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Abstract Template

TITLE: Neoliberal Flows, Teacher Subjectivities, and Pedagogic Identities: A Review of the Literature

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Start text of Abstract Here (no more than 200 words with no figures or tables):

Over a decade ago, and in a now much cited article, Stephen Ball (2003) wrote about the performative terrorizing practices of neoliberal forms of governance on teacher subjectivities. In more recent work, Ball (2015) has suggested that this earlier work may have been too deterministic, one-sided, flat-dimensional, and focused on domination rather than resistance. He goes on to elaborate a politics of resistance and refusal, drawing on Foucault's theories of subjectivity and care of the self, as a response to neoliberal modes of schooling governance.

The purpose of this paper is to provide a brief overview of theorizations of neoliberal governance and teacher subjectivity articulated in the work of Stephen Ball (2003; 2015) and offshoots from this work drawing specifically on psychoanalytic literature. It then moves to elaborating an account of pedagogic governance and theorizations of control drawing on scholarship which extends the sociological work of Basil Bernstein. The paper grounds the theoretical discussion to a research intervention project aimed at improving poor literacy attainment undertaken with 12 schools situated in a low socio-economic, culturally and linguistically diverse education district in Queensland, Australia.