Romancing or reconfiguring nature? Towards common worlds, childhoods and pedagogies in precarious times

Affrica Taylor
University of Canberra
The Anthropocene
‘... each of us stands as having to imagine how we will answer ... the children born in this century who will inherit our world, when they ask “you knew what you had to do, what did you do?”’

‘... what we do, or do not do, is part of the making of this future ... There is no standing place outside of the alternatives of consenting or refusing the challenge’ (Isabelle Stengers, 2012).
‘Staying with the trouble is my way of staying alive, non-cynical, non-skeptical, non-defeated, but also not in denial about the level of the destruction that we inherit and hold in our hands, whether we want to or not’ (Haraway, 2014).
‘We must find another relationship to nature besides reification, possession, appropriation, and nostalgia. ... all the partners in the potent conversations that constitute nature must find a new ground for making meanings together’ (Haraway, 2004, p.158).
Australian/Canadian Early Childhood Common Worlds Ethnographic Research

Veronica Pacini-Ketchabaw & Affrica Taylor are working on an ongoing ethnographic research project in collaboration with early childhood educators at
From natural pedagogies to common worlding pedagogies

Common worlding on a damaged earth in precarious times involves:

• putting preconceived ideas at risk (Stengers, 2003)
• ‘recharging the political potency of nature in more-than-human terms’ (Whatmore, 2013)
• remaking worlds in which all can flourish (Haraway, 2008)
• ‘collective thinking in the presence of others’ – producing a ‘common account’ of our common worlds (Stengers, 2005)
• slowing down, being present, risking attachment (Stengers, 2003)
• risking redoing ways of living and dying with others (Haraway, 2013)
It's a Kangaroo
It's a Dingo
Kangaroo threatened on the road.