re-PLACING academic community

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Teach young children at an elementary school
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I dwell in different locations...with different people...and engage in different inter-actions yet...
they are NOT DISPARATE teaching and learning realms...they are deeply and inseparably connected.... And so I move and these as a teacher-learner-educator

“Connected” NOT as a series of points along an academic assembly line...
Schools, universities, children, teachers, teachers-to-be, and faculty exist as one dynamically and co-emergent living system. They are NOT BOUNDED OR DETACHED BUT INTERDEPENDENT AND INTEGRAL to every other realm within education. THEY FLOW TOGETHER AND IN RELATION to one another TO CREATE “the PARTICULAR SOILS, the PARTICULAR ECOLOGIES, the PARTICULAR PLACES”1 of our “academic community”.

What are the metaphors we commit to academic places? How do they help us attend to or ignore these places of teaching-and-learning? How do they en-able or dis-able us from caring for this community as a living whole? What are the paths of possibility and impossibility that we carve out in our teaching and learning?

If we EMBODY A SENSE OF PLACE THAT “THINKS” universities to be FENCED OFF, ISOLATED PALACES, where upon entry, you must “SHUT THE GATE BEHIND YOU” AND DISCONNECT from all other realms of teaching-and-learning, then ...

WE LAY DOWN PATHS OF KNOWING THAT LEAD TO ACADEMIC ISOLATION.

If we ENACT ways of being that root AN ECOLOGICAL SENSIBILITY THEN WE AND THE PLACES WE ARE PART OF COME TO FORM TOGETHER. LAYING DOWN PATHS THAT CONNECT, SUSTAIN, AND RENEW opens academic realms to be fluid, collective parts of a larger community... TEACHING-AND-LEARNING ARISE IN PLACES AND PATHS OF ACADEMIC RELATIONS.
Instead...

In creating paths that weave academic places together, we de-linearise our community.

We can imagine possibilities for our academic community requires care and commitment. It begins by asking ourselves, “how are you connected and what is your commitment to this place?” And if we, the places we teach-and-learn, and the academic community we create exist only in moments of being, then we cannot help but ask ourselves...

what kind of academic community is it that we are creating?

and

what are the ways in which we are caring for it?
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Notes
