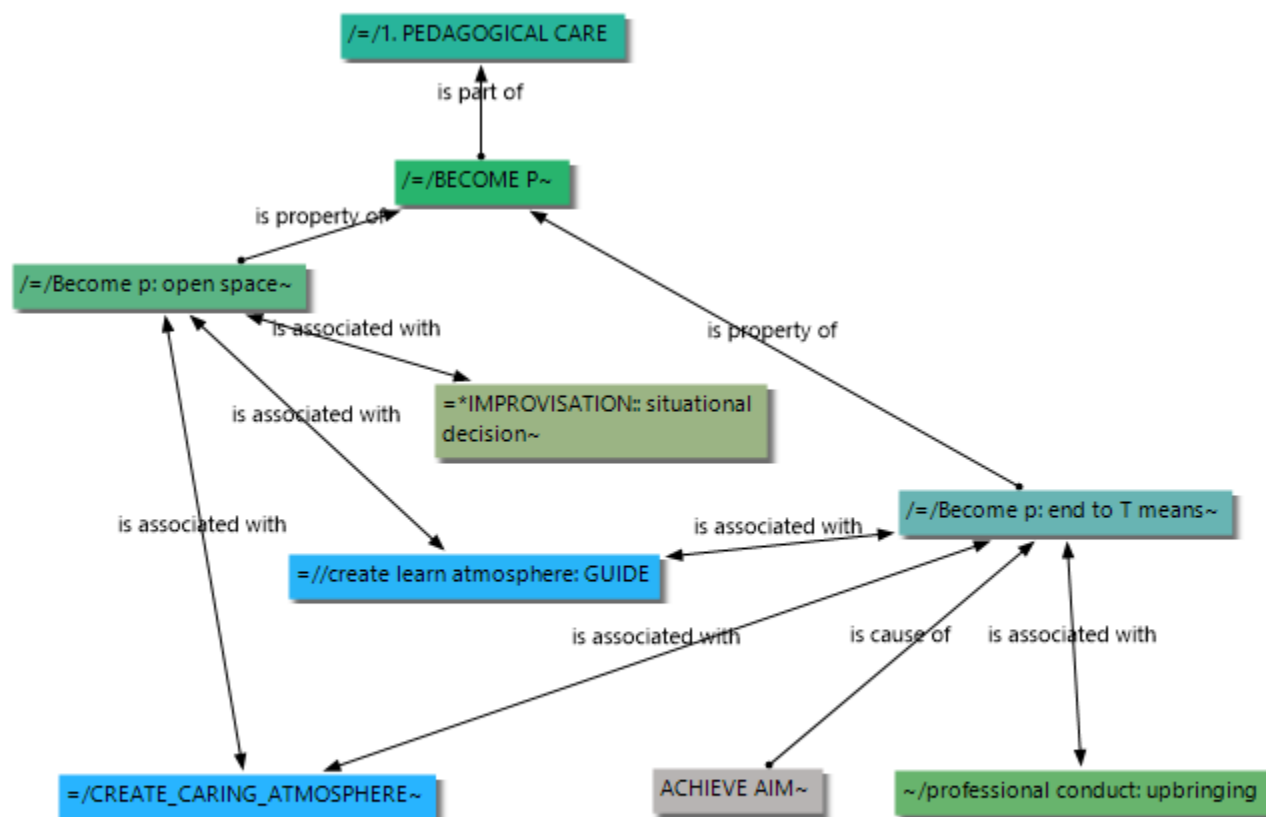
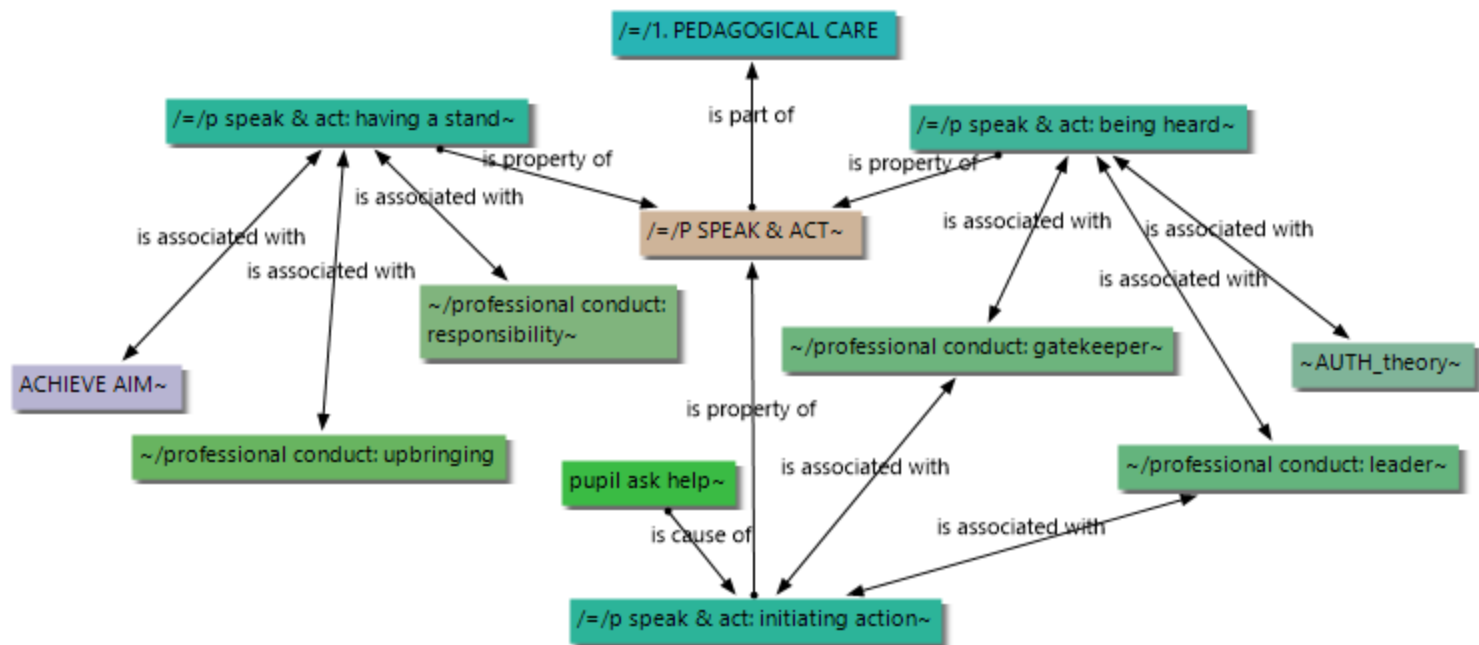
Figure 15: The network view of the "becoming pupil"

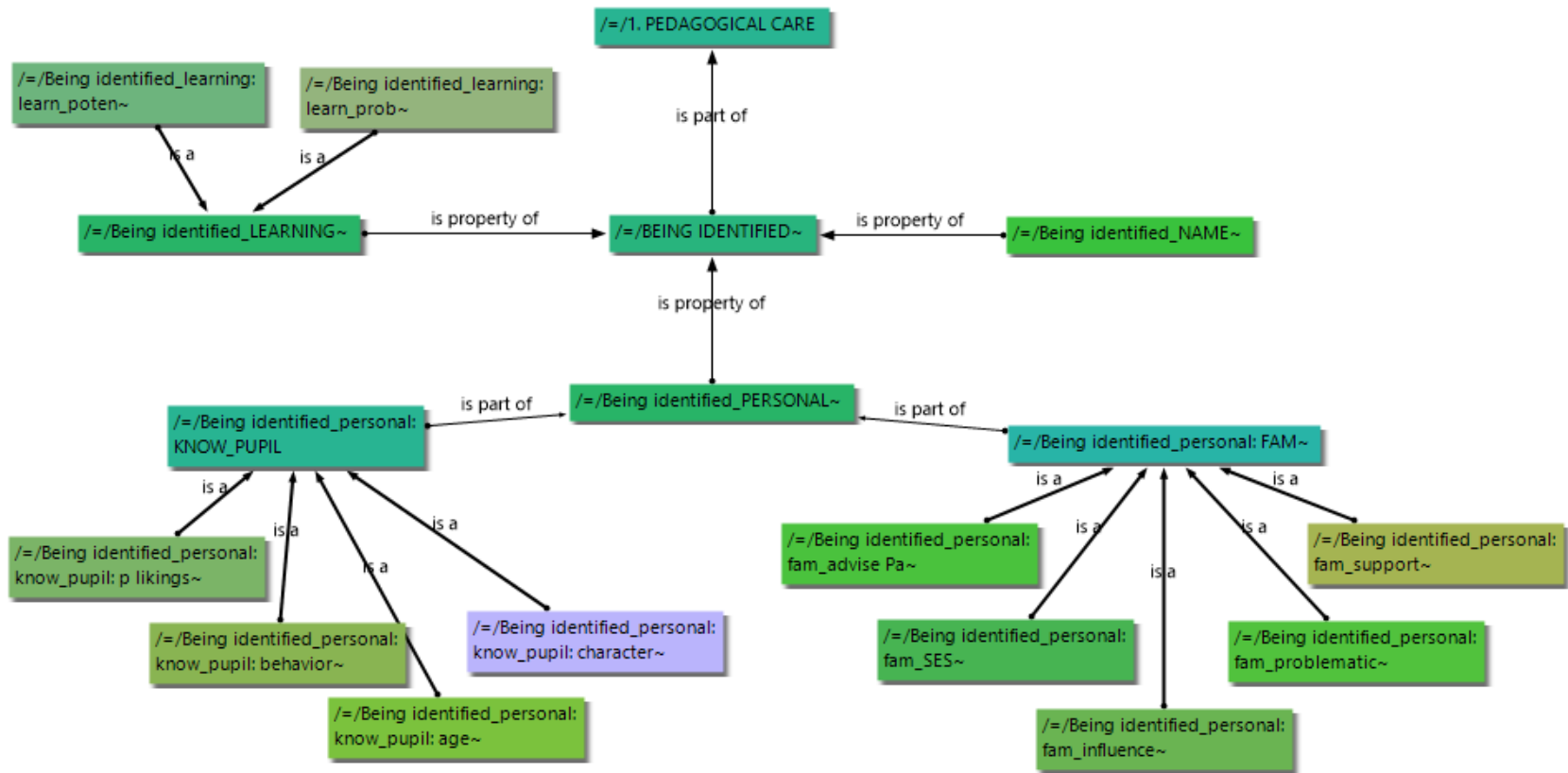**Figure 16: The network view of the capability to speak and act**
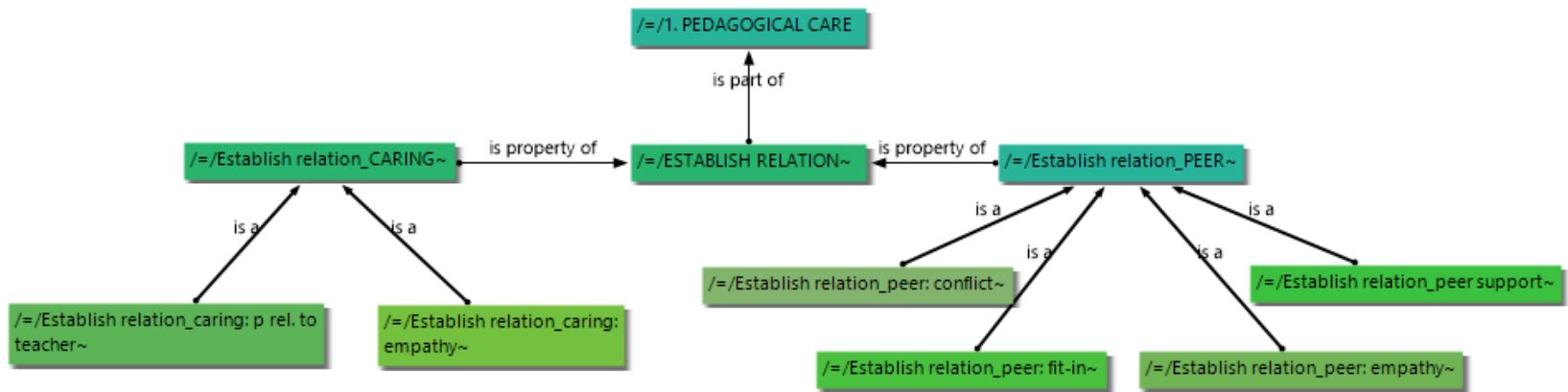
Figure 17: The network view of the capability to be identified

Figure 18: The network view of the capability to establish relations
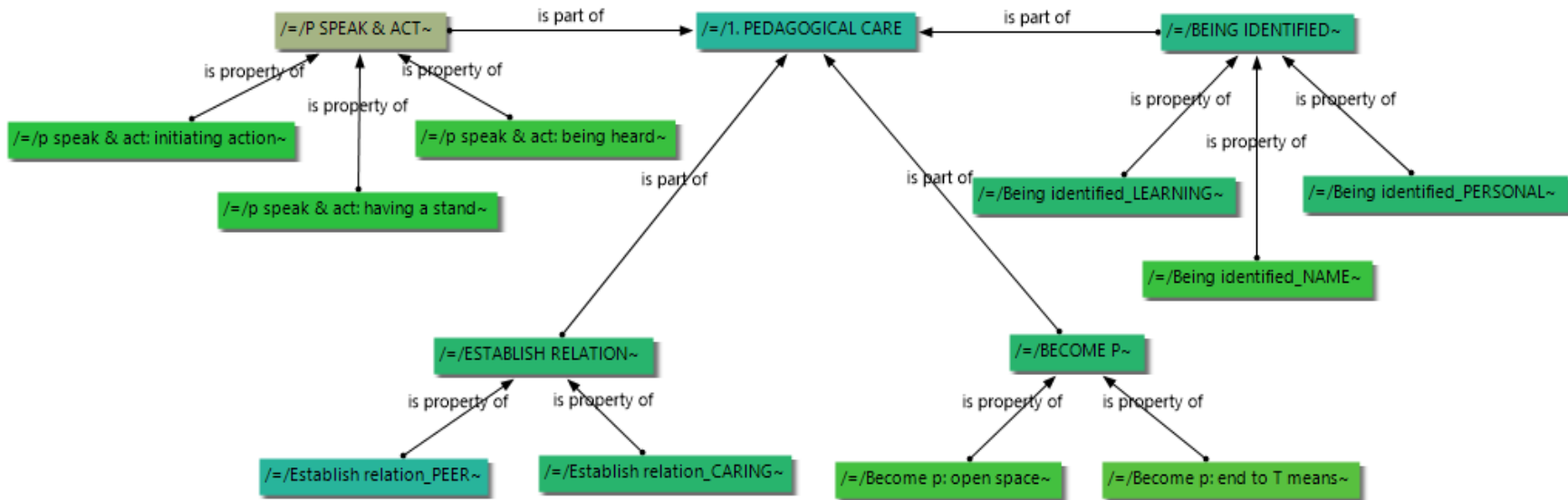
Figure 19: The network view of the category: the pedagogical care of pupils
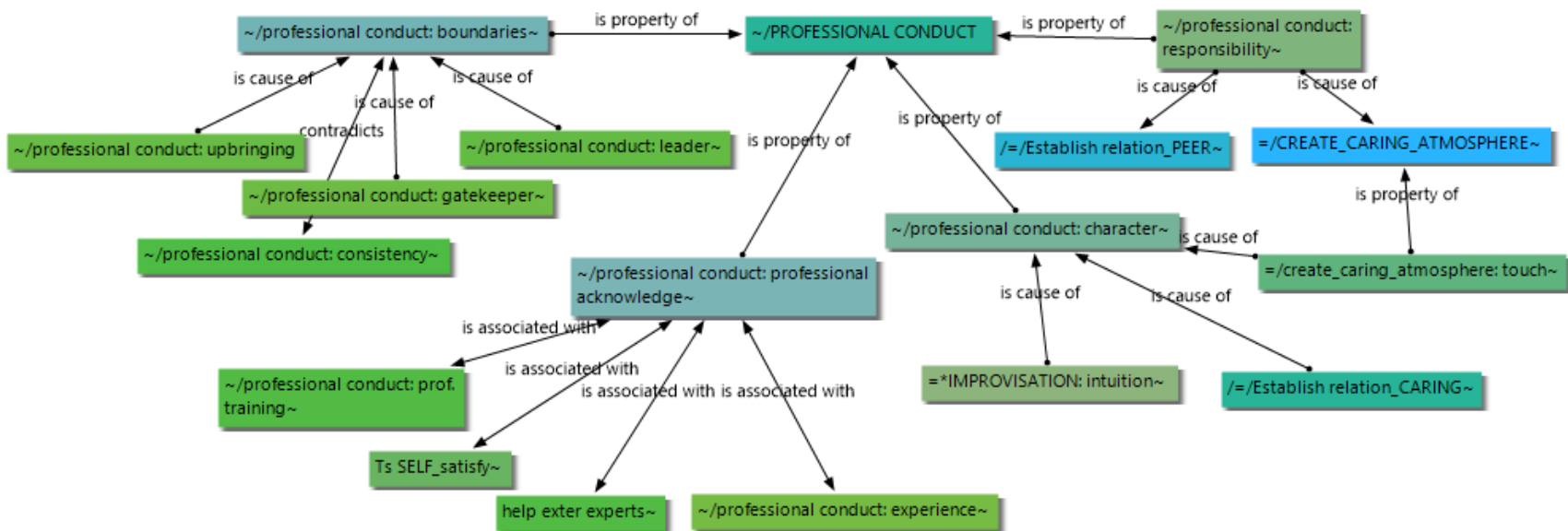
Figure 20: The network view of the category: professional conduct
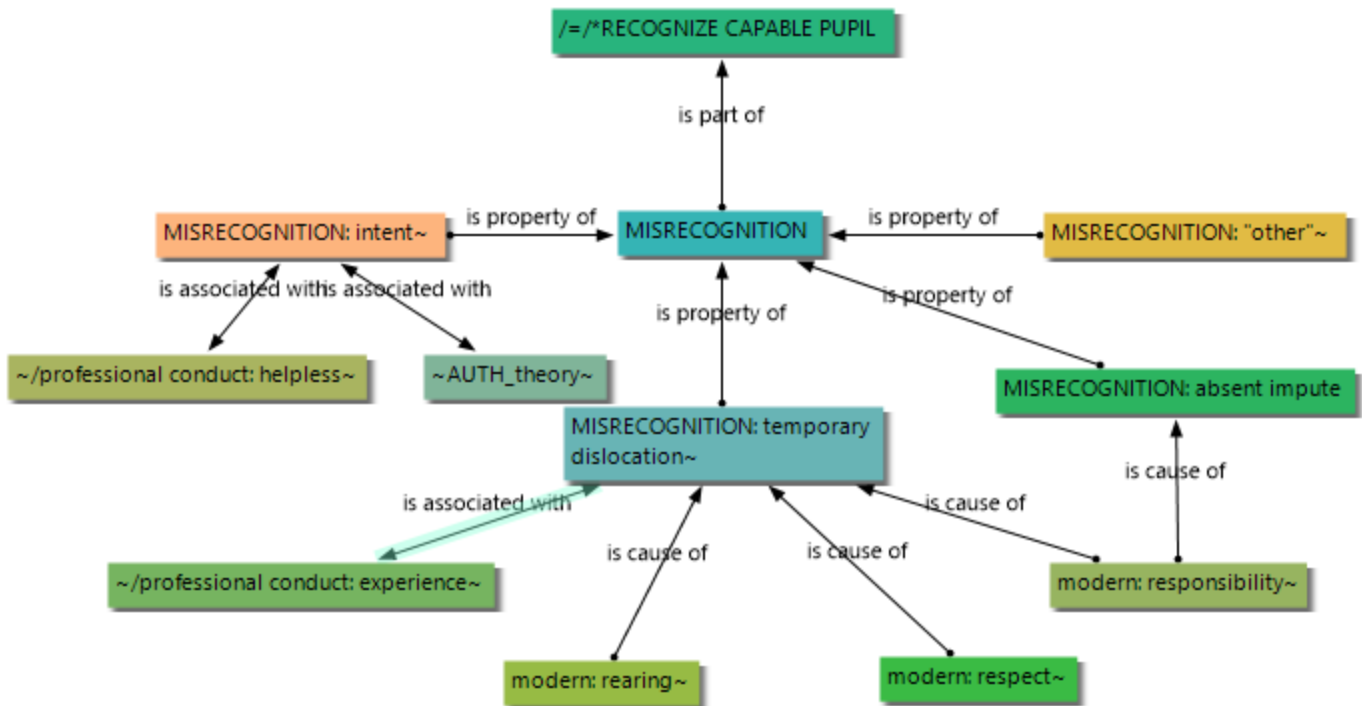
Figure 21: The network view of the category: Misrecognition in teaching and learning relations
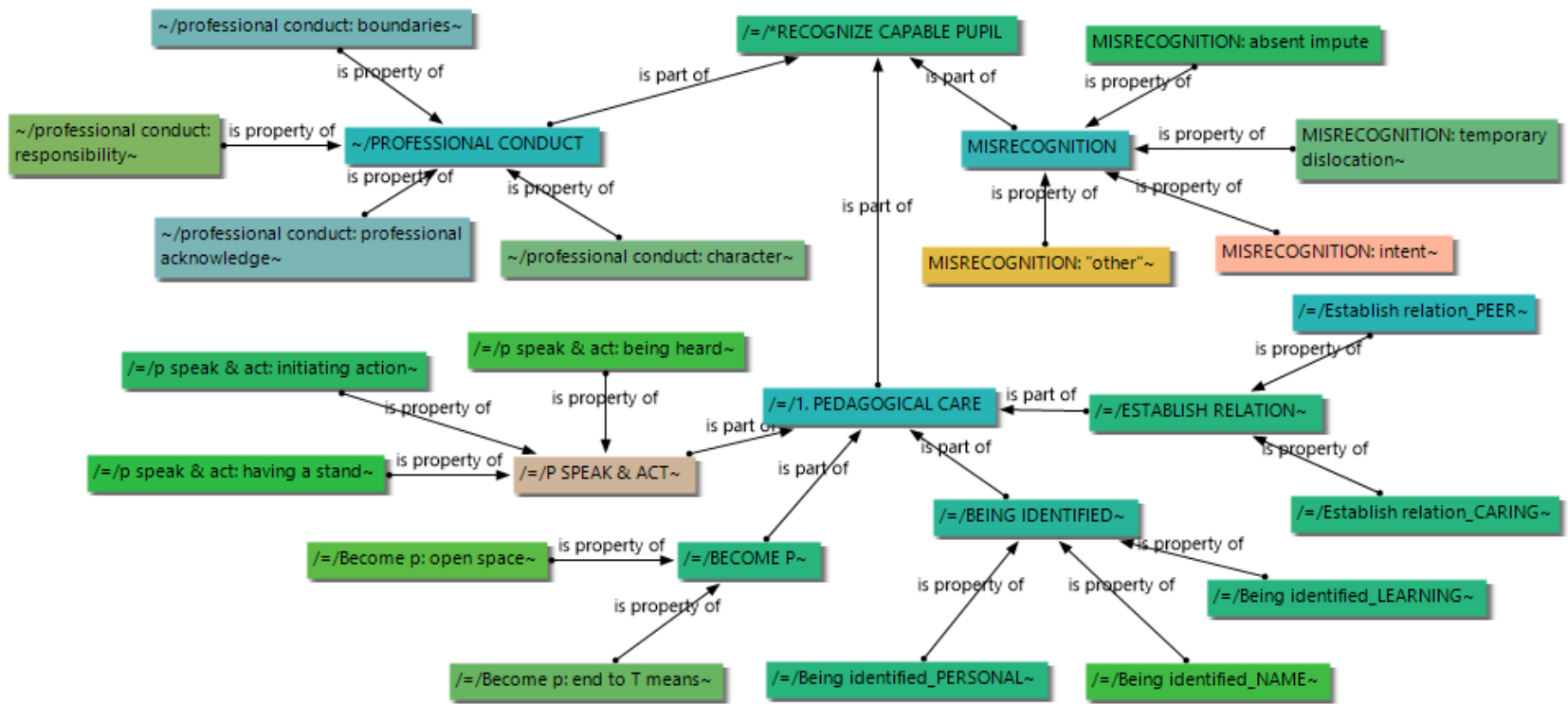
Figure 22: The composition of teachers' subjective theories about recognizing pupil as a capable human being
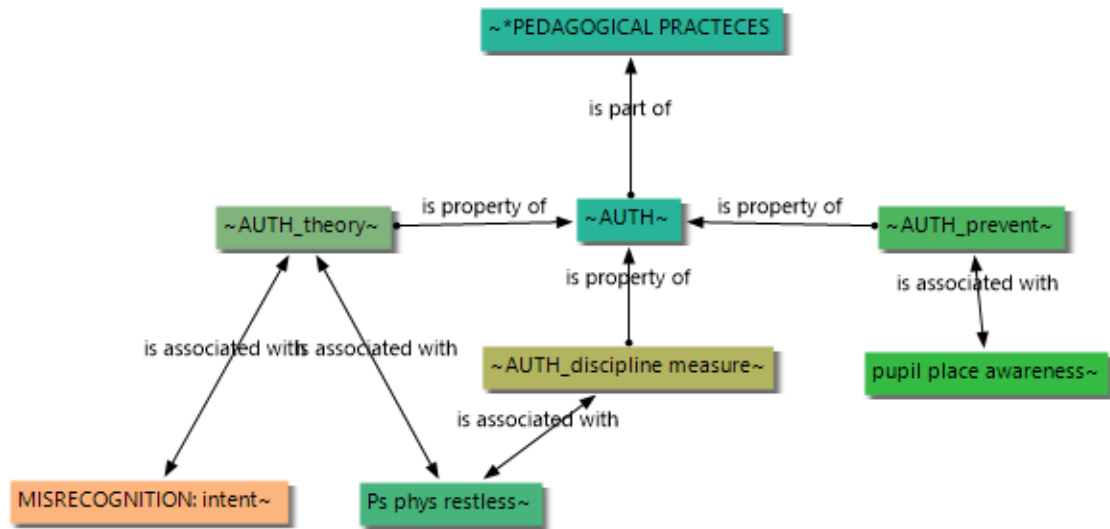
Figure 23 The network view of the category: authority
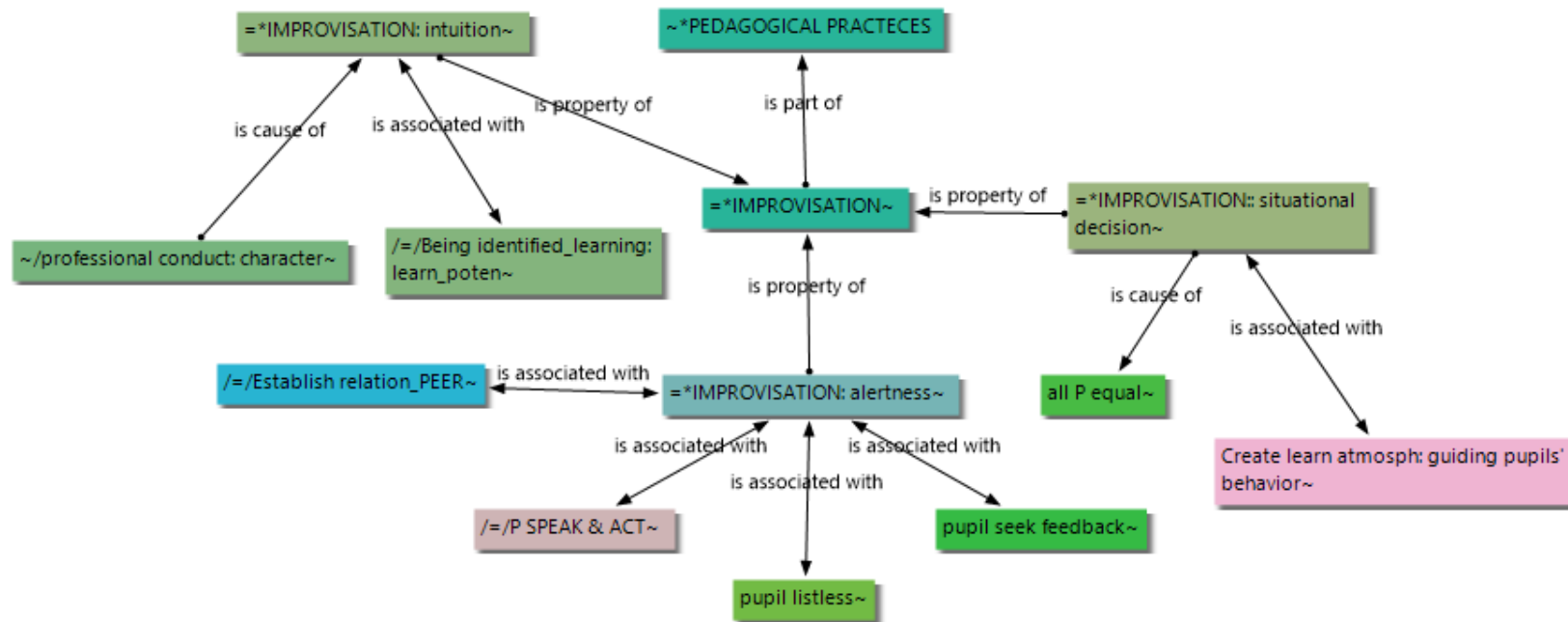
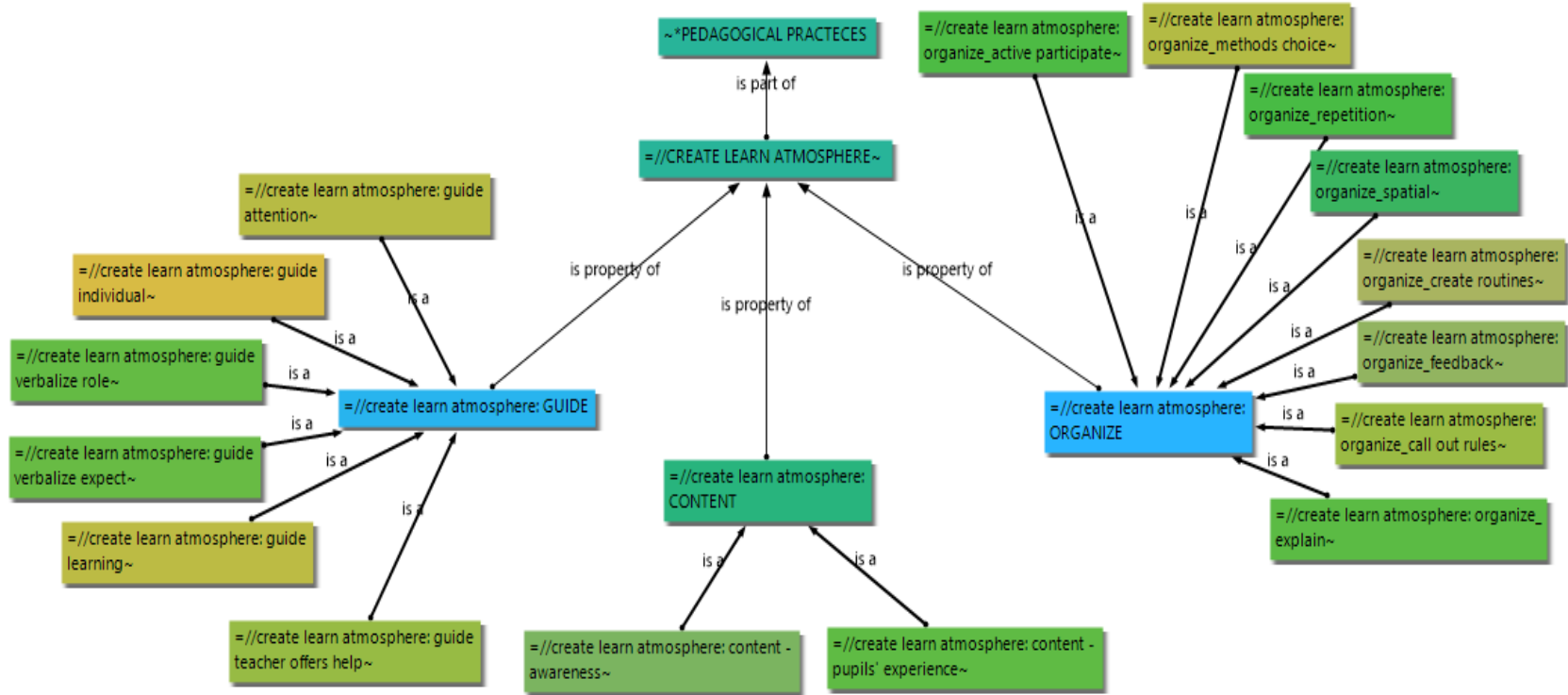**Figure 24: The network view of the category: improvisation in teaching**

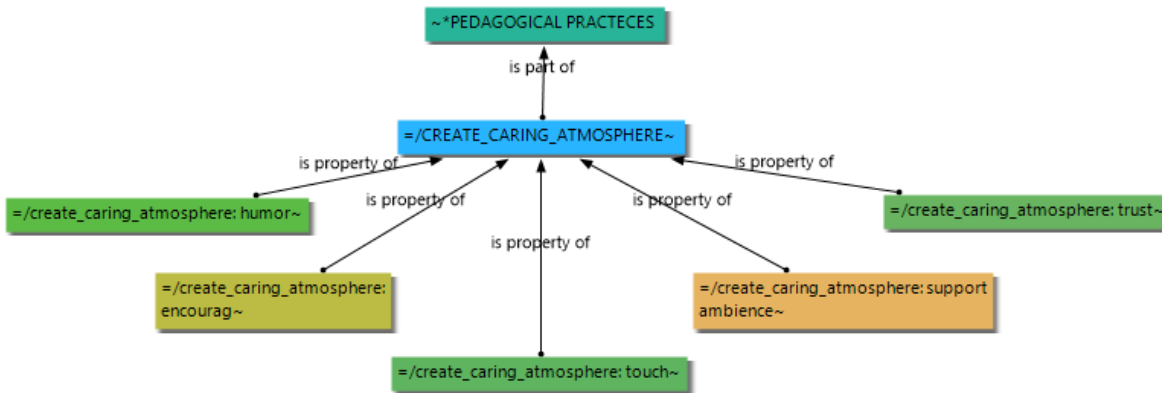**Figure 25: The network view of the category: creating learning atmosphere**

Figure 26: The network view of the category: creating caring atmosphere
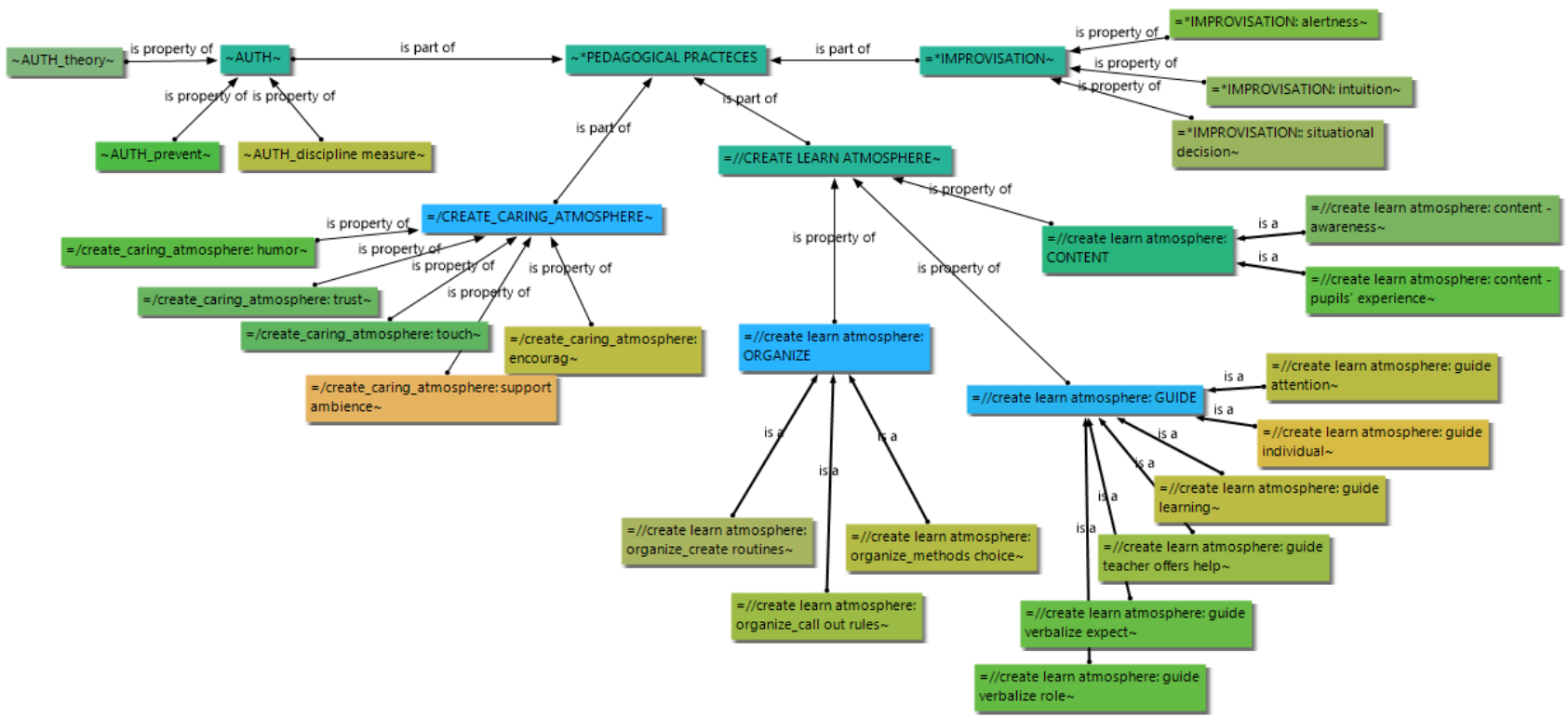
Figure 27: The composition of teachers' capability-developing pedagogical practices