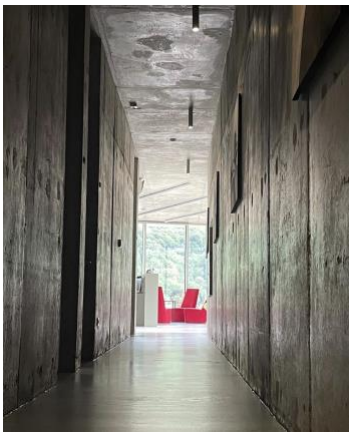
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This photo is taken at the Concept Hotel in northern Armenia. While most people enjoy the non-standard minimalist design, others find the industrial style of raw concrete walls quite oppressive and impersonal. My experience of staying there was of the latter. However, stepping out from my room the next morning, I noticed the red chairs at the end of the hallway. It seemed that the chairs were cleverly designed as part of the overall concept of the hotel. Someone believed to add colour inside the grey. Someone thought of placing the red chairs as a place to stop, to sit and talk.

In *Note to Educators: Hope Required When Growing Roses in Concrete*, Duncan-Andrade (2009) mentions that growth is nearly impossible, let alone painful, in the concrete surfaces, as the basic conditions for growth are hard-earned. Yet, there are always cracks in concrete that make it possible for natural resources, such as the sunlight or water to leak in. For Duncan-Andrade this is conceptualised as material hope manifested in the quality teaching for students.

As a teacher educator, this is close to how I would conceptualise hope in higher education. The structures I work within are heavy, loud and slow to change. The student-teachers I work with have spent years in them, often reproducing their initial experiences. So, I do not naively assume they become effective teachers by default. Such declarative hope without acting, per Freire (1992), it not enough. I do hope, however, that similar to the cracks in the concrete walls, the red chairs serve as deliberate, thoughtful practices for us, as educators, to invite our students to sit and talk. To model quality teaching as the foundation for material hope. To show that it is essential to unlearn and relearn. To walk along the heavy hallways, yet be able to see the colour.