



**University  
of Victoria**

Graduate Studies

Notice of the Final Oral Examination  
for the Degree of Doctor of Philosophy

of

**VANESSA CLARK**

MA (University of Victoria, 2011)  
BA (Simon Fraser University, 2009)

**“Gathering: An A/R/Tographic Practice for Teaching in Early  
Childhood Care and Education”**

School of Child and Youth Care

Tuesday, December 5<sup>th</sup>, 2017  
3:45 p.m.  
Clearihue Building  
Room B007

Supervisory Committee:

Dr. Veronica Pacini-Ketchabaw, School of Child and Youth Care, University of Victoria (Supervisor)  
Dr. Sandrina de Finney, School of Child and Youth Care, UVic (Member)  
Dr. Sylvia Kind, School of Child and Youth Care, UVic (Member)  
Dr. Jenny Ritchie, Department of Pacific & Asian Studies, Unitec Institute of Technology (Additional  
Member)

External Examiner:

Dr. Jennifer Rowsell, Faculty of Education, Brock University

Chair of Oral Examination:

Dr. Pamela Highbaugh Aloni, School of Music, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

## **Abstract**

The purpose of this dissertation is to enact and poetically story the nonlinear emergence of an a/r/tographic practice called *gathering*—a situated art practice of storying, doing, and making as researching and thinking—in multiple contexts, including early childhood teacher education and imperial and settler colonialism in Canada.

Over two years, I sustained a ritual of gathering where I (re)read texts (e.g., Indigenous theories, Chicana feminisms, antiracist theories, postcolonial theories, and subaltern theories) and (re)walked the neighbourhood of my apartment on the stolen territories of the Lkwungen people, who are one of the Coast Salish peoples, on southern Vancouver Island, British Columbia. While I walked and as I read, I attended to how other artists, animals, and I gathered objects and ideas, the effects of the environment and weather, and the theoretical orientations and contexts of the ideas and objects. The poetic stories in this dissertation entangle bits of the ideas and objects I gathered during my walks and readings.

I also story how my personal artistic process of gathering unfolded into teaching an inclusive practice course in the Early Childhood Care and Education Department at Capilano University. I and my class of preservice early childhood educators gathered on and around the Capilano campus, located on the traditional territories of Coast Salish peoples, including the Tsleil-Watuth, Skwxwú7mesh, shíshálh, Lil'Wat, and Musqueam Nations.

With this a/r/tographic research, I offer a pedagogical and aesthetic way with which to attune to the process, conditions, and situations of engaging multiple theories. I inquire into different ways of relating with and taking responsibility for others and into what kinds of partial, incomplete, and imperfect regenerations, possibilities, and futures present themselves through gathering within a context of imperial and settler colonialism in Canada.