The theories of *practice architectures and ecologies of practices*

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**Educational practices**

Studied in the 2010–2012 Australian Research Council Discovery Project
*Leading and Learning: Developing ecologies of educational practices*

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(1) Practices and practice architectures

A practice is a form of socially established cooperative human activity in which characteristic arrangements of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourses (sayings), and when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings 'hangs together' in a distinctive project.
The sayings, doings and relatings of a practice hang together in the project of the practice.

The sayings, doings and relatings of a practice are held in place by practice architectures.

- In semantic space, in the medium of language
- In physical space-time, in the medium of activity or work
- In social space, in the medium of solidarity and power

Material-economic arrangements

Cultural-discursive arrangements

Social-political arrangements

Sayings, Doings, Relatings
Some of the **sayings** and **cultural-discursive arrangements** found in a class project on ‘forces changing the Earth’

Some **doings** and **material-economic arrangements** found in a class where students are building garden ornaments that they will test under ‘rain’ (water from a sprinkler) exploring properties of materials.
Some relations and social-political arrangements in a classroom: three Leading and Learning research team members sit at the back observing teachers and students working intensely in a classroom.

The theory of practice architectures

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**Practices** are interrelationally secured in

**In intersubjective space and the medium of**

**Practice architectures** are the arrangements and 'set-ups' that enable and constrain interaction

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**ON THE SIDE OF THE INDIVIDUAL: THE PERSON**

People's 'sayings' and thinking (the 'cognitive')

People's 'doing' (the 'psychomotor')

People's 'relating' (the 'affective')

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**ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE**

Cultural-discursive arrangements found in or brought to a site (e.g., language, ideas)

Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

Social-political arrangements found in or brought to a site (e.g., relationships between people)

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which are bundled together in the **projects of practices**, and the **dispositions (habitus)** of practitioners.

which are bundled together in characteristic ways in **practice landscapes** and **practice traditions**.
Parking In Japan
These meters are found mostly near or in the downtown areas throughout the cities of Japan. Street parking in front of a meter is only allowed up to one hour. One hour will cost 300Yen. This Meter is one smart unit. Once you park in front of it you have only one minute to pay the 300Yen (€2.28), after that the coin slot will close and the timer will start counting. The coin slot won’t re-open until you move the vehicle out of the space. Also, you can’t just return in one hour and put another 300Yen in! You must move the vehicle out. As you can see from the picture, the vehicle in front of this meter has been illegally parked for 78 minutes.
Practices are interactionally secured in

In intersubjective space and the medium

Practice architectures: the arrangements and ‘set-ups’ that enable and constrain interaction

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

People’s ‘sayings’ - and thinking (the ‘cognitive’)

People’s ‘doings’ (the ‘psychomotor’)

People’s ‘relatings’ (the ‘affective’)

which are bundled together in the projects of practices, and the dispositions (habitus) of practitioners.

ON THE SIDE OF THE WORLD WE SHARE

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Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

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ON THE SIDE OF THE INDIVIDUAL: THE PERSON

ON THE SIDE OF THE WORLD WE SHARE

Practices are interactionally secured in

In intersubjective space and the medium

Practice architectures: the arrangements and ‘set-ups’ that enable and constrain interaction

The theory of practice architectures
Practices are intersubjectively secured in intersubjective space and the medium of Practice architectures: the arrangements and ‘set-ups’ that enable and constrain interaction.

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

People’s ‘sayings’ and ‘thinkings’ (the cognitive)
In semantic space realised in the medium of language
Cultural-discursive arrangements found in or brought to a site (e.g., language, ideas)

People’s ‘doings’ (the psychomotor)
In physical space-time realised in the medium of activity and work
Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

People’s ‘relatings’ (the affective)
In social space realised in the medium of power and solidarity
Social-political arrangements found in or brought to a site (e.g., relationships between people)

which are bundled together in the projects of practitioners and the dispositions (habitus) of practitioners.

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

The theory of practice architectures

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

The theory of practice architectures
Practices are interactionally secured in intersubjective space and the medium of practice architectures: the arrangements and ‘set-ups’ that enable and constrain interaction.

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

The theory of practice architectures

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

The theory of practice architectures
The theory of practice architectures

Practices are interactionally secured in intersubjective space and the medium of

Practice architectures: the arrangements and ‘set-ups’ that enable and constrain interaction

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

People’s ‘sayings’ and ‘thinking’ (the ‘cognitive’)

In semantic space realised in the medium of language

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

Cultural-discursive arrangements found in or brought to a site (e.g., language, ideas)

People’s ‘doings’ (the ‘psychomotor’)

In physical space-time realised in the medium of activity and work

Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

People’s ‘relating’ (the ‘affective’)

In social space realised in the medium of power and solidarity

Social-political arrangements found in or brought to a site (e.g., relationships between people)

which are bundled together in the projects of practices, and the dispositions of practitioners.

which are bundled together in characteristic ways in practice landscapes and practice traditions.

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

People’s ‘doings’ (the ‘psychomotor’)

In physical space-time realised in the medium of activity and work

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

Social-political arrangements found in or brought to a site (e.g., relationships between people)

which are bundled together in the projects of practices, and the dispositions of practitioners.

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Thinking well

Acting well

Relating well

The theory of practice architectures
The theory of practice architectures

Practices are interactionally secured in In intersubjective space and the medium of Practice architectures: the arrangements and 'set-ups' that enable and constrain interaction

People’s ‘sayings’ and thinking (the ‘cognitive’) People’s ‘doing’ (the ‘psychomotor’) People’s ‘relating’ (the ‘affective’)

Thinking well Acting well Relating well

ON THE SIDE OF THE INDIVIDUAL: THE PERSON

In semantic space realised in the medium of language Cultural-discursive arrangements realized in or brought to a site (e.g., language, ideas) Cultural and symbolic fields

In physical space-time realised in the medium of activity and work Material-economic arrangements realized in or brought to a site (e.g., objects, spatial arrangements) Economic field

In social space realised in the medium of power and solidarity Social-political arrangements realized in or brought to a site (e.g., relationships between people) Social field

ON THE SIDE OF THE SOCIAL: THE WORLD WE SHARE

which are bundled together in the projects of practices, and the dispositions (habitus) of practitioners.

which are bundled together in characteristic ways in practice landscapes and practice traditions.

The theory of practice architectures
(2) Education

Education, properly speaking, is the process by which children, young people and adults are initiated into \textit{forms of understanding}, \textit{modes of action}, and \textit{ways of relating to one another and the world}, that foster (respectively) individual and collective \textit{self-expression}, individual and collective \textit{self-development} and individual and collective \textit{self-determination}, and that are, in these senses, oriented towards the \textit{good for each person} and the \textit{good for humankind}.

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\begin{tabular}{|c|c|c|c|}
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\textbf{ON THE SIDE OF} & \textbf{THE INDIVIDUAL:} & \textbf{THE SOCIAL:} & \textbf{THE WORLD WE SHARE:} \\
\textbf{THE PERSON} & \textbf{THE WORLD} & \textbf{THE WORLD} & \\
\textbf{Education} & \textbf{Fosters} & \textbf{Fosters} & \\
\textbf{is an} & \textbf{culture} & \textbf{productive} & \\
\textbf{initiation} & \textbf{based} & \textbf{and} & \\
\textbf{into} & \textbf{on} & \textbf{sustainable} & \\
\textbf{Practices} & \textbf{reason} & \textbf{economy} & \\
\textbf{are} & \textbf{are} & \textbf{and} & \\
\textbf{interactionally} & \textbf{are} & \textbf{and} & \\
\textbf{secured \textit{forms}} & \textbf{brought} & \textbf{environment} & \\
\textbf{in} & \textbf{to} & \\
\textbf{the medium of} & \textbf{site} & \\
\textbf{language} & \textbf{people} & \\
\textbf{Practice} & \textbf{e.g.,} & \\
\textbf{architectures} & \textbf{language}, & \\
\textbf{are} & \textbf{ideas)} & \\
\textbf{the} & \textbf{activity} & \\
\textbf{arrangements} & \textbf{and} & \\
\textbf{found} & \textbf{work} & \\
\textbf{in or & \textbf{are} & \\
\textbf{brought} & \textbf{productive} & \\
\textbf{to a site} & \textbf{and} & \\
\textbf{e.g.,} & \textbf{sustainable} & \\
\textbf{(e.g.,} & \textbf{economy} & \\
\textbf{language,} & \textbf{and} & \\
\textbf{ideas)} & \textbf{environment} & \\
\textbf{Media}- & \textbf{are} & \\
\textbf{economic} & \textbf{are} & \\
\textbf{arrangements} & \textbf{brought} & \\
\textbf{found} & \textbf{to a site} & \\
\textbf{in or & \textbf{and} & \\
\textbf{brought} & \textbf{relationships} & \\
\textbf{to a site} & \textbf{between people)} & \\
\textbf{e.g.,} & \textbf{practice} & \\
\textbf{objects,} & \textbf{landscapes} & \\
\textbf{spatial} & \textbf{and} & \\
\textbf{arrangements) & \textbf{practice} & \\
\textbf{4} & \textbf{traditions).} & \\
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(3) The theory of ecologies of practices

The Education Complex

Educational research and evaluation

Professional development/learning

Educational leadership and administration

Teachers' classroom educational practice (teaching)

Students' academic and social practices (learning)

The Earth

Layer green house gasses

A tree made of carbon

Heat rays

Sun

Carbon dioxide

The earth

End of atmosphere

Annie's moving diagram
Relationships supporting the production of Annie’s moving diagram

Hillview School
Bronwyn Harper (Principal)
Other Hillview teachers
Kendra Clarke
Year 5 teacher

Year 5 classroom
Annie
Other Year 5 Students

District Office
Pedagogies for Literacy Program
District Office Tech team

School Library
Year 1 Students

TAFE online course
Local Technical and Further Education Institute

The theory of ecologies of practices

Educational research and evaluation
Professional development/learning
Educational leadership and administration
Teachers’ classroom educational practice (teaching)
Students’ academic and social practices (learning)
The theory of ecologies of practices

- Researching and reflecting on our own educational practice
- Professional learning about discovery approaches, integrating ICTs
- Leading educational practice development
- Teaching about ‘Forces Changing the Earth’ and writing for a purpose
- Learning to insert moving diagrams into PPT presentations

Research within practice traditions

Available from Springer
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