## **Contents**

Pretace	vii
Acknowledgements	ix
Chapter 1 What is a relationship-centred approach?	1
Chapter 2 Loosening the grip of normal:  "I have got a sexual harassment case to deal with"	16
Chapter 3 The stance of curiosity:  "Don't lie to me. You were stalking her"	42
Chapter 4 Externalising conversations:  "A hundred baits were not enough to catch one fish"	63
Chapter 5 Problematising discourses of teaching and learning:  "I switch off because it is boring. It is your job to teach us anyway"	88
Chapter 6 A deconstructive approach to class meetings:  "There is too much talking. We get very little work done"	109
Chapter 7 A diffractive approach to thinking about professional practice and identity: "I knew I was a good teacher. I was teaching kids who were difficult to manage"	135
Chapter 8 Introducing the relationship-centred approach to teachers	159
References	172
Index	183

## **Figures**

Figure 1: The process of normalising judgement	14
Figure 2: Citational practices	40
Figure 3: Two different approaches to inquiry	61
Figure 4: Internalising and externalising	83
Figure 5: Problematising discourses of teaching and learning	107
Figure 6: Diffraction	157
Tables	
Table 1: Problematising dominant ideas	132