



## Teaching Philosophy

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Figure 1. Paper installation in response to student's participation in the Truth & Reconciliation Commission; by Hannah Mang-Wooley, 2015; included with permission.

### Manifesto Pedagogy

I am for a learning-teaching experience that provides a secure environment for rigorous, critical and attentive engagement. I am for teachers and students walking side by side, as members of diverse communities. I am for embracing fallibility in the processes of learning-teaching, so that students and teachers can fully and resolutely engage with the fertile process of making mistakes. I am for a stubborn celebration of differing points of views, those that go with and against the status quo, with and against the politically correct, and those complications in between. I am for a learning-teaching experience that is attentive to the honest and multifaceted experience of diverse, interdependent individuals. I am for a learning-teaching experience that dives in thoughtfully, falls occasionally, picks itself up, orbits in reflection and continues, onwards, towards hopeful engagement with the world.

### Teaching Philosophy

My pedagogical practice is focused on providing a secure space for students to engage personally, collaboratively, critically and fully *with the world*. This practice of *teaching with learning* is grounded in the belief that the university is an integral interdependent organism within an ecosystem abundant with diverse communities. By learning in active partnership with others, we create opportunities for new understandings, new ways of seeing, and the potential for positive change to occur. Through this lens, knowledge expansion and exchange is a form of social practice. Immersive community-based pedagogy enriches learning experiences by extending critical inclusive practices beyond institutional walls to experience *being with* others as parts of *diverse environments*, thereby enacting a sense of the institution as an integral and interdependent part of a whole.

As a teacher, researcher, artist and curator active in the community, I feel incredibly fortunate to act as a bridge between the community and the classroom while learning alongside students. My earliest teaching practices were overseas working with culturally diverse learners; these experiences alongside my interests in feminist and post-colonial studies propelled my research and teaching practice to focus on issues related to inclusive practices in community-focused curriculum

development. I see pedagogical practice as providing quintessential opportunities for collaborative critical questioning of meaningful topics that are vital to living constructively and sustainably with others in the world. In the classroom, students are given voice through creative, playful, explorative curriculum addressing underlying themes such as identity, the body, voice, gender, sexuality, place, belonging, sustainability, colonialism, community, taboos, consumption, home and hope. My pedagogical focus balances studio practice, technical experimentation, conceptual inquiry, social practice, curriculum development and community fieldwork with local schools, galleries, museums, and non-profits to develop critical understandings of what it means to make sustainable connections with ourselves and others. The enclosed syllabi for EDCI 307 (Art in the Elementary Classroom) and project brief titled “One Piece of Advice” provide examples of how this theory is put into practice.

As a class community, we explore *living research* that includes and expands traditional boundaries of quantitative and qualitative practice by questioning the relationship of ideology, content and method in relation to methodological suitability and inclusive practice. By exploring feminist, post-colonial, indigenous, arts-based and practice-based methodologies in responsive ways, emerging practices complement traditional methods to give voice to ways of knowing that have been historically marginalized by the privileging of logical-linguistic means.

It seems commonplace to say that each student learns differently, yet how can a single teacher provide for so many different needs? I don’t believe one teacher can, nor is it advisable to try to do so. Teaching and learning are interdependent and unfold collaboratively. Several years ago, a colleague told me that the etymology of the word pedagogy points towards a walking besides, not a walking ahead. Thus, curriculum must move beyond an unwavering plan delivered by one expert, at the front of the class, towards a practiced multimodal experience that is influenced by peers, collaborative learning environments, community-engagement, personal-political viewpoints, and a commitment to multi-cultural engagement through diverse ways of knowing and being. Teachers play important roles as facilitators and co-learners. Students do the same. Sustained understanding unfolds from experiences that engage the complexity and richness of the community as a curricular whole.



Figures 2 & 3. Community exhibitions “This Wish” and “For the Birds” in collaboration with local elementary and middle schools and post-secondary students, A. Wilfrid Johns Gallery, University of Victoria, photos included with permission.