

LANDSCAPES AND

LEARNING

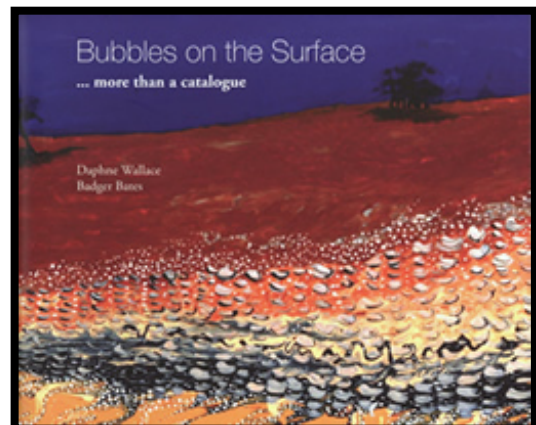
A PLACE PEDAGOGIES SYMPOSIUM 2007

Paul Carter, internationally recognised pioneer of spatial history and place making, is leading this one day symposium along with three panels of invited speakers



who are taking innovative and creative approaches to place studies to generate leading edge, interdisciplinary research in place education.

Following this symposium please join us at the “**Bubbles on the Surface II**” Exhibition opening at Monash Universities own Switchback Gallery, featuring many works from well known Paakantji artist Badger Bates, as well as works from U’Allayi researcher/artist Chrissiejoy Marshall and Gamaroi artist Daphine Wallace.





Australian Government

Australian Research Council

The Landscapes and Learning Symposium was developed by Professor Margaret Somerville and generated from two ARC funded research projects about place learning.

We would also wish to thank the Faculty of Education for funding the emerging Space and Place Research Strength and supporting this event.



MONASH University

Landscapes and Learning Symposium 14th August 2007

Monash University, Gippsland,

PROGRAMME

Northways Road, Churchill, Vic 3842

9:00 am–10:30 am	INTRODUCTORY LECTURE Professor Paul Carter - University of Melbourne 'Care at a Distance: Affiliations to Country in a Global Context'
10:30 am–11:00 am	MORNING TEA
11:00 am–12:30 pm	PANEL 1 CREATIVE PLACE METHODOLOGIES Dr Emily Potter - University of Melbourne. 'Places: poetic creations' Dr Katrina Schlunke , University of Technology, Sydney. 'Possession Island: curriculum of placed potentialities' Dr Laura Brearley & Ms Doris Paton - RMIT University. 'Co-creating Places That Lie Between: Deep Listening and Learning Between Indigenous and Non-Indigenous Knowledge Systems.' Dr Anna Hickey-Moody - Monash University. 'Making creative places'.
12:30 pm–1:30 pm	LUNCH AT VENUE
1:30 pm–3:00 pm	PANEL 2 LANDSCAPES OF LEARNING Professor Barbara Comber & Dr Helen Nixon - UNISA. 'Children as designers: material and imagined spaces'. Dr Debra Hayes - University of Sydney. 'Practices of place: disrupting pedagogical and leadership effects in high poverty contexts'. Dr Jennifer Rennie - Monash University. 'Reading and Writing the Landscape'. Dr Roslyn Appleby - University of Technology, Sydney. 'Jane goes to Timor: How time, space and place shape English language teaching in international development'.
3:30 pm–5:00 pm	PANEL 3 THEORIZING PLACE DIFFERENTLY Professor Bill Green - Charles Sturt University. 'Schooling in a Cruel Climate: Place, Literacy and Environmentalality'. Professor Noel Gough - LaTrobe University. 'How do places <i>become</i> pedagogical?' Professor Alan Mayne - University of South Australia. 'Ethnographies of place: Australian Historical Landscapes' Professor Jane Kenway - Monash University. 'Place, face and pace: educating beyond the metropolis'.
5:15 pm	Switchback Gallery for official opening of BUBBLES ON THE SURFACE II Exhibition.

INTRODUCTORY LECTURE

PROFESSOR PAUL CARTER

UNIVERSITY OF MELBOURNE

'CARE AT A DISTANCE'

AFFILIATIONS TO COUNTRY IN A GLOBAL CONTEXT

A tension exists between discourses of place-making and the theoretical paradigms of well-being that inform them. While places are conceived as localized, the systems theory (whether it is derived from philosophical anthropology, social ecology, or geographically-based concepts of region) that accounts for their distinctiveness is generalist (placeless). The same tension is played out at a community level, where insiders are distinguished from outsiders, notably in the conflict-riven interventions that occur wherever 'experts', 'consultants' and 'activists' improperly intrude on, and disregard, the collective domain of knowledge and experience held in trust by those who regard themselves as 'local'. These conflicts in place-making theory and praxis can easily be multiplied.

In this context, a concept of 'care at a distance' is canvassed. Originally formulated as a response to the conundrums collecting institutions find themselves in when pressured to repatriate culturally-sensitive materials, it has since been adapted and extended to offer a different approach to place-making in Alice Springs, a locus of intense social suffering. In this presentation, the notion of 'care at a distance' is further extended to incorporate the subject-position of the outsider into the place-making process. In affiliating to others' country, it seems essential to declare where one comes from – even if, in the rhetoric of nation building, the past life of migrants must be annulled.

The implication of this declaration is that creativity exercised at this place will stage a conversation with those who have departed; just as the outsider artist is, from the perspective of the environment whence they came, classified as departed and ghostlike. There emerges from this dialectic the recognition of the doubled or multiple identity of selves and places. To endow this ambiguity with epistemological significance, to appreciate it as a technique for letting back into the design of the future a complex emotional domain whose elements always come from

somewhere else (even when that 'somewhere else' is here) seems to me to give a better account of historical, environmental and spiritual realities in a global context.

Because of this, it suggests new ways of thinking the boundaries of places and the constitution of the communities who produce and enjoy them.

PANEL 1

CREATIVE PLACE METHODOLOGIES

PRESENTERS: **DR EMILY POTTER**

DR KATRINA SCHLUNKE

**DR LAURA BREARLEY &
MS DORIS PATON**

DR ANNA HICKEY-MOODY

DR EMILY POTTER

UNIVERSITY OF MELBOURNE

'PLACES: POETIC CREATIONS'

Places are poetically produced. This paper will extrapolate a connection between text and ground in the making of place. There is a material inventiveness to language and design. Yet not all poetics are sustainable: the condition of Australia's environment testifies to ill-fitting poetics as much as it does to bad environmental practices. So what would a sustainable poetics look like, and how can design broker new forms of ecological citizenship for its audience? I will discuss these questions in light of the still-in-process creative research project Mallee and make some tentative suggestions for the role of art in generating new relationships between humans and environment. Finally, I will briefly discuss how a poetic approach to place has implications for research practice, and can illuminate the conditions in which knowledge is generated.

DR KATRINA SCHLUNKE

UNIVERSITY OF TECHNOLOGY, SYDNEY

'POSSESSION ISLAND: CURRICULUM OF PLACED POTENTIALITIES'

Possession Island is where a certain sort of at homeness could be said to have begun for white Australia. It is the island where Cook claimed possession of the east coast of Australia which became possession of all Australia even as he noted the Indigenous presence that would dispute

this. Rarely marked on general maps, mostly unvisited and unknown, this island operates as the securing void of claims for non-indigenous sovereignty. But this island is a flesh, it has other connections and the emplaced potentialities that emerge with it suggest a different mode of teaching history and a very different style of 'being' Australian.

DR LAURA BREARLEY & MS DORIS PATON
RMIT UNIVERSITY

**'CO-CREATING PLACES THAT LIE BETWEEN: DEEP LISTENING AND LEARNING
BETWEEN INDIGENOUS AND NON-INDIGENOUS KNOWLEDGE SYSTEMS'**

We are like the tree standing in the middle of a bushfire sweeping through the timber. The leaves are scorched and the tough bark is scarred and burnt, but inside the tree the sap is still flowing and under the ground the roots are still strong. Like that tree we have endured the flames and we still have the power to be re-born. Our people are used to the struggle and the long waiting. We still wait for the white people to understand us better. We ourselves have spent many years learning about the white man's ways; we have learnt to speak the white man's language; we have listened to what he had to say. This learning and listening should go both ways. We would like people to take time and listen to us. We are hoping people will come closer. We keep on longing for the things that we have always hoped for, respect and understanding.

Miriam Rose Ungunmerr
www.heartlanddidgeridoos.com.au/Cultural/dadirri.htm Accessed 25.7.07

The presentation will use creative approaches to reveal the nature and substance of what is being co-created in the place that lies between Indigenous and non-Indigenous worlds.

Aunty Doris Paton and Laura Brearley are taking a doctoral journey together. Doris is an educator with a deep expertise in Aboriginal languages. In her PhD, she is exploring the question of how to meet the educational needs of the Indigenous community and its children, drawing on her experiences with the Woolum Bellum campus of the College of Koorie Education.

The concept of deep and respectful listening which builds community underpins her research. To capture the multiple views and 'voices' in her doctoral research, Doris is incorporating storytelling and quilt-making as way of creatively illuminating and inviting engagement with the data from her interviews and focus groups.

Laura is Doris' research supervisor. Together they have been exploring new ways of working

and learning together within a university context. The presentation will explore the role of deep listening and learning when working in the spaces and places that lie between Indigenous and non-Indigenous knowledge systems.

DR ANNA HICKEY-MOODY
MONASH UNIVERSITY

‘MAKING CREATIVE PLACES’

In contemporary cultural formations, creativity is often reduced to a social, economic and subjective signifier of health or wealth. -Consider a circumstance in which a ‘creative thought’ is one that heals the wounds of a distressed youth, or which yields advertising dollars. Such situations are easy enough to find, as are members of Florida’s (2002) ‘creative class’: those who profit financially from the cultural capital of minoritarian communities. If creativity as the differential becoming of the world (Deleuze 1994), rather than as a signifier of health or wealth, is to be nurtured through social formations, then new distinctions and connections must be made between artistic technique, innovation, cultural capital, and social and economic value. Via Deleuzian notions of creativity and territory/territorialization, striation (Deleuze & Guattari 1987) and spatial folding (Deleuze 1993), I look to open up conceptualizations of such politico-aesthetic assemblages. I do so through the work of two UK arts companies that seek to foster creativity in young people.

PANEL 2

LANDSCAPES OF LEARNING

PRESENTERS: **PROF BARBARA COMBER &
DR HELEN NIXON**

DR DEBRA HAYES

DR JENNIFER RENNIE

DR ROSLYN APPLEBY

PROFESSOR BARBARA COMBER & DR HELEN NIXON
UNIVERSITY OF SOUTH AUSTRALIA

‘CHILDREN AS DESIGNERS: MATERIAL AND IMAGINED SPACES’

This paper draws on *Urban Renewal from the Inside-Out*, a project in which architecture, journalism, and literacy education academics and students collaborated with Grade 3/4 and 5/6 teachers and students to redesign a barren area in school grounds. The research investigated

'spatial literacies' - ways of thinking about and representing the production of spaces; and critical literacies - how children might 'have a say' in producing a space that mattered to them. The Westwood urban renewal program in Adelaide is considered as a potential *landscape for learning* about material and imagined spaces and places, and one teacher's evolving pedagogy is illustrated with reference to a critical pedagogy of place (Gruenewald, 2003; Somerville, 2007). We examine four texts produced by one student over an extended period (an illustrated poem, a design for a belonging space, a garden design and rationale, and 4 pages of a picture book) and consider the affordances of such pedagogy for his learning.

DR DEBRA HAYES

UNIVERSITY OF SYDNEY

**'PRACTICES OF PLACE - DISRUPTING PEDAGOGICAL AND LEADERSHIP EFFECTS IN
HIGH POVERTY CONTEXTS'**

Changing Schools, Changing Times is an ARC Linkage Project conducted in partnership with the Equity Programs section of the NSW Department of Education. The main purpose of the research is to describe the efforts of four schools characterised by high levels of poverty and difference to design and sustain improvements in practice. We have focused our attention on both classroom and leadership practices through co-constructed recounts. These recounts describe practice as practiced, rather than practice as imagined and desired. They have been described by the participating teachers and leaders as accurate but raw. We have used the process of developing these artefacts as a means of describing and checking the conditions of teaching, leading and learning in the case study schools, as well as a means of exploring what are considered to be the limits of practice within these challenging contexts. The recounts tend to provoke explanations of why particular practices are necessary in these places. Our research is attempting to disrupt these explanations, what we have called logics of practice, in order to produce more desirable effects. Namely, stronger outcomes for young people who traditionally under-perform and under-achieve at school.

DR JENNIFER RENNIE

MONASH UNIVERSITY

'READING AND WRITING THE LANDSCAPE'

We just chop and leave a mark. We just chop it and look. If nothing we just leave the chop there so we see that's a mark, and if you go again and you see that log two weeks later you see the log it will be alright.

Arnie is one of the children who participated in a study that investigated the transition experiences of seven Indigenous children as they moved from their community primary school to their urban high school (2004). The data suggest that student identities embodied different forms of knowledge and skills and these qualitatively different identities played key roles in the students' effectiveness as 'westernised' learners. In the opening vignette Arnie explained how to find mangrove worm. All of the children in this study actively read and wrote their environment and they represented this through a range of literate practices. In this presentation another example is explored where Darcy took the researcher from the story of his favourite Grandmother's painting to his late father's pottery.

DR ROSLYN APPLEBY

UNIVERSITY OF TECHNOLOGY, SYDNEY

**'JANE GOES TO TIMOR: HOW TIME, SPACE AND PLACE SHAPE ENGLISH
LANGUAGE TEACHING IN INTERNATIONAL DEVELOPMENT'**

My research uses a framework of time, space and place to examine the practice of English language teaching (ELT) in the context of international development. I argue that modernist concepts of time shape both ELT, and international development as 'potent mythologies of progress' (Bhabha 1990:209), and hinder teachers' and learners' engagement with the specificities of place. In contrast, a pedagogy of 'spatial practices' (de Certeau 1984) enables a more flexible opening of ELT to the cultural and political dimensions of local places or contexts of learning. In my paper, these concepts are illustrated in the narratives of English language teachers who have traveled from Australia to East Timor to work in language development programs.

REFERENCES

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de Certeau, M. (1984). *The Practice of Everyday Life* (S. Rendall, Trans.) Berkeley: California University Press.

PANEL 3

THEORIZING PLACE DIFFERENTLY

PRESENTERS: PROF BILL GREEN PROF NOEL GOUGH
 PROF ALAN MAYNE PROF JANE KENWAY

PROFESSOR BILL GREEN

CHARLES STURT UNIVERSITY

‘SCHOOLING IN A CRUEL CLIMATE: PLACE, LITERACY AND ENVIRONMENTALITY’

The past decade has seen unprecedented manifestations of drought in Australia, with marked effect not simply on inland areas but much more widely, indeed extending to the very edges of the continent. This can be seen very clearly with reference to the Murray-Darling Basin and also to New South Wales, as the largest of the various geo-political jurisdictions across which the Basin reaches. It is only now, moreover, that we are beginning to realize that we are in the midst of major climactic change, and new critical challenges of sustainability and regeneration, with drought being but one of a number of emerging symptoms of environmental stress. How to promote eco-ethical awareness in the population at large, and an active sense of ecosocial justice and ecological citizenship, is an urgent consideration here, among other things. Education – formal *and* informal – undoubtedly has a major role to play in this regard. In this paper I explore notions of place-conscious education, situated literacies, and rural-regional sustainability as resources for rethinking the project of schooling in a cruel climate. I draw on work currently underway, addressed to literacy and the environment, primary schooling and the eco-poetics of place, to introduce and then begin to explore the concept of *environmentality*, particularly as it is realized in children’s writing and artwork about the effects and meanings of drought in their changing lifeworlds.

PROFESSOR NOEL GOUGH

LATROBE UNIVERSITY

‘HOW DO PLACES BECOME ‘PEDAGOGICAL’?’

As an academic educator with unabashed ecopolitical commitments and a disposition to deconstruction, I treat assertions about the relations of ‘places’ (especially ‘natural’ places) to ‘pedagogies’ somewhat sceptically. For example, although I sympathise with the spirit of David Gruenewald’s assertion that ‘places are profoundly pedagogical’, I find it more difficult to accept the abrogation (or displacement) of human agency that might be implied by statements such as

'places *teach* us about how the world works' and 'places *make* us'. Following Deleuze and Guattari, I argue that places *become* and that processes of 'becoming-pedagogical' are matters of human invention and fabrication. I explore some of the ways in which places 'becoming-pedagogical' might be related to such modalities of nature as the ways that nature is envisioned and named, the speed at which nature is traversed and transformed, and the affects (images, concepts, senses) of nature that are subsequently produced.

PROFESSOR ALAN MAYNE

UNIVERSITY OF SOUTH AUSTRALIA

'ETHNOGRAPHIES OF PLACE: AUSTRALIAN HISTORICAL LANDSCAPES'

In conventional Australian teaching practices, history, geography, and archaeology have disregarded landscape as a platform for learning. Space was 'considered ... as an abstract dimension or container in which human activities took place' (Christopher Tilley, *A Phenomenology of Landscape*, 1994). It was disconnected from social action.

Increasingly, however, we have realised that human settlements are socially produced, and thus constitute a pastiche of contradictory and conflict-ridden elements. In this presentation I will examine a series of case studies from urban and regional Australia which probe the volatile essence of historical landscapes.

PROFESSOR JANE KENWAY

MONASH UNIVERSITY

'PLACE, FACE AND PACE: EDUCATING BEYOND THE METROPOLIS'

As discussions of a national curriculum heat up and as economic globalisation is invoked as a driving imperative for nationalising knowledge, it is important to ask 'does place matter anymore'? Should education have an intimate sense of place? I will argue that place has weighty implications for education. But I will also argue that conventional conceptions of place must be abandoned if we are to best comprehend the changing face and pace of place in globalising times. This paper offers a fresh way of thinking about place which takes global economic forces into account but which also looks at the links between place and other global flows. It draws from a major study of the implications of globalisation for places and people outside the major cities in Australia. Through a discussion of four places with vastly different economies and

cultures and through evocative stories about the lives of young people from these places, it points to the centrality of place for education.