

Becoming-artist/teacher/academic: A living inquiry with knowing in the making

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Knowing and becoming in the making

As one of the three tenets of the National Early Years Learning Framework (EYLF), Belonging, Being & Becoming (DEEWR, 2009), *becoming* is a focus in early childhood practice and pedagogy. As a doctoral student, my research considers the becomings accessed in a self study using arts based research to think about art making in learning and teaching with young children. The process of becoming is continual, and thus ebbs and flows bring further awareness, understandings and contemplations. In my becoming-academic state "mystory texts" (Denzin & Lincoln, 2000, p.1055) are made and used as analysis and to convey findings.

Knowing and becoming in the making occurs in many and varied educational contexts as demonstrated by Elisabeth Ellsworth (2005). In addition to this, knowing and becoming in the *making* is available using arts based inquiry (Springgay, Irwin, Leggo & Gouzouasis, 2008). For children, as for me, "knowings not through language are possible and essential" (Ellsworth, 2005, p.156).

Ghillie suit for an academic

A Ghillie suit comes from the tradition of hunting in the Scottish Highlands and is worn by those who are hunting, military personnel and snipers to camouflage their presence. It is made in the field using items found and stitched by hand for becoming part of the environment. My 'Ghillie suit for an academic' is made from shredded journal articles from my field of early childhood education sewn and stapled to garments.



Making the Ghillie suit and other wearable art in this project is not about resistance or counter-attack. It is about having a way to think and understand my way of researching; for feeling safe, moving sideways, having a way of participating in the ongoing academic conversation (Bone, 2013; Peterken, 2013). Presenting my research in a range of media has opened "concrete pedagogical events of learning" (Lenz Taguchi, 2010, p.17) that provoke thought and exchange of ideas about early childhood and artmaking.

Initiating and continuing conversations

Participation in the Excellence in Research in Early Years Education Collaborative Research Network as a PhD student has provided many opportunities for conversations that have supported my doctoral work. These include:

- Whole of Network Meeting and Deleuze salon evening, Brisbane.
- Visit to Monash University by Dr. Linda Knight and Deleuze salon evening, Mornington.
- Collaborative drawing project led by Dr. Linda Knight with two publications to follow.
- The Visual In Education Symposium, Deakin University, and follow up discussion
- Doctoral School, Palm Beach.
- Visit to Monash by Prof. Adam Winsler.
- Visit to Monash by Prof. Fernando Gonzalez Rey.
- Visual Methodology workshop, CSU Bathurst.
- Hosting of Dr. Linda Knight, invited to Monash University by Dr. Jane Bone (Supervisor) who has supported all CRN activities and provided opportunities for further conversations.

Artifacts of assemblages opening to pedagogical provocations in early childhood education

As a doctoral student my work embraces ways (in addition to words) of exploring and making sense of the world, with young children and their artworks virtually present. This is a story-of-and-from artifacts, where new weapons for research have been found in (and made considering) concepts from Deleuze and Guattari. I am using ways to think and know that include making and doing art, along with writing in many forms, to embark on, and be in transit with/in, an emergent living inquiry that leads to pedagogical provocations.

The way art is used to think and to present thinking by children has great power, and is a means used in early childhood education and arts based research in education for thinking and knowing. I am engaging with Deleuze and Guattari's concept of assemblages as a productive tool for thinking and knowing through artmaking. I present and discuss three artworks made as an analysis of data gathered during visits to sites where children have participated in art, and I experience learning events. The gathering and generating that arises with fragments used for making artworks is placed in relation with early childhood pedagogy to think about and provoke ways of learning and teaching with young children.

The artworks



Mosaic on the lid of a case



Quilted carpet bag



Scrapbook/album

The making of and writing with these artifacts function as assemblage where artist/researcher/teacher and data materials are a productive space for thinking. New possibilities open and through w(a)ndering (Peterken, 2013), pondering about early childhood pedagogy is provoked as opportunities for becoming transpire (Bone, 2013; Peterken, 2013). These can be engaged in and thought about in connection with the EYLF (DEEWR, 2009) to support learning and becoming with children.

References

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CRN supported outcomes

- Conference Presentations
- Peterken, C. (2012). Battledress and ghillie suit for a w(a)ndering girl. *Embodying good research: What counts and who decides*. 23-25 August. Association of Qualitative Research: Discourse, Power, Resistance Down Under, Darwin.
- Peterken, C. (2013). Art-making for understanding as an artist/researcher/teacher in early childhood education. *Sub-prime Scholarship*. 2-5 November. Association of Qualitative Research: Discourse, Power, Resistance Down Under, Melbourne.
- Peterken, C. (2013). Artifacts of assemblages opening to pedagogical provocations in early childhood education. Deleuze in Education Conference. T. Cumming, convenor; J. Sumison, T. Stratigos, T. Cumming (Charles Sturt University) & C. Peterken (Monash University).
- Symposium: Assemblages and becomings: Researching with Deleuze and Guattari as a way of negotiating 'mechanisms of control' in early childhood education. 9-11 December, Murdoch University, School of Education, Perth.
- Publications
- Knight, L., Bone, J., McArdle, F., Li, L., Ridway, A., Zollo, L., Cumming, T. & Peterken, C. (in process). Experiencing Intergenerational Collaborative Drawing as an Innovative Method for Early Childhood Research. *Australasian Journal of Early Childhood*.
- Knight, L., Bone, J., McArdle, F., Li, L., Ridway, A., Zollo, L., Cumming, T. & Peterken, C. (in press). Drawing Out Critical Thinking: Testing the methodological value of drawing collaboratively. *European Early Childhood Education Research Journal*.
- Peterken, C. (2013). Interlude: Artist/ researcher/ teacher in Transit. *UNESCO observatory: Multi-disciplinary research in the arts. Special edition: A/r/ography and the visual arts*. 3 (1).
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"...And here I am
In transit with a case,
Noticing, feeling, shaking and nauseous
and filled with joy and excited and in awe...
How can I understand this?
When I open my case will it make any difference?
There is a glimmer of light and hope and faith that it will,
so I move on,
...to wander and wonder some more"
(Peterken, 2013, p.138-139).

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