

## Conference 2016

Monday 11 April - Tuesday 12 April 2016 | Flinders University, 182 Victoria Square, Adelaide



### *Engaging with lived experiences:*

# Hermeneutic Phenomenological Research in Practice

#### Invitation

The convenors of the Hermeneutic Phenomenology (HP) Conference invite participants interested in applying HP for research and scholarship within the domains of the human sciences, to engage in this 2 day event. The conference is structured around *being* in conversation. Day 1 is an Open Day where lived experiences will be shared, and the practice of HP will be discussed. Day 2 is a hands-on Master Class for students who are using HP as their methodology, and for those who are considering using HP in their research.

#### Day 1:

##### **The Artistry that is Hermeneutic Phenomenology**

A day of inspiration, instigation and integration. It includes exploring the history of HP, individual researchers' stories of their HP research journey, and how HP is being used as a practice.

#### Day 2:

##### **Unpacking the Mystery: A Master Class**

This day involves participants who are starting to engage with HP, and those students who are thinking of doing it. Experienced HP researchers will cover aspects of the HP research journey systematically by way of personal stories and case studies. It includes working together in small groups to discuss the HP process and meaning during the different stages of research.

**Conference costs:** 2 day attendance: \$110 | day rate: \$66  
Non-earning student: 2 day attendance: \$55 | day rate: \$33

#### Day 1: The Artistry that is Hermeneutic Phenomenology.

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| 8.30am  | Registration  |
| 9.00am  | Opening and Welcome   |
| 9.15am  | Pathways into HP: Sharing in the Power of Story.  |
| 10.30am | Morning Tea   |
| 11.00am | <b>Emergence of HP as an art form</b><br><i>Professor David Giles, Dean, School of Education, Flinders University</i>   |
| 11.45am | Conversations   |
| 12.30pm | Lunch   |
| 1.30pm  | <b>Voices of hermeneutic phenomenology: reflective elaboration and evocative portrayal</b><br><i>Dr Peter Willis, Adjunct Senior Lecturer, The University of South Australia</i>  |
| 2.15pm  | Conversations over Afternoon Tea  |
| 3.00pm  | <b>Hermeneutic phenomenology and pedagogical practice: connections and relevance</b><br><i>Dr Carina Henriksson, Honorary Fellow, Institute of Child Protection Services, ACU</i> |
| 3.45pm  | Conversations   |
| 4.30pm  | Close of Day 1  |

REGISTRATIONS CLOSE: Wednesday 6<sup>th</sup> April COB

Registrations: <http://www.flinders.edu.au/ehl/educationalfutures/events/fefri-events.cfm>

#### Day 2: Unpacking the Mystery: A Master Class.

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| 9.00am  | Gathering the Group   |
| 9.30am  | <b>Workshop 1: Retracing the footsteps of a hermeneutic phenomenological PhD process</b><br><i>Josh Spier, PhD Candidate, School of Education, Flinders University</i>  |
| 10.30am | Morning Tea   |
| 11.00am | <b>Workshop 2: The look of the teacher: unpacking a case study</b><br><i>Dr Carina Henriksson, Honorary Fellow, Institute of Child Protection Services, ACU</i>   |
| 12.30pm | Lunch   |
| 1.30pm  | <b>Workshop 3: The artistry of supervision in hermeneutic phenomenology: discernment, pragmatism and relational support</b><br><i>Dr Peter Willis, Adjunct Senior Lecturer, The University of South Australia</i> |
| 2.30pm  | <b>Bring Your Stuff!</b><br><i>An opportunity to discuss your research ideas and/or questions with experienced HP researchers</i>   |
| 3.45pm  | Conversations   |
| 4.30pm  | Close of Day 2  |



Dr David Giles' life-long aspiration is to be a 'fully-presented' educational leader who influences others from research-active interests in Hermeneutical Phenomenology and Appreciative Inquiry. He is an advocate and model for the relational 'essence' of educational experience, educational approaches that influence student's relational sensibilities, pedagogical practice which holds the educational experience as dynamic, embodied, and 'in-play', and, relational leadership that intentionally seeks to humanise organisational cultures.

David is a Professor in Educational Leadership and Management at the School of Education at Flinders University. Former roles include Dean, School of Education at Flinders University, Senior Lecturer at the University of Waikato, Dean and CEO of the Bethlehem Institute of Education in New Zealand.

Recent publications include: Bills, A., Cook, J., & Giles, D. L. (2015). Understanding emancipatory forms of educational leadership through schooling justice work: An action research study into second chance schooling development. *School Leadership and Management*; Giles, D. L., Bell, M., Halsey, J., & Palmer, C. (2012). *Co-constructing a relational approach to educational leadership and management*. Melbourne: Cengage.



Dr Carina Henriksson is Associate Professor and Senior Lecturer at the Department of Pedagogy, Linnaeus University, Sweden. In February 2013 she commenced as a Visiting Research Fellow at the Australian Catholic University, with the Institute of Child Protection Studies. Prior to her move to Australia, Carina was posted to Singapore. During her four years in Singapore she was research Fellow/Lecturer in Bangkok, Beijing, and Bandar Seri Begawan.

Carina Henriksson is one of three founders of the revived international journal *Phenomenology + Pedagogy*, now called *Phenomenology & Practice*, a human science journal dedicated to the study of lived experiences within a broad range of disciplines. Carina was also the journal's main editor for the first four years. Carina is the founder and editor of the *Southern Hemisphere Human Science Newsletter*, an annual newsletter, which covers news, conferences, book releases etc., in the practice oriented phenomenological community in Australia and New Zealand.

Carina has published articles, book chapters, and books in the areas of pedagogy at juvenile institutions, students with special needs in senior high school, school drop-out, curriculum studies, moral education, hermeneutic-phenomenological methodology and expressive writing, and online communication and education. Her most recent publication is *Hermeneutic Phenomenology in Education. Method and Practice*.



Josh Spier recently completed a phenomenological doctoral thesis with the School of Education, Flinders University, and has a Masters of International and Community Development from Deakin University (2011). Josh taught community engagement, applied sociology and discourse analysis for five years in a Bachelor of Applied Social Science (youth work and counselling).

His research and teaching practice is drawn from his involvement in community development and adult education in a range of fields, beginning with the 'schoolies' community music festival in Victor Harbor, continuing with community cultural development (CCD) in local government, youth work with homeless young people, and with a development, relief and advocacy agency offering community groups transformative international development education experiences.

Josh's doctoral research drew on the philosophies of Martin Heidegger and Hans-Georg Gadamer towards uncovering taken-for-granted lived meanings of 'being an educator' in the everyday context of university youth worker education programs across Australia. This experience is drawing him to support others with an interest in joining the transformative 'dance' of hermeneutic (and ontological) phenomenology as a way of enriching shared horizons of understanding.



Dr Peter Willis is adjunct Senior lecturer in education at the University of South Australia and at Flinders University, specialising in qualitative approaches to research in adult learning and education.

He has had a long interest in forms of phenomenological inquiry around the human practices of social and personal life. His book *Inviting Learning: An exhibition of risk and enrichment in Adult Education Practice (2002)* is a phenomenological portrayal of the experience of different forms of adult education and learning facilitation pursued over forty years.

His main research areas at present concern transformative learning among adults and the relationship between the human quest for meaning and well-being, humanism and civil society. He is currently the Acting Director of the Australian Centre for Convivial Backyard Civilisation.

Recent edited publications include : (2014) *A Soul for Australia? Reading Fosco Antonio's My Reality*. Adelaide: ATF; (2012) *Learning Life from Illness Stories*. Flaxton: Post Pressed; (2009) *Pedagogies of the Imagination: Mythopoetic curriculum in educational practice*. The Netherlands: Springer.