

Disrupting Teacherly Conduct: A Landscape of Learning and its Consequences for Teaching

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In closely examining some commonplace teaching and learning situations, this interactive and theatrical presentation will open up a principled pushback to the press of conformity and conditioning. Drawing from telling cases and concrete situations in schools and at home, the presentation will depict teacherly conduct and the need for interrupting our mechanical habits and responses. It will call for close attention to teaching and learning situations and suggest that attention to the small moments can be momentous in their implications for what we do in education and indeed the whole of life. This session will gesture towards teaching that is challenging and disruptive.

Key words: *Teacher Education, Teaching-Learning, Curriculum, Assessment and Pedagogy, Educational Anthropology, Philosophy of Education.*

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Gopal is named alongside Noam Chomsky, Sylvia Ashton-Warner, Jonathan Kozol and others in elaborating liberationist views of education (page 20) Ayers, R., & Ayers, W. (2011). *Teaching the taboo: Courage and imagination in the classroom*. 2nd Edition, New York, NY: Teachers College Press, Columbia University.

Gopal suggests: *"While our education policies, schools and habits of teaching continue to be driven by political agendas and ideologies, today, despite the best efforts of our teachers, learning is critically endangered: its spirit tamed and tethered, its habitat shrunk, its resources depleted and its movement circumscribed."* (Krishnamurthy, The Telegraph, 2013).