

Transcript

- 1. “Asset Based Community Development” Current Trends in University-Community Partnerships: The Arts as an Engine for Cooperative Development
Redefining University-Community Engagement: The 1st International Conference of University Community Engagement November 25 – 28th 2014, Makassar, Indonesia
Dr Janice K. Jones
- 2. “Asset Based Community Development believes that every single person has capacities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities Join our Community at: expressed and gifts given” (John McKnight) <http://abcdasiapacific.ning.com/>
- 3. Navigating this Presentation 1.Introducing an Australian university and its local context 2.Framing the ABCD philosophy 3.Trends: 3 University-Community partnerships 4.Tensions and dynamics in University - Community partnerships 5.Celebrating the power of the arts for learning, capacity building and regeneration 6.Looking ahead – Visionary and Ethical Cooperation
- 4. 1. The University of Southern Queensland • Three campuses: Suburban, Regional and Coastal: staff from 58 countries, 14% of students international – from 116 countries. All education programs fully online. Blended delivery. • Toowoomba: USQ’s regional campus: Farming, Mining, Tourism, Wineries
- 5. Toowoomba The Garden City,
- 6. Schools VET Universities Individuals Families Cultural Groups Religious Institutions Businesses Banks Regional Council Medical Services Emergency Services
- 7. 2: Framing The ABCD Philosophy Cormac Russell (2009)
- 8. Half Full – or Half Empty? Communities have deficiencies and needs: Deficit Model Communities and citizens have capacities and assets: ABCD Model
- 9. Consequences of Deficit Thinking for Communities • Deficit thinking: relationships undermined • Most money comes into our community for programs – these are often narrowly defined • Money goes to professional helpers, not community members • We place focus on leaders which magnifies deficiencies • We reward failure and foster dependency on systems • Our community has a poor self-image • We experience hopelessness (Kretzmann & KcKnight 2007)
- 10. We Can Ask Questions in Two Ways Based on Appreciative Inquiry What is wrong with our community? What problems can we fix? What are the needs of our community? What is broken? OR What are the strengths and assets of our community? What do you value most about our community? What is the essence of our community that makes it unique and strong?
- 11. 3. Trends in Australian University- Community Partnerships • People first: partnerships achieve lasting outcomes through individual academics’ commitment to grassroots partnerships • The arts and digital technologies are a transnational language: generating and sharing vision, narratives of achievement, global knowledge generation • Complex and hierarchical organizations: navigating tension between neoliberal values, policy frameworks and universities’ commitment to ethical development • Reporting (Language) Deficit or Strength?: The language used to report ‘successful’ partnerships is critical to ABCD – but universities are driven to present their stories in terms of ‘problem solving’- for funding.
- 12. 3 USQ University – Community Partnerships Community Arts and Education Research Community Education Research Community Arts, Engineering, Psychological Research

- [13.](#) Alternative Schooling 1: Parent, Child, Community as Teacher • 6 year research study (USQ/Magic Gardens School: A parent-run mixed age primary school, drawing on the child, parent, nature and community as teachers: Reggio Emilia philosophy (Jones, 2013; Jones 2014) • Parents and volunteers teach reading, maths, drumming, dance, gardening, art, sports, history. • Community gain funding through partnerships: USQ funds a digital camera/resources to create a garden, and Janice Jones' time as researcher on 'The Magic Gardens Project'. • The arts council, banks, and donations allow workshops, materials and trips to farms, art galleries and parks.
- [14.](#) Glass half full? • Issues • Children have behaviour/learning problems • Cannot adapt to traditional school contexts • Childhood aggression - some children have been asked to leave other schools • Health issues require constant parental care during school hours • The community have few resources, financially • Assets • Children teach one another. • Natural environment: free play, and seasonal awareness • Parents and volunteers have skills. • Service Learning: Student teachers learn and give back to the community through arts workshops (assessed) • Community Research: All publications are read and approved by community. • Community and Researcher learn to bid for funding
- [15.](#) Free Range Learning.... no formal 'lessons', no timetable, no assembly, no set times for arrival or departure, no bells,
- [16.](#) The Terrain...
- [17.](#) Child & Parent as Teacher
- [18.](#) Arts/Nature as Teachers
- [19.](#) We were impressed with the children's confidence. Student Teachers became part of the community Embedding Service Learning in University Courses
- [20.](#) Alternative Schooling 2 • Issues • Teenage 'drop outs' from school: homelessness, drug and drink problems • At risk of violence or of criminal records • No income – unemployable • Dress: 'other' or 'outsider' • Low literacy levels • High self damage/suicide risk • Older men – lonely and isolated • Suicide risk • Not valued by family or society • No longer employed • Assets • Teenagers' strengths and interests: music, visual arts, gardening, cooking. • Students mentor one another –and new students. • Cooking/serving food/mentoring homeless people • Older men share practical skills and wisdom with teenagers • Older men learn respect for young people's strengths and skills • A place to talk and listen: difficult issues. • Researchers with community as facilitators, and in funding bids • Local businesses, banks, teachers, banks, government, Rotary Club.
- [21.](#) Alternative Schooling 2: Toowoomba Flexi School and TOMNET Learning together – sharing wisdom, and skills for life, solving problems, HEAD – HEART and HANDS Laughter and friendship • Deconstructing the 'at risk' cycle through improving school attainment and transitions to tertiary education and employment. • Alternatives for 15-17 year olds: Students feel valued and reconnect with their community. • Flexible student-centred approach, enriched by a strong community commitment. • Partnership with TOMNET – The older men's network and 'Men's Shed' enhancing social networks for older men.
- [22.](#) Page 22 Enduring and Mutually Beneficial Partnerships Strategic goals
1.Creating sustainable mentoring models; and 2.Expand the mentoring program to communities outside of Toowoomba 3.Research and share knowledge with other cities and communities Rotary Club of Toowoomba East HEAD, HEART, HANDS.... Personal Goals 1.Learn Skills for Life 2.Gain Employment 3.Feel confident and happy 4.Learn how to cook 5.Make music, art, stories – and share them

with peers 6. Feel valued and loved by friends 7. Give back – mentor others
8. Volunteer work with homeless

- [23.](#) 3: Arts and Community Resilience
- [24.](#) A 10 Year Drought - Followed by Devastating Floods 2011: Toowoomba and Lockyer Valley Lives, businesses, farms, homes, livestock lost
<http://youtu.be/cKrvQ3UhOuM> <http://youtu.be/mdBYf3rEc6E>
- [25.](#) Initial Community Action
- [26.](#) Half Empty or Half full? • Issues • Loss of life and infrastructure • Destruction of farms, crops, property, roads, businesses • Long term physical, economic and psychological impact • Risk of repeat ‘freak weather’ • Assets • Huge national response for 6 months • State and national funding for 1 – 2 years for rebuilding of infrastructure. • Funding for new Disaster Management plans • University focus on grants for science, agronomics, engineering (water), psychology, disaster management • Also on the arts/healing stories
- [27.](#) After the Initial Response – Years of Quiet Work 11 Oct 2014 USQ DLLC (Andreas.Helwig@usq.edu.au) 1
- [28.](#) Splashing Back: Artists in Place • 10 artists created mosaics for 10 Toowoomba businesses affected by the floods: unique stories • Mary Kate Khoo’s work depicts the muddy water that inundated The Spotted Cow Pub - • "We're trying to tell their story in a way that doesn't upset them too much." • Each mosaic features a QR code linking to stories about the artist and the business. • "It's about telling the story in a visual form," she said.
- [29.](#) Blackboard Event Jan 6th- 12th 2014 <http://actmba.com/projects/toowoomba-blackboard-project/> Commemorated the anniversary of the floods – voicing citizens belief in their city and community. Envisioned by artist Adrian Papi.
- [30.](#) Mission: Celebrate Our Community
- [31.](#) Challenging Negative Discourses 1. Pressure on Universities to report achievements in terms of communities’ needs for research/intervention. Evidence of ‘value added by university’. 2. Short term research funding vs longevity and partnerships for learning (service learning). 3. Media Reporting focuses on negatives and disasters rather than assets and regeneration 4. Individuals bring strength: grass-roots partnerships layer university-community engagement. More resilient during structural and policy change. 5. Web 2 and the arts: ‘speaking back’ to negative discourses?
- [32.](#) Terima Kasih
- [33.](#) Acknowledgements • Cormac Russell of the ABCD Institute (slide 7) <http://www.abcdinstitute.org/faculty/russell/> • Dee Brooks of the Jeder Institute <http://www.jeder.com.au/about-us/jeder-directors/dee-brooks-director/> (slides 8-10) • ABCD Asia Pacific Web Community. • The Magic Gardens School Community and Wirraglen Homeschooling Support Group (slides 13 – 19) with Janice Jones (USQ) • TOMNET, Flexischool and the C4C project with Professors Glen Postle and Lorelle Jane Burton of USQ, (slides 20- 22) • For translating: Yogiarti Barampataz, Mokhamad Syaifudin, and Zanariah Zainol Abdullah, Fatima. • Stuart Watson for his photograph of the flood (slide 24) • Toowoomba Arts Council and Citizens (slides 23 – 31)

-



[Jones plenary makassar 2014 translated Bahasa Indonesia](#)

[Janice Jones](#)

[93](#)

•



[2014 japan agent packages](#)

[Daisuke Sakamoto](#)

[912](#)

•



[Seacret Overview](#)

[Seacret Direct](#)

[1,274](#)

•



Inspirational Female Entrepreneurs

ZillionDesigns

3,007

•



Mobile Apps

Willie King

38

•



So You Want to Build a Circuit

Bryan Hughes

162

•



[Agile Vendor Management](#)

[Bosnia Agile](#)

[261](#)

•



[What Will Matter \(人生價值所在\)](#)

[roctober](#)

[1,621](#)

•



[Professional Journey - Islam Abu Algassim](#)

[Sudanese Blogger Without Borders](#)

[97](#)

•



[Stupid Canvas Tricks](#)

[deanHUDSON](#)

[5,895](#)

•



[This Is What Carlos Ghosn Tells His Kids About Career Success](#)

[LinkedIn Pulse](#)

[471,949](#)

•



[The Experience That Changed Ban Ki-moon's Career](#)

[LinkedIn Pulse](#)

[437,456](#)

•



[The 50 Best Films Of 2014](#)

[文堯王](#)

[4,562](#)

•



[How Google Works / 구글은 어떻게 일하는가 \(Korean / 한국어 버전\)](#)

[Mika Eunjin Kang](#)

[125,300](#)

•



[Functional Programming Patterns \(BuildStuff '14\)](#)

[Scott Wlaschin](#)

[97,616](#)

-
-



[Jones plenary makassar 2014 translated Bahasa Indonesia](#)

[Janice Jones](#)

[93](#)

-



[Re-framing Education as a Thirdspace: Neonarratives of Pedagogy, Power and Tran.....](#)

[Janice Jones](#)

[89](#)

-



[The Challenge to Write –Dangerous and Disruptive Words](#)

[Janice Jones](#)

[171](#)

•



[Dinawan Dreaming: Pre-service teachers seeing the world with fresh eyes](#)

[Janice Jones](#)

[57](#)

•



[Disrupting the label: a 4D research method for re-constituting 'the other' and](#)

[Janice Jones](#)

[54](#)

•



[Bridging the gap between rhetoric and practice: data from 4 studies into the ar.....](#)

[Janice Jones](#)

[46](#)

•



[Reflected refracted revoiced Kaleidoscope 2014](#)

[Janice Jones](#)

[62](#)