

Embedding Nonviolent Communication & Community Building

... A New Approach to the First Two Weeks of
MACP

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Teaching Context

- Diverse student body: international, multilingual, varied backgrounds
- Photographers often silo themselves and are competitive

Why Now?

- Belonging is crucial in the first weeks
- Collaboration is an essential industry skill
- Industry focus: collaboration, communication, adaptability, problem solving
- Current induction structures don't fully support inclusion
- score lowest on the collaboration / community questions of the PTES

The Intervention Design

Week 1 - Community Building:

- Induction day + social gathering (potential for a pin up show)
- entire cohort gallery visit + discussion afterwards (time dependent)

Week 2 - NVC Workshop + Brief Launch:

- Facilitated NVC session
- +
- Group pairings for 'This is London Now' brief (alongside colleague Kalpesh Lathigra) which will result in a zine workshop and pin up show at Photo Book Café a little later in the term
- +
- NPG Group Visit

Why NVC?

- Fosters empathy, deep listening, and constructive dialogue
- Supports diverse communication styles
- Aligns with inclusive, relational pedagogy

Theoretical Foundations

- bell hooks (1994): Radical spaces of possibility
 - Crenshaw: Intersectionality
 - Rekis (2023): Epistemic injustice
 - Advance HE (2021): Inclusive curriculum
- Ahmed (2012), Bayeck (2022): Identity and positionality

My Positionality

- First-generation university student
 - Working-class background
- Mother, neurodiverse, photographer, educator
 - 20+ years in an un-inclusive industry

Anticipated Challenges

1. Staff buy-in + time
2. Student resistance
3. How do we buddy up students for the brief?
4. Timetabling + budgetary issues

Impact & Learning Outcomes

LO1: Advance HE's frameworks

LO2: Real barriers to participation

LO3: Rooted in lived experience

LO4: Sustainable, empathetic change

Final Thoughts

A small shift in timing but potential for a significant shift
in classroom culture

Inclusion starts with how we begin

References

hooks (1994), Ahmed (2012), Crenshaw

Rekis (2023), Bayeck (2022), Advance HE (2021)

Rosenberg (2003): Nonviolent Communication