Pedagogies of Hope

Capturing visions of hopeful pedagogies

Arriving → Community → Becoming

November 2026 • Online symposium

Hope Collective

A place to notice what hope makes possible, what constrains it, and what remains unresolved.

Name or identifier you choose

Welcome to your workbook. Use your workbook, your way. You do not need to arrive hopeful, resolve a tension, or leave with an action plan.
We offer the starter prompts below to benchmark your thinking today.



Why hope, why now?

Welcome. We're glad you are here. We see how hope amid ecological crisis, democratic erosion, institutional pressures and uncertainty invites attention to both its possibilities and its limits.

What brings you to this collective conversation around hope?

What question about hope would you like to keep open? Why?



How to use this workbook

Your workbook, your ways means you can follow the sequence, roam between pages, or weave across encounters. Use it during live sessions or return anytime that works for you.



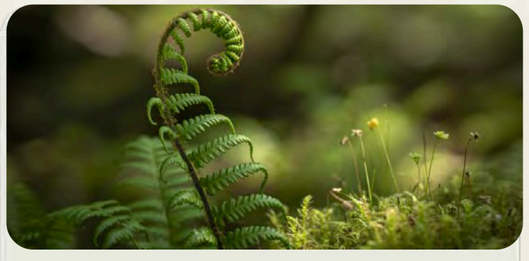
Arriving

Locate your context, image, aspirations and constraints.



Community

Notice relationships, crossings and situated practices.



Becoming

Revisit your starting point and consider what to carry forward.

Reflect: What grabs your attention. Guides: quick or fuller, or this on educator reflective practice.
Discuss: choose something to explore with others. **Offer:** deliberately share a contribution.
Develop: consider an idea for further development independently or with others; for now or ahead

How would you like to use these pages? How might they best serve you?



Working vocabulary

These terms orient the workbook without requiring a shared definition of hope.

Hope

Uneven, relational, and contested; sometimes seen as unavailable or cruel.

Intentional Practices

Aligns strategic, tactical, and situated work where pedagogy, professional practice, curriculum, classrooms and collaboration meet; can serve students, society and still-possible regenerative futures we need now and next.

Encounter

A session, keynote, image, forum exchange, workshop or conversation.

Tapas - Sharing Table

A small offering from your experience to the community: a case, practice, resource, provocation, question, or unfinished experiment.

Reverberations

Recognising relationships and effects across cohorts, contexts, institutions and time, we are mindful of (in)visible, uneven, and temporal impacts.

What are your terms? Which need questioning or clarification for you?



Arriving: where are you coming from?

Let’s begin by locating the teaching, professional, and community conditions that shape what feels possible. Describe only what you wish to record.

How do workload, employment security, and institutional power shape your context?

What aspirations, tensions, or constraints are you bringing?

What feels (im)possible here?



Your image, your starting point

Insert, sketch, or describe your symposium image. Leave it unresolved if that is what it asks of you.

Invited image and reflection for sharing and research.
Use your own or permission-cleared image; accompany it with writing or 2-3 minutes of audio/video. See your own image and others here:

- What does your image reveal about an experiment, difficulty, or uncertainty? What keywords fit?
- What does it express, question, or leave unresolved about hope?



Six streams for braided conversations

Six entry points invite diverse views, foster conversation, and generate ongoing pedagogical practices and reflections.
Fuller stream descriptions here.

1. **Hope, uncertainty, and the work of educational change**
2. **Indigenous and Afro-Indigenous perspectives for a decolonized & pluriversal future**
3. **Hope in a time of socio-ecological crises**
4. **Nurturing Hope: mutuality, action, and the gift of listening**
5. **Universities as sites of refuge, struggle, and action**
6. **Hope, Technology, and Alternative Futures in Higher Education**

Where are you situated, stretched, uncertain and/or curious?

Toolkit:

Where streams offer us structure, we invite attention to our agency and expanding our toolkit to serve what really matters in challenging times: our own and shared practices, and communities of practice. Naming, growing, and sharing your toolkit offers an empowering, situated, and impactful recognition that may or may not travel.

This workbook constitutes a toolkit for recognising and mobilizing micro-local and scalable interventions against pedagogical pressures in their wider contexts. This work does not substitute for structural change, individual resilience, or an account of hope as uncomplicated optimism. Its value may lie in the work itself, impact, or in relationships and reverberations over time.

- **Where do these intersections become visible in your context?**
- **How do solidarity and shared struggle make a practice possible?**
- **What uneven conditions or structural constraints must remain visible?**



Connections and crossings

We are expanding our hope collective with a priority for noticing affinities without smoothing over differences.



What connections emerge across the online galleries?

What contradictions, tensions or absences deserve attention?

Whose perspectives and practices need to be surfaced?

Encounter sheet

The Encounter Sheet offers a template to reflect on each encounter you have across sessions, the gallery, and more. Cite wisely. More copies are provided at the workbook end.

Encounter / date:

Notice

Connect or complicate

Carry

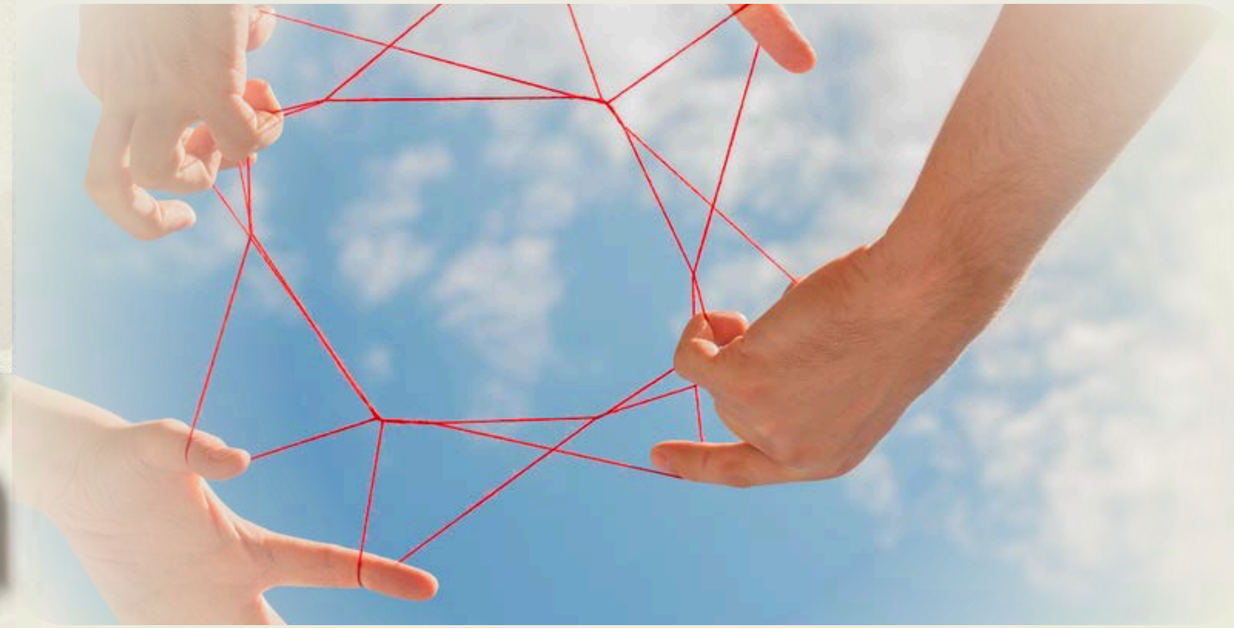
Optional cue: What situated practice, relationship, or point of possibility did this encounter help you notice?



Hope in Higher Ed

Consider relations among educator-self, solidarities, students, colleagues, communities and higher educational institutions.

How can you/we better attend to Indigenous, Afro-Indigenous, non-Western, decolonising, indigenising, insurgent, pluriversal, and transformative traditions without collapsing their differences. What challenges arise in attempts to connect and honor knowledge connected to its context and authority?



Who enables hope and who carries its responsibilities?

Where do students lead, shape or refuse pedagogical possibilities?

How do power, solidarity and institutional constraints shape these relations?



Your working list

Create a working list of authors, resources, projects, examples, methods, tools and unresolved needs as a reference for ongoing work and reflection.

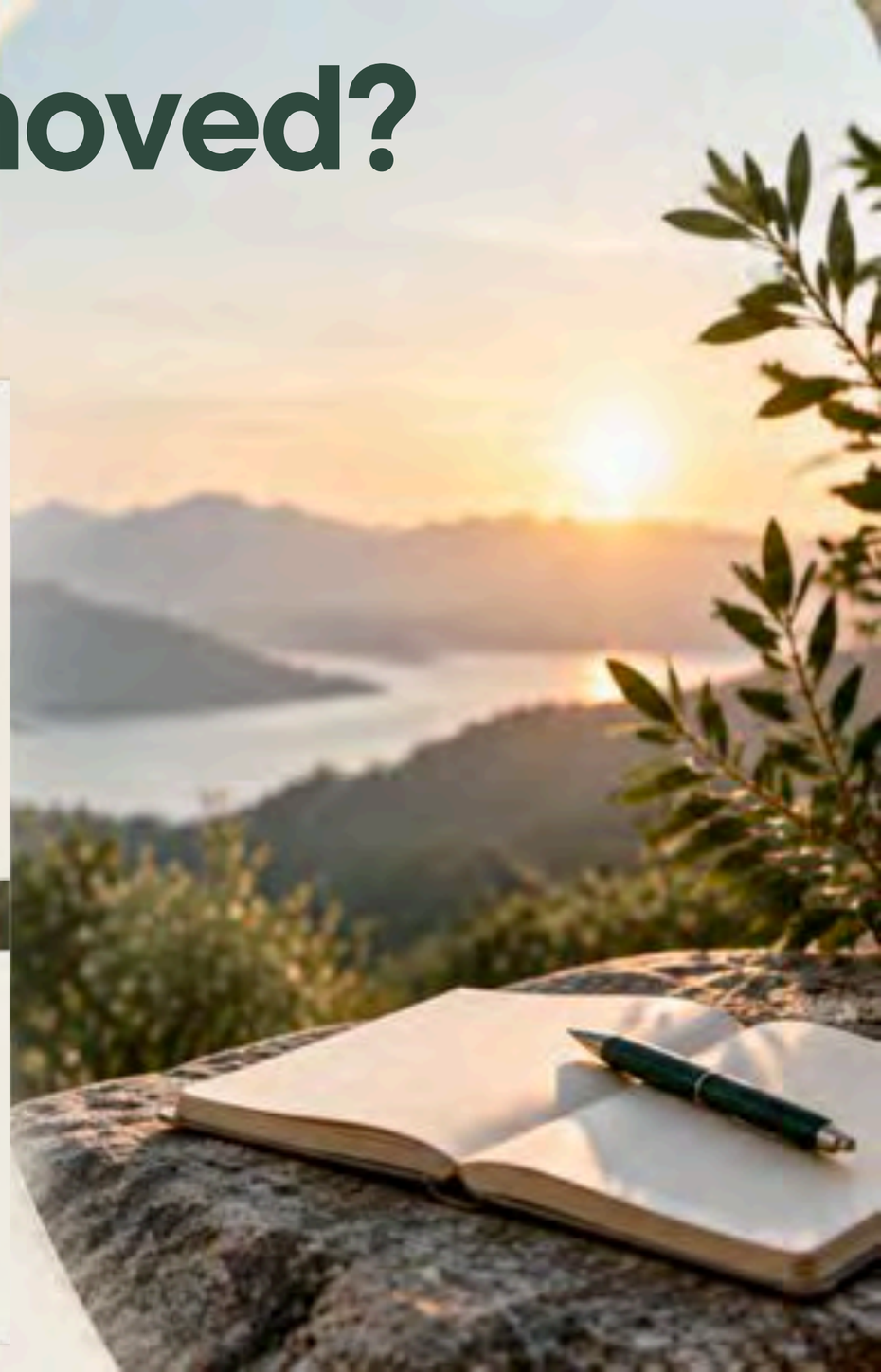
Include provenance or a source, and recognise context and complexity where it shapes meaning, representation, and future use.

Becoming: What has moved?

Return to your opening reflections and image.
Change, uncertainty and continuity all belong here.

What has deepened, unsettled, strengthened or become more complicated?

What remains unresolved?



What now?

What actions might you initiate, curate, or invite to take you/us forward? How does this fit with your priority?

- What situated practices, relationships, or interventions have become visible?
- Why do they matter here and what enables or constrains them?
- What might travel, connect, accumulate, or remain deliberately local?



Sharing back

Choose whether and how an insight, provocation, case, resource or question can travel beyond these pages.

What, if anything, would you like to share? And how - forums, email, chat, or ...?

What context, limits, attribution or permissions should accompany it?

This is an invitation to share without obligation, pressure, or recompense.
Offering a contribution does not authorize current or future research use by the recipient.
We will be circulating a post-symposium evaluation.

Questions: hopeinighered@gmail.com



Tapas, a small offering

This page is a space that bridges between reflection and collective resource-building (for CPD or sharing to a forum). An unfinished question or experiment is welcome.

Need

What is this responding to?

Offering

What would you put on the table?

Already on the table

What existing work or resources does it connect with?

Context and limits

For whom, where and when might it be useful or not?

What next

Adapt, test, discuss, challenge, connect, or develop?



Hope Collective on our regular website: https://www.massey.ac.nz/about/colleges-schools-and-institutes/college-of-humanities-and-social-sciences/research-in-the-college-of-humanities-and-social-sciences/people-environment-and-planning-research/hope-in-higher-education/



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Extra Copies for you...

This workbook contains additional copies of the Encounter Sheet and Tapas workpages. You are welcome and encouraged to take and use as many copies as would be useful to you now and in the future.



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