



Jacks works seeks to use an “agonistic” methodology within participatory arts settings, welcoming people’s difference and tensions within non deterministic and open collaborative enquiries. Through this approach he seeks to create works which can be seen as a “messy bricolage” often taking the form of temporary structures, interventions, dialogical works and performances. He is interested in what may happen when such approaches are placed within formalised and rigid environments, and how this approach may begin to unsettle, question and reveal both the visible and hidden discourses that help to construct such places.

I believe it’s important to ask the question of “what are we educating for?” and in asking this to provide ourselves space to dismiss the dominant myth of the primary role of “education” as a way to service the formal economy, instead allowing a re-imagining of what these relationships to the future may be through democratic and fairer lenses. Key to this I believe it’s important to acknowledge the different identities that “learners” may also come to take on other than “workers”, which may include parent, partner and citizen within various communities. I believe we should make room for learning to be active and enquiry driven, allowing learners to build their capacity to apply and adapt their skills/knowledge to these roles and the functions they may come to serve.