

## **COLETTE GRANGER**

### **Dangerous be/long/ings in teacher education: Transference and the “pedagogical third”**

Following on Winnicott’s notion that “there is no such thing as an infant” without its mother’s care (and therefore its mother), Alice Pitt describes the “strange mathematics” of the space between child and parent in which “two becomes three” as questions of learning are asked, engaged, refused, and resisted, while Thomas Ogden conceptualizes intersubjectivity in the psychoanalytic setting as an analytic third: elaborating and extending the Winnicottian proposition, he proposes a third subject co-created by the analyst and the analysand which develops out of everything that is going on in each of them and which, in tension with those subjectivities, helps frame and structure the analytic encounter.

This notion, of a co-created intersubjectivity made in part out of our transference and recursive being-in-the-world – and our being-in-relationship, in and with the world – is a useful one to translate onto the landscape of education. What is going on, and ongoing, between the learner and the teacher? What do they create together out of their individual goings-on? And how does this co-creation frame and influence the pedagogical encounter? In this paper I meditate on how the desire for a recognizable reflection of one’s earlier self in a teacher or a student, can weave itself into pedagogical relations. Beginning with moments in my own life in teacher education, I posit a “pedagogical third” in order to think about the simultaneous fragility and power of transference elements in educational encounters, and about how such elements might interfere perilously with the work of learning and teaching.

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