

Propositioning Sustainable Relationalities: Creating an Artful Community of Practice for Sustainable and Equitable Learning

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There is growing need for sustainability practices in arts education that is both responsive to the social and ecological needs of the local landscape and connected to the larger transnational conversations around fostering equitable and diverse growth through education. The concept of sustainable relationality emerged during an international arts education research project to address this need by framing sustainability in the context of relationships with land, culture, society, and education. The authors share their reflections on mobilizing an arts-based study group with a group of graduate students on the concept of sustainable relationality as an extension of this project. Inspired by the a/r/tographic emphasis of research that unfolds from critical, contemplative, and creative engagement with the interplay of theory and practice in community (LeBlanc & Irwin, 2019; Lee, Morimoto, Mosavarzadeh, & Irwin, 2019), the study group was designed not only to investigate about sustainable relationality, but also with and in the concept as a lived phenomenon. The study group met over the course of a year culminating in a presentation of our making and thinking at an arts education conference in Canada. The reflections offered in this presentation will discuss the propositions that helped facilitate this study group and speculate on the conditions that might enable similar communities of practice develop and flourish.

References

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Bio

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Dr. Ken Morimoto is a researcher affiliated with Tokyo Gakugei University, Japan holding a doctorate in Curriculum Studies with an emphasis in art education from The University of British Columbia, Canada. His area of interest includes the practice-based methodology of a/r/tography, transnational arts education, and philosophy of education.

Nicole Y. S. Lee:

Dr. Nicole Lee, Assistant Professor (Art Education) at NSCAD University, is an a/r/tographer who engages in artmaking and philosophy to advance concepts. Her research practices are emergent, creative, and contemplative living inquiries into inspired curricular moments that attune to the invisible, affective rhythms surrounding people, histories, and places.