

TEACHER AND RESEARCHER IN ENTANGLED RELATIONS

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Description

This collaborative visual comic between an early childhood teacher (Jade) and a researcher (Pohⁱ) describes a process of relationality to disrupt perceived levels of power and authority between researcher and teacher. The researcher and teacher began a research journey to understand the development of scientific literacy through science workshops and lessons with young children between 4-5 years of age. Although the researcher and teacher were working in the same classroom and with the same children, the working relationship between them did not go beyond research objectives. The level of strict “keeping to the task” practice led to assumptions about each other’s level of authority and perceived tensions about expectations between researcher and teacher. These *assumptions* and perceived *tensions* often impeded deeper connections, conversations and more importantly, relations between researcher and teacher. This prevented a deeper connection and relational experience to fully realize the entirety of connections to each other and other, including the more-than-human (e.g., classroom resources, sounds and movement from the children, dialogue, etc.). For example, the teacher’s assumptions of the researcher’s authority prevented her from fully contributing to the project. The teacher assumed, “The researcher has so much more knowledge than I and she is trying to finish her research, I hope I gave her all she needed. I won’t say anything to disrupt her project”. On the other hand, the researcher’s assumption of the teacher’s authority of the classroom prevented the researcher from fully engaging with the teacher. For example, the researcher assumed, “I am intruding on the teacher’s space and interrupting her class. I’ll keep my presence in the classroom to a minimal and won’t ask for too much”.

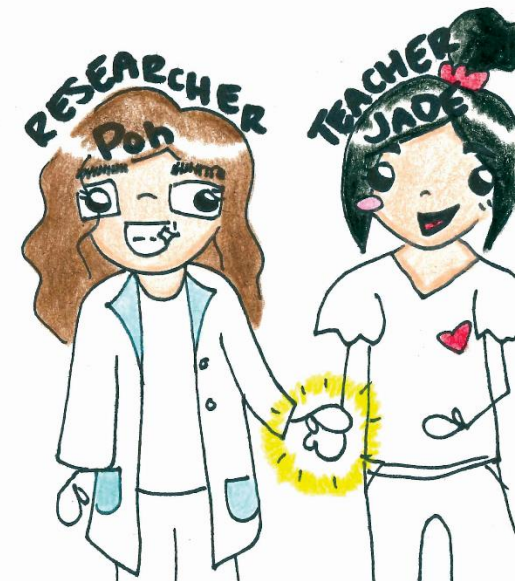
Researcher and teacher began questioning the relationship when subtle reactions during the workshops were *questioned*. When the researcher reflected on a moment of engagement from the teacher, when she apologized for an incomplete workshop. In addition, the teacher reflected on her role during the sessions and how her reactions with the teacher influenced the researcher’s work brought her to moments of questioning. Curiosity, distilled from moments of assumptions, tensions, and questioning (Driussi, 2019), led to both, teacher and researcher wanting to connect with each other. A *reconnection* between researcher and teacher began to form through open conversations about authoritative expectations from each other’s assumptions. These conversations confirmed that teacher and researcher’s assumptions self-conflated with perceived notions of each other’s authority over the other.


A *reconnection* through meetings and through this 9-month, collaborative visual comic *shifted and transformed* the teacher-researcher relationship to become entangled where their assumptions, tensions, and questions created a comfortable space for in-depth conversation about their practice in education and research. The visual scholarship captures these critical moments of a collaborative journey between teacher and researcher, and concludes with a depicted movement from assumptions, tensions, through questioning, and finally shifting to a transformative place between a ruler (representing the teacher, Jade) and laboratory flask (representing the researcher, Poh) to form a heart. Assumptions, tensions perceived levels of power and authority dissolved through conversations, shared emotions, and common interests for

the children. The abstractness of the heart is intentional and illustrates a be-coming together between researcherteacher. It is an unpredicted emergence of another way to become teacherresearcher where “it becomes impossible to differentiate between creation and renewal, beginning and returning, continuity and discontinuity, and here and there” (Barad, 2007, p. ix). Through this visual scholarship, a relation of material, ideas, movements, actions, and dialogue is the becoming of teacherresearcher and researcherteacher.

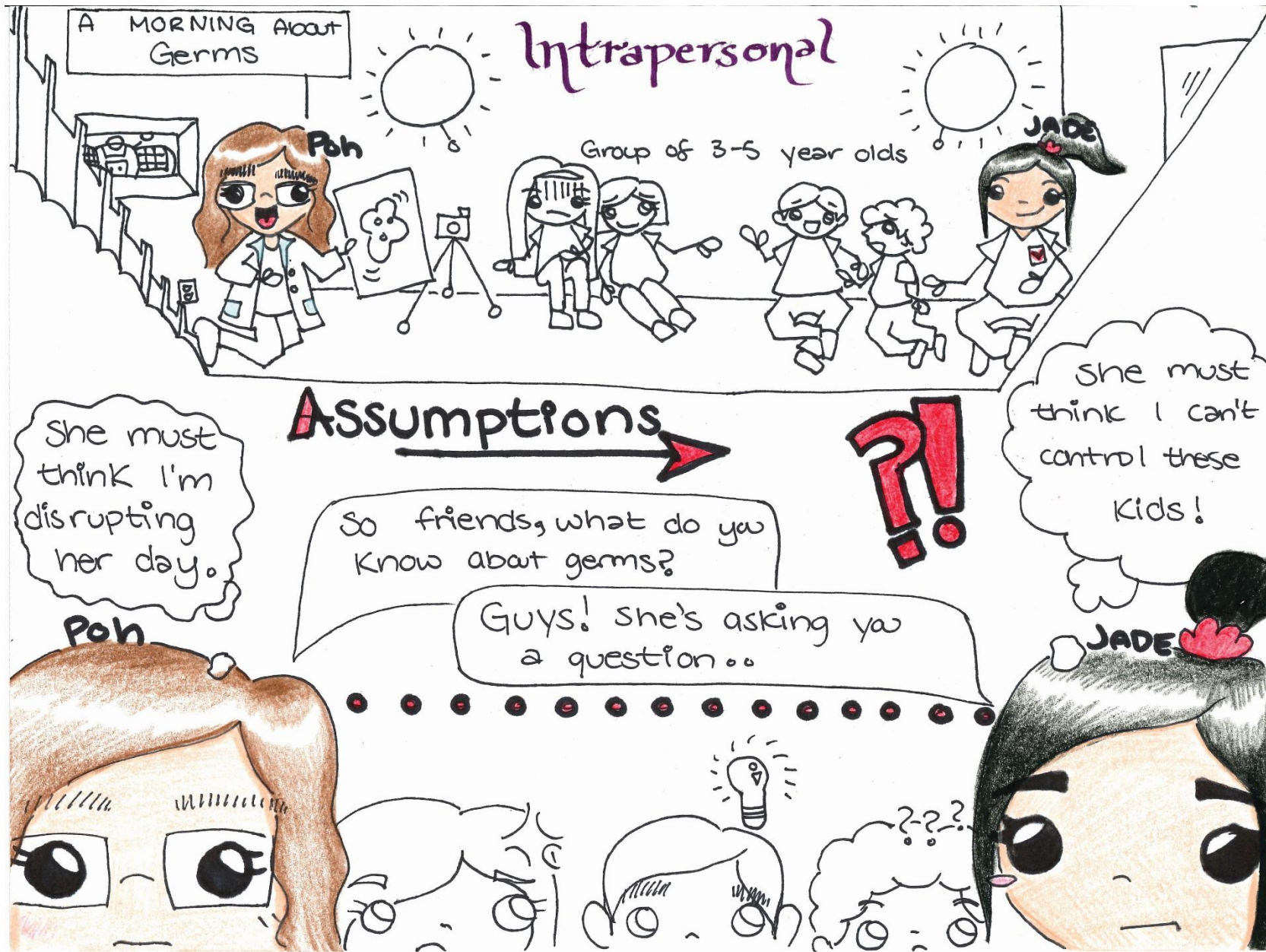
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Teacher And Researcher In Entangled Relations

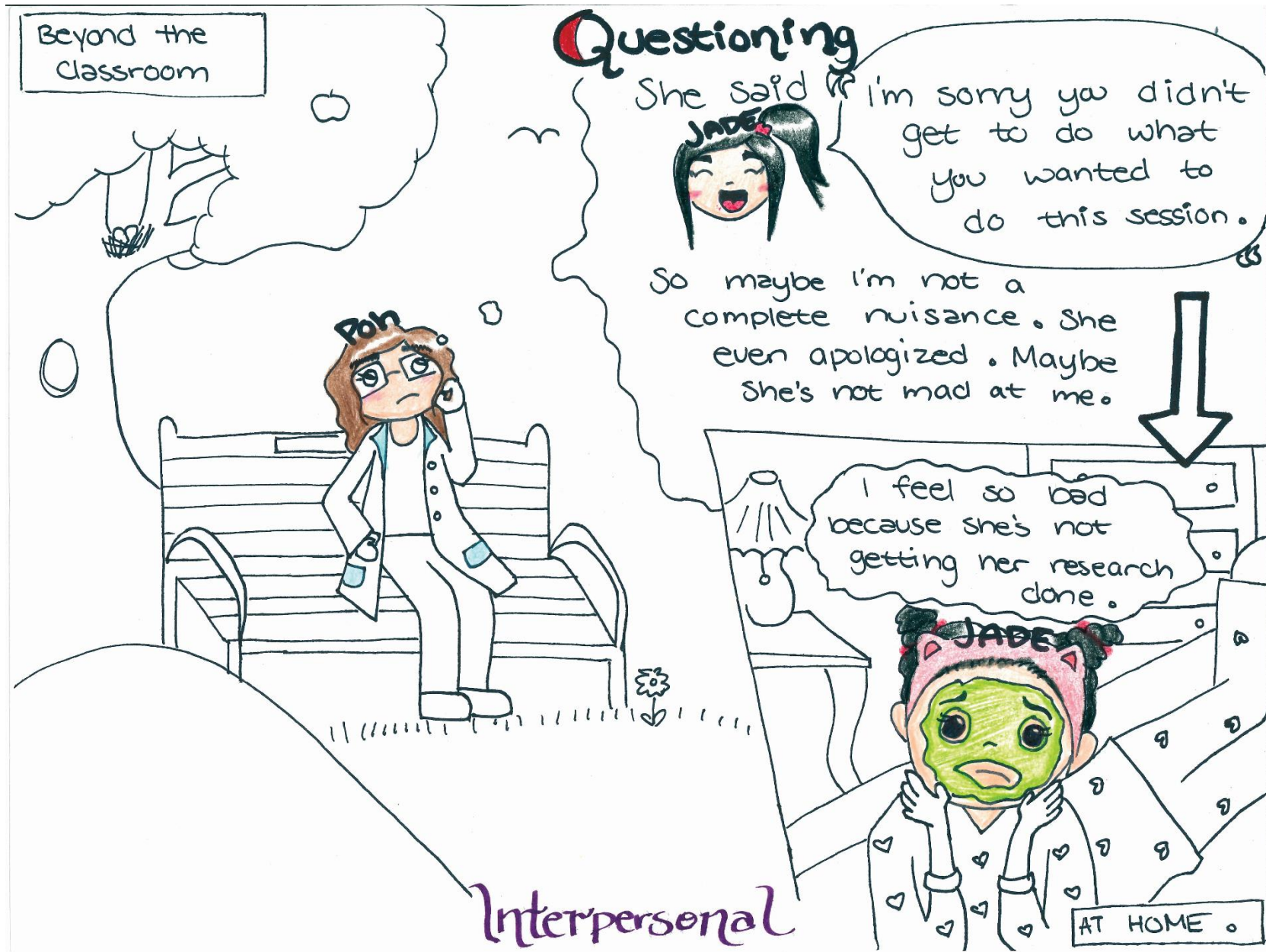


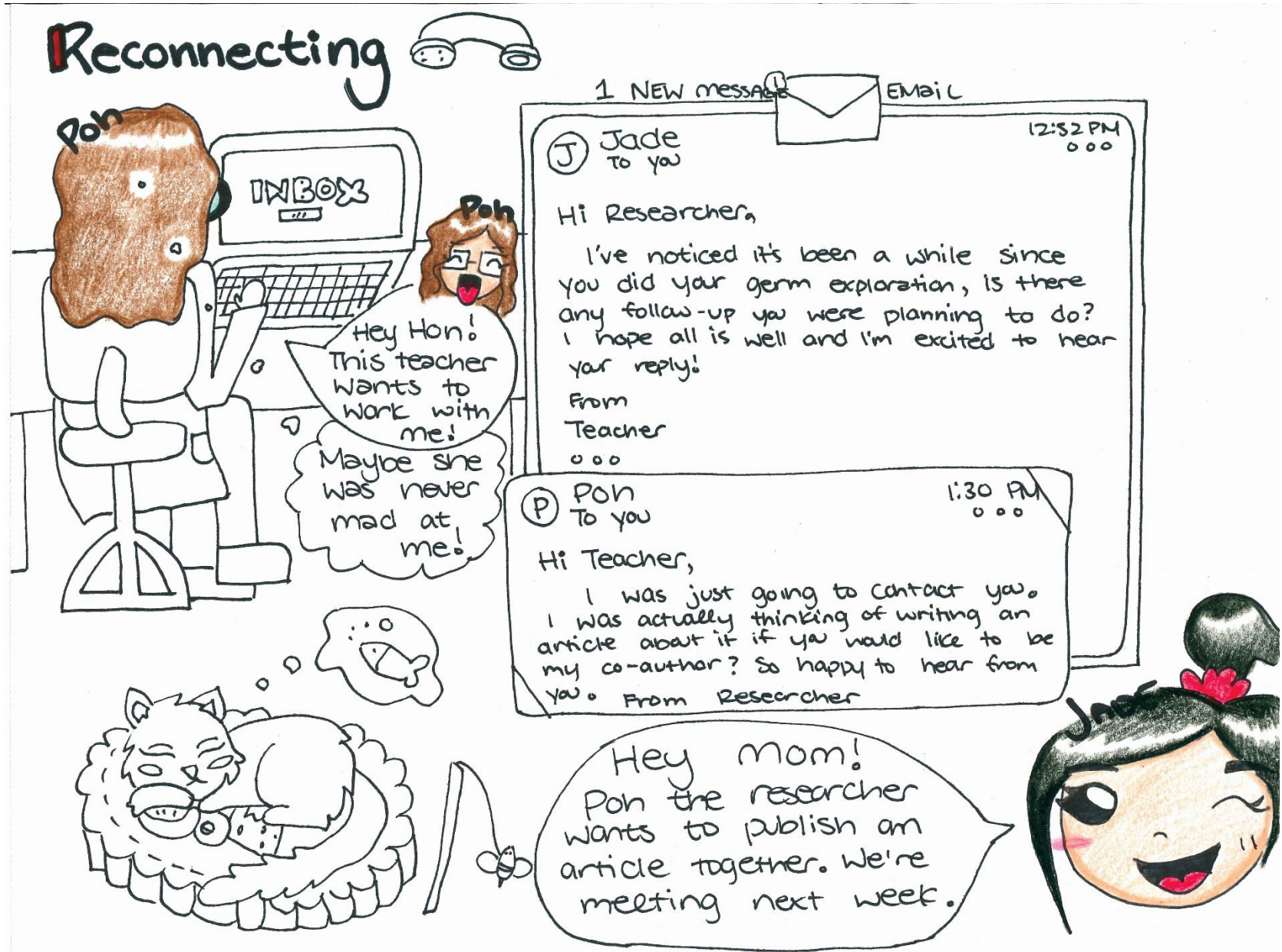


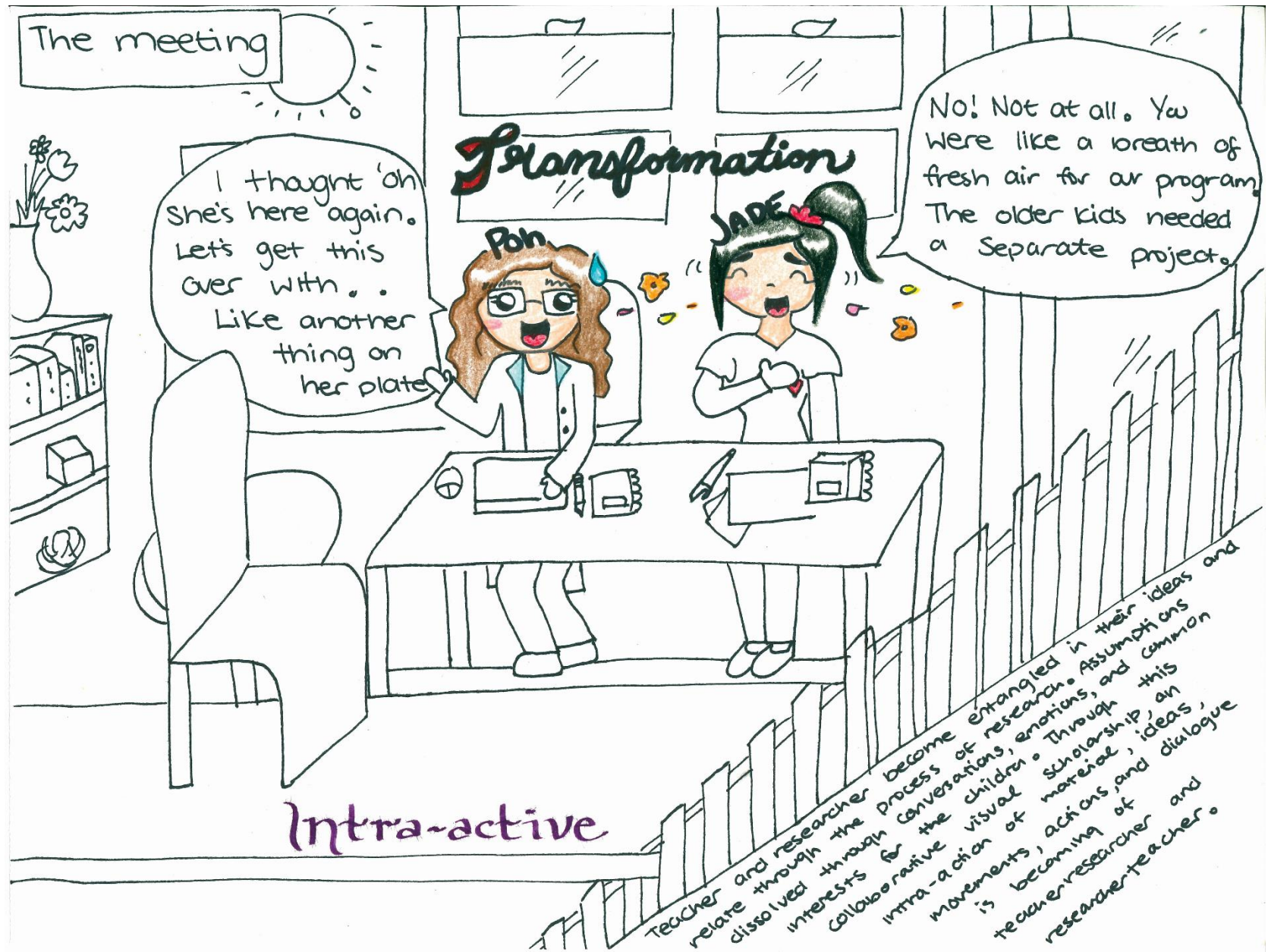
Researcher and teacher began a research journey through science workshops with young children. Although Poh and Jade were working in the same classroom with the same children, the relationship between teacher and researcher did not go beyond the task's objectives. This level of strict "keeping to researcher teacher and led to assumptions of researcher Pan and Jade. These tensions often impeded deeper connections and relations between researcher and teacher. This prevented an experience of entangled relations to fully realize the entirety of connections to others, including the more-than-human.

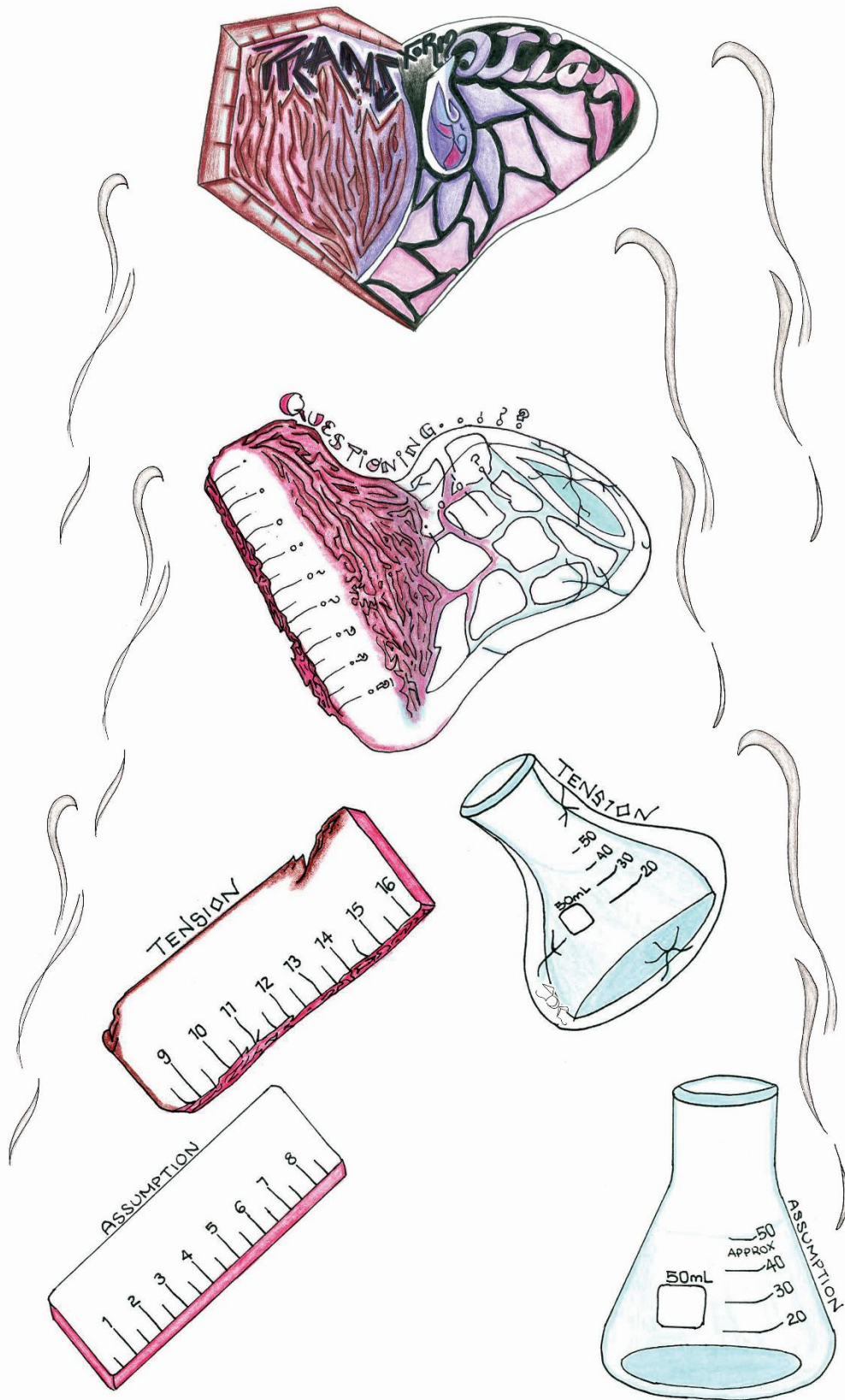












References

- Barad, K. (2007). *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. Duke University Press.
- Driussi, L. (2019, 05 03). *Wayfaring: A phenomenology of international teacher education* [Doctoral dissertation, Simon Fraser University]. <http://summit.sfu.ca/item/19322>