

Travelling by train from Rotterdam to Utrecht on the last day of the school academic year 2018, I considered a set of practice based principles to guide me throughout the following school year. Based on practice and invaluable feedback from peers, students and parents of students, these guidelines grew into a series of tactics to consider as an approach to the critical making of education in theory and practice.

There is no hierarchy suggested for the practice of these tactics. However it is suggested to weave a practice within all propositions.

"The way of the craftsman... is to allow knowledge to grow from the crucible of our practical and observational engagements with the beings and things around us (Dormer 1994; Adamson 2007). This is the practice I would like to call an art of inquiry." (Ingold, 2013, p6)

FIELD TACTICS FOR DEVIANT EDUCATORS CRITICAL MAKING IN EDUCATION

Written July 2018 (revised June 2019)

Tactics to disrupt habits and build agency of educators and young learners.

CRITICAL ART OF INQUIRY

"We cannot make the future, however, without also thinking it. What then is this relation between thinking and making?"

(Ingold, 2013, p6)

The proposed tactics presented in the following collection seek to explore the relationship between thinking and making. They find moments to look and listen for the glitches and disruptions in the patterns and systems of learning, and the institutions they inhabit; guided by a process of making and remaking curriculum and learning.

[critical makes expressed through pedagogical experiments, micro workshops, voices and visual imagery- animated through the lived experiences of young learners, representing the countless ways of 'making do' through critical inquiry.]

**"Sly as a fox and twice as quick:
there are countless ways of making
do"**

(de Certeau, 1984, p29)

I attend to the theoretical framework from the proposed speculative fiction of the post-digital school. By working within dissensus, I attempt to uncover less visible rhythms of school that give a voice to young learners and to the educators learning alongside them.



fig. 02.01 Wayfaring - a moment with Prometheus, TU Campus, Delft

OPEN SPACE - DISRUPT

[Abandon your teacher desk]

[Collective Ownership]

Build open spaces - make decisions together around shared values.

Ask what if? or How about...? Consider the learning space to be in constant motion, remixable and responsive to inquiries.]

EMBODIED LEARNING

[Provide opportunities to sit, stand, lay in different positions - altering perspectives throughout the day or week when working alone or collaboratively in a group.]

POSITIONING

[Here and Now]

Change the present focus to question one's position and invite dialogue
Negotiating space and each other through movement within personal narratives and a collective focal point.]

MAPPING

[Map, walk, wonder, wander, explore in and out of the classroom - map these experiences through sounds, senses, textures and layers of invisibility.]

WAYFARING- DRIFTING

[Learn together in and beyond the classroom. Explore the community, find the corners and hidden places by following the senses.]

MATERIALITY - AGENCY OF OBJECTS

[Put meaning making and craft at the heart of the learning space where access and use is open.

Create personalised possibility kits with random, tinkerable, artefacts to curate assemblages of objects of inquiry.

Combine seemingly random things and ideas together.]
{adopt interdisciplinarity}

INTERDISCIPLINARY

[Consider arts practices, history of art, architecture, activism, and philosophy as inquiry provocations - bring these voices into the learning space.]

SITUATIONAL REFLECTION

[Respond with the perceived glitches or apparent disruptions in systems and practices rather than dismissing them. Plan for serendipitous, authentic ways of making meaning.]

CRITICAL INQUIRY

■ OPEN SPACE-DISRUPT

■ EMBODIED LEARNING,

■ POSITIONING

■ MAPPING

■ WAYFARING/DRIFTING

■ MATERIALITY, AGENCY OF OBJECTS

■ INTERDISCIPLINARY

■ SITUATIONAL REFLECTION