



THE AUSTRALIAN NATIONAL UNIVERSITY

Land as 'third space': Towards an educational and social re-engagement of Indigenous youth in remote Australia

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The roadmap

- Indigenous disadvantage, education and the problem of disengaged Indigenous youth
- Land and resource management: protecting the Indigenous and national estates
- A theoretical framework on learning: third space
- Education 'on country' and the third space

The high conservation value of the Indigenous estate

- An enormously rich diversity of ecosystems
- Relatively ecologically intact and not subjected to intense development pressures
- Relatively undisturbed, connected and ecologically healthy functioning environments and waterways
- Because environmentally intact, allows for the persistence of species that have declined or become regionally extinct elsewhere in Australia

(Altman, Buchanan and Larsen 2007: 24)

Hybridity: a discursive theory of third space

- Homi Bhabha , 'The Location of Culture' 1994
- One of the central themes is a critique of colonial binaries such as east/west, civilized/savage, or first world/third world
- Argues that colonised peoples break down these binaries and create hybrid spaces
- Hybridity in this sense refers to what is created, particularly discursively, in the cultural space 'in-between'

A geographical view of third space

- Edward Soja, 'Thirdspace: journeys to Los Angeles and other real-and-imagined places' (1996)
- Concept of third space derived from recognition of the dualism that dominated geography: the physical spaces that can be mapped and analysed and the social or mental representations of space
- Emphasises the productive potential of drawing from the first two spaces in order to open up new alternatives in a third

Education and the third space

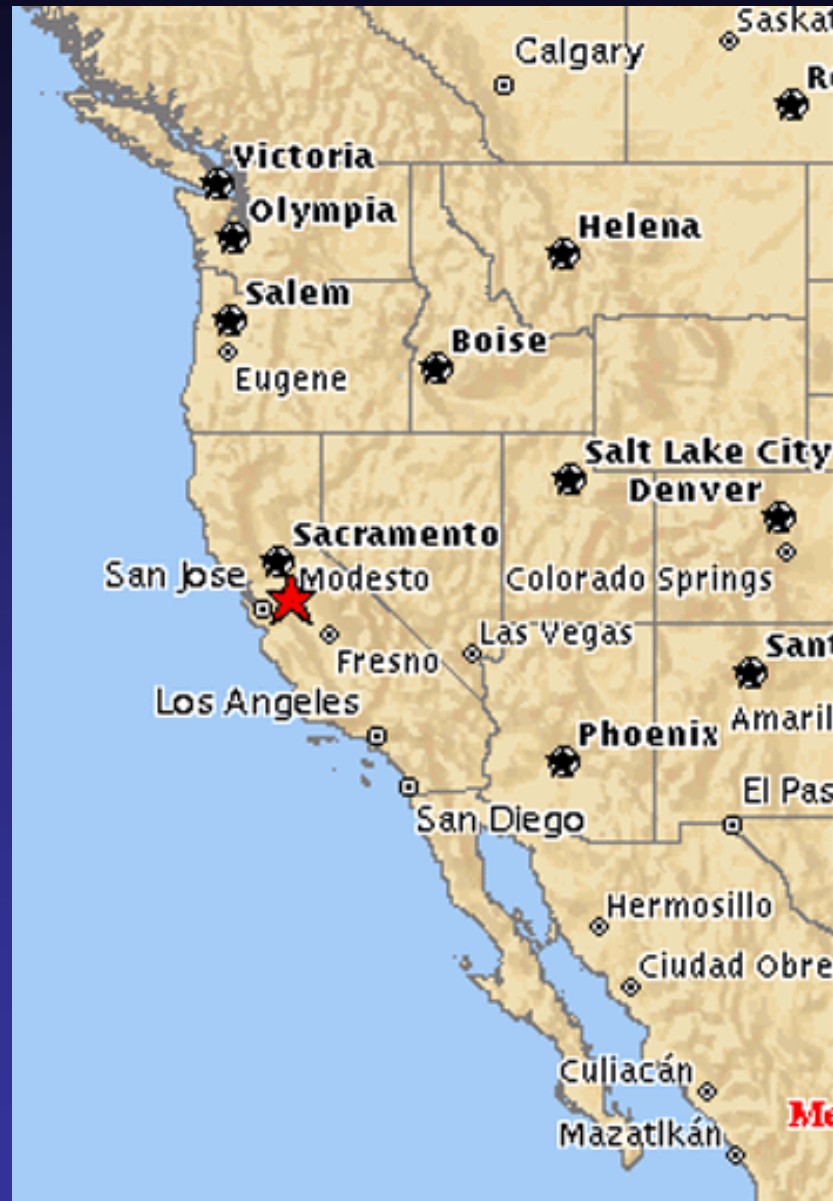
- Third space as a bridge between knowledges and Discourses
- Third space as a navigational space, a way of crossing and succeeding in different discourse communities
- Third space as a space of cultural, social, and epistemological change

(Moje et al 2004: 43-44)

The cycle of expansive learning:

1. questioning existing practices
2. analysing existing practices
3. collaboratively building new models, concepts and artefacts for new practices
4. examining and debating the created models, concepts and material and immaterial artefacts
5. implementing these
6. reflecting on and evaluating the process; and
7. consolidating the new practices

Salmon Camp Research Team: Location



Salmon Camp Research Team: Studying the Use of Nets



Salmon Camp Research Team: Working with Research Scientists



Salmon Camp Research Team: Traditional Knowledge



Salmon Camp Research Team: Snorkel Survey of Spawning Beds



Salmon Camp Research Team: Data Analysis and Reporting



Kakadu Junior Rangers



Kakadu Junior Rangers Location



Kakadu Junior Rangers



Kakadu Junior Ranger Lesson Plan (edited to outline)

SIX SEASONS IN KAKADU

LEARNING OUTCOMES

RESOURCES REQUIRED FOR THIS LESSON

TEACHING POINTS

Introductory activity:

SIX SEASONS OF KAKADU ~ VISUAL STORYBOARD ACTIVITY

QUESTION TIME

ACTIVITIES TO FURTHER SUPPORT LEARNING

- ALTERNATIVE SIX SEASONS OF KAKADU ~ VISUAL STORYBOARD ACTIVITY (Game)

LINKS WITH OTHER JUNIOR RANGER PROGRAM LESSONS

Lesson EKL04: Habitats in Kakadu

Lesson EKL05: Living Culture in Kakadu

STUDENT REQUIREMENTS

- Kakadu Junior Ranger cap if going outdoors
- Clipboards and biros to complete written activity while away from the classroom



Gudjewg



Banggereng



Yegge



Wurrngeng



Gurrung



Gunumeleng

Kakadu Junior Rangers



'Land' as a 'third space'?

'Land' as 'third space'?

The creation of new knowledge from the intersections of and spaces in-between:

- Western and Indigenous knowledge
- Science and culture
- The formal and informal
- The official and unofficial spaces of learning

'Land' as 'third space'

Land as

'transformative space where the potential for an expanded form of learning and the development of new knowledge are heightened'

(Gutiérrez 2008)