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International Conference, SMOOTH (Horizon, 2020)

26-28 May 2023

University of Thessaly, Volos, Greece

Paper submitted to the area *Teachers as commoners*

Title: *“Let's talk about Commons”: Exploring teachers and other educators' conceptions of the RED_SMOOTH project*

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Abstract: Considering “education as a process of commoning and schools as commons, not in terms of what is made or produced there, but as a specific time and space that we can make common and create in common” (Korsgaard, 2019, p. 445), in this paper, we will analyse teachers’ and other educators’ conceptions about their role as commoners, as well as their identified practices, referring to the different dimensions of commoning - community practices of sharing, care, cooperation, problem solving and collective creativity. The qualitative analysis is based on three case studies in three schools in Lisbon, Portugal (two public - from Educational Territories of Priority Intervention - and one private). Data were collected using the research methods of interviews with teachers and other educators and written records collected during the training course “Rights, Equity and Diversity in Educational Contexts” (25h) promoted by the NOVA team. The most significant findings of the fieldwork carried out between March and December 2022 allowed us to identify a set of narratives and pedagogical practices that need to be reflected from the lens of the Commons, in order to stimulate new modes of reflection and self-reflection that contribute to reverse of inequalities in educational contexts.

Reference

Korsgaard, M. T. (2019). Education and the concept of commons. A pedagogical reinterpretation. *Educational Philosophy and Theory*, 51:4, 445-455, DOI: 10.1080/00131857.2018.1485564