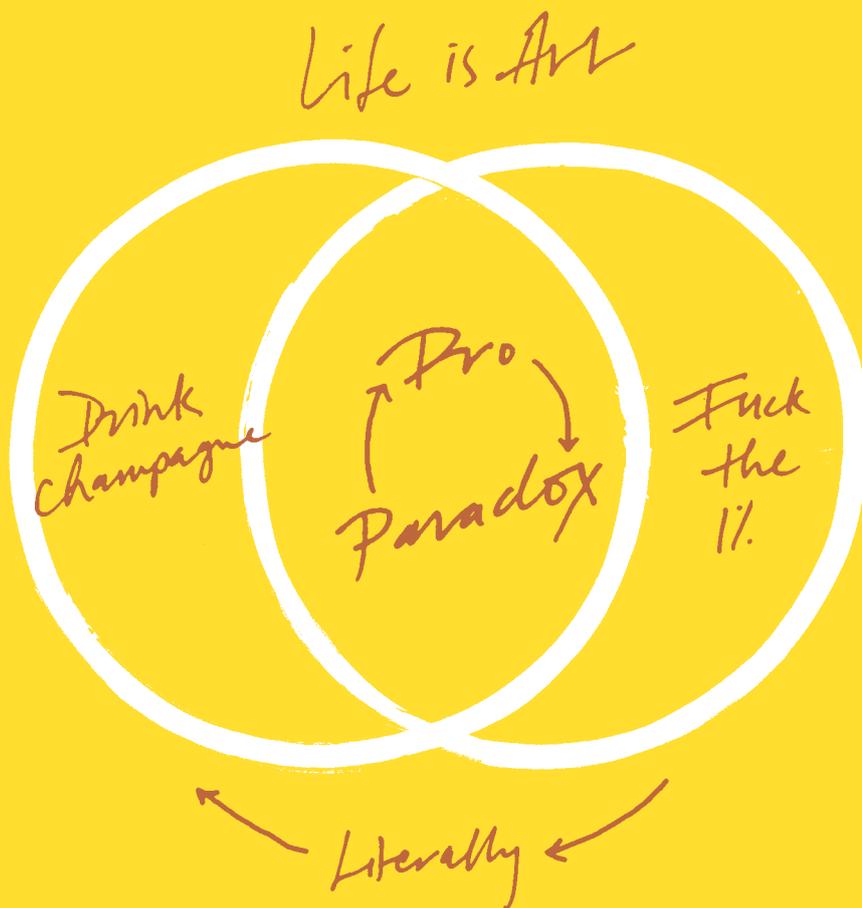


# ASPIRATIONS, ENGAGEMENT & FURTHER EDUCATION

A report on the influence of a real-world learning experience based on PRO PARADOX, a three-month experimental / experiential project designed and developed by Kirsha Kaechele in conjunction with MONA.





# CONTENTS

2	Background to the project
4	About Pro Paradox
5	Pro Paradox in review
6	The project
8	Pro Paradox report
11	Interview responses
14	Staff perspectives
17	Outcomes
18	Evaluation
19	Appendices:
	Stakeholders (more information)
	Complete interview responses
	Survey Responses

# BACKGROUND TO THE PROJECT



**Design Tasmania is an active and engaged not-for-profit organisation with a vision for a successful Tasmania where 'Design makes the Difference' to enterprises, the community, and individuals.**

Design Tasmania presents four international-caliber seasonal exhibitions per year. These include: single artist and group shows of Tasmanian craft and design; touring national exhibitions that can provoke, stimulate, and educate Tasmanian designers and the community more generally; and exhibitions that expose Tasmanian audiences to state-of-the-art craft and design. Each exhibition contributes to our artistic vision of expanding design knowledge in the community.

In 2017 the Autumn exhibition was a solo show of Kirsha Kaechele. Kirsha Kaechele is an American artist provocateur, curator, founder of Life is Art Foundation

and KKProjects, and wife to David Walsh, owner of MONA, Museum of Old and New Art, in Hobart, Tasmania.

The exhibition, titled PRO PARADOX, was an extensive body of work spanning years of her practice in both America and Australia and comprised of commissioned works and collaborations with a number of fellow practitioners. The installation occupied the entire Gallery and ran from March 3 – May 27 2017.

In line with her personal philosophy to engage and inspire young creatives that come from a lower socio-economic background, Kaechele invited students from Newstead College and The Big Picture School to participate in the performative and culinary parts of her installation.

This report is a summary of the findings based on feedback given by the participants from Newstead College including staff and students.



## THE STAKEHOLDERS

The key stakeholders in this project include:

- Kirsha Kaechele and the Mona team of mentors:
- Kelly Drummond (Dance and Performance),
- Sara Joseph (Chef, Catering and Hospitality),
- Natalie Holtsbaum (Team Leader and Inspirational Guide).
- Karina Clarke and Lynn Kelly (Design Tasmania facilitators and key liaison persons).
- Lynda MacKay from the Beacon Foundation (an organisation that helps students successfully transition from education to meaningful employment), identified Newstead College and The Big Picture School as potential participants.
- TasTAFE Hospitality came on board to be part of the Opening of the exhibition and this led to involvement of TAFE Tourism students.



# ABOUT PRO PARADOX



Pro Paradox was centered on a feast becoming art. The exhibition combined design, craft, sound, video, and theatrics with contributions from MONA, Speak Percussion, Newstead College, Drysdale TasTAFE, and Launceston's Big Picture School. The exhibition at Design Tasmania was Kirsha Kaechele's first solo retrospective in Australia.

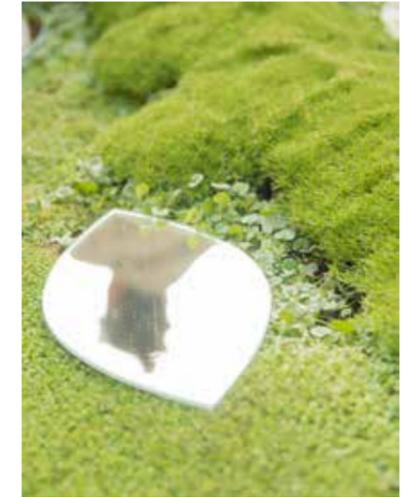
Kirsha works with a range of artists and craftspeople to commission objects for experiential performance-based dinner and community events. The guests become part of the installation and the results are usually unexpected, humorous, and curious.

The experiences are usually all-encompassing and highly detailed: each aspect is carefully considered and unique. Tables, chairs, food, cutlery, plates, waiters'/ servers' costumes/clothing, etc. are designed. The events are highly visual, tactile and sensory, transporting guests through imagination.

Kirsha likes to bring people together from all social demographics to break down pre-existing barriers.

Pro Paradox made considerable reference to the wedding of Kirsha Kaechele and David Walsh (founder of MONA) in 2014, which was themed as a fertility festival. Fertility symbols present during the wedding breakfast were reprised with re-inventions and customization for the exhibition.

# PRO PARADOX IN REVIEW



The Tasmanian Arts Guide included this description of Pro Paradox:

Working closely with Launceston's fresh talent, Kaechele has created an exhibition celebrating growth and development while providing a platform for professional opportunities for young chefs and students.

**"I'm a lot more interested in, when you go into a situation, and you think it's just ordinary life and then something crazy happens. That's the kind of art I'm interested in"**

Kirsha Kaechele

Kaechele's project is described as 'a school of the imagination; far out objects and a three-month experimental / experiential project.' She says the whole process is '...an exercise of trust, let's see what everyone comes up with and see how it all goes together.'

<http://womenindesign.com.au/team/kirsha-kachele/>

See Appendices for more detail.

# STUDENT ENGAGEMENT



Kirsha Kaechele's artistic practice uses social engagement to drive change and improve the lives of disadvantaged youth. This is enabled through mentoring and participation and as such was integral to Kirsha Kaechele's vision for this exhibition. The aim was to engage and mentor young people and give them experiences through which they could apply learning, broaden knowledge and understanding, and perhaps discover new possibilities which would inspire them to realise their full potential.

Students who were in danger of losing their way within the school system were considered the ideal participants. A meeting of all parties was held to outline Kirsha's previous work and the proposed exhibition and to explore ways of working together on the project.

About a hundred students attended the first workshop. Inspirational presentations were given by a number of MONA creatives from different disciplines. Kirsha outlined her artistic practice

and her vision for the project. Students were invited to give their ideas for the project, which showed them respect, gave them ownership, and made them feel an important part of the project from the beginning.

Photography and Kitchen Operations classes opted to participate in the project. Front of House students from TAFE Drysdale were asked to work at the Opening event, under the guidance of Maria Lurighi, Hospitality Operations Manager at MONA, and their teacher, Lauren Johnstone.

The TAFE connection led to TasTAFE Drysdale Tourism taking on a meet-and-greet role. One student from the Big Picture School, who was designing her own learning plan, joined the project and participated in the setting up of the exhibition. She decided not to continue with the next stage of the project.

Students worked as a team under the leadership and mentorship

of MONA Creatives and their own teachers. They were actively involved in many aspects of the exhibition installation and its launch and then the design and implementation of a series of public ticketed lunch events. They contributed to the whole creative process, dealing with the inevitable artistic and practical challenges. Their thinking was exercised through problem-solving, and their growing abilities, along with teamwork and commitment, brought a complex creative project to highly successful fruition.



The project commenced in March and concluded in June 2017. Students and staff kept in close communication with MONA and, as necessary, sessions were held at Newstead College and Design Tasmania:

- Installation of exhibition - involved painting, dyeing of fabric, making of costumes
- Participation at exhibition Opening event
- Idea development
- Trial lunch - food, procedures and performance choreography
- Choreography workshop
- Launch lunch with invited guests
- 4 ticketed lunch events - 3 course meal with wine for \$75 per head

MONA chef, Sarah Joseph, attended the Kitchen Operations class to work with the cooking class. She also led the students in food preparation prior to

each week's lunch. Food was transported to Design Tasmania on the morning of the lunch and the Kitchen Operations students were responsible for further preparation and cooking at the location. This included using open-fire ovens, purpose-built for MONA by artist/blacksmith, Pete Matilla.

The photography students, although they did not speak, incorporated performance and entertainment as they served the guests. MONA choreographer, Kelly Drummond Cawthon, oversaw this aspect which was loosely structured and adapted to suit the variables of each occasion, with plenty of scope for spontaneity. The guests were seated at a table covered with living plants. The performer/servers became a moving part of the art installation, making it a truly unique visual and sensory experience. The Master of Ceremonies, a photography student, helped steer the course of the event. His interactions were creative and spontaneous.

The menu was designed to reflect the ideas presented in Pro Paradox. The three courses were full of contradictions and surprises. The fires added to the ambience and gave the students an opportunity to experience cooking in front of people.

The participants contributed ideas, handled responsibility, solved problems, and managed their time - true teamwork. They had to provide a quality experience for the paying guests.

An adjunct to the project was Soupdalooop which was held in the Design Tasmania courtyard twice a week for three weeks in

May. Kirsha Kaechele was keen that other initiatives involving and benefiting students should take place while her art installation was in situ. Nathan Johnstone from TasTAFE Drysdale brought his Commercial Cookery students to view her work as inspiration for soup recipes. This resulted in delicious and inventive concoctions which they served in the courtyard at Design Tasmania. It provided a chance for experimentation followed by interaction with guests and immediate feedback. The lunches were advertised to local businesses so that people could drop in in their lunch breaks. Passers-by were welcome to partake. For \$10 they could enjoy two special soups with bread in a gallery environment.

# PRO PARADOX REPORT



## AIM OF THIS REPORT

To gauge the impact of the project on students' engagement and aspirations to continue their education.

## RESEARCH METHODS

19 students from Newstead College, including both Photography and Kitchen Operations students completed an online survey.

9 Newstead College students were interviewed. Of these, 2 were from the Kitchen Operations class. The remainder were Photography students.

5 teaching staff from Newstead College and TAFE Drysdale were interviewed.

Due to unavoidable circumstances TAFE students were unable to participate in either the survey or the interviews.

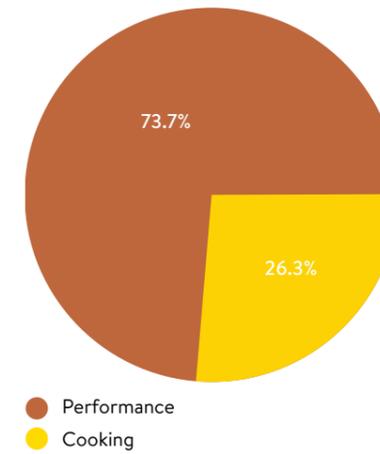
## ONLINE SURVEY RESULTS

This survey was completed at a feedback session by Newstead College students only.

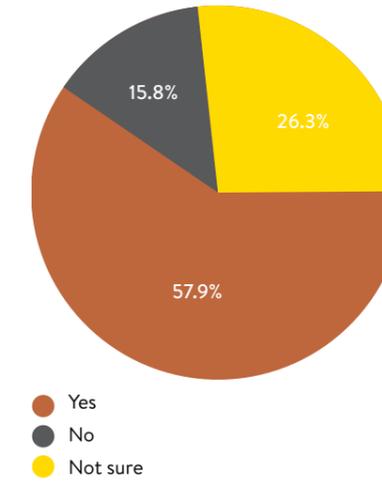
19 students completed the survey which was designed by MONA staff. It includes some questions regarding aspirations and educational pathways.

See the responses on the following pages.

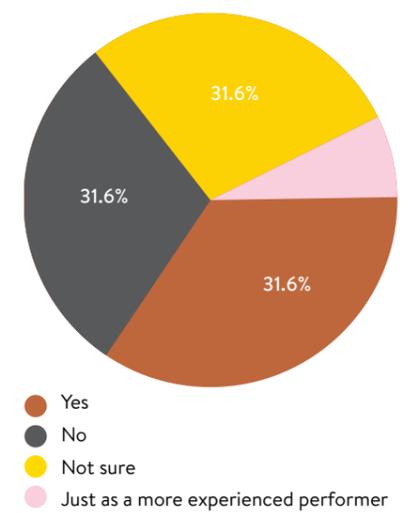
Were you part of the cooking or performance team?  
19 responses



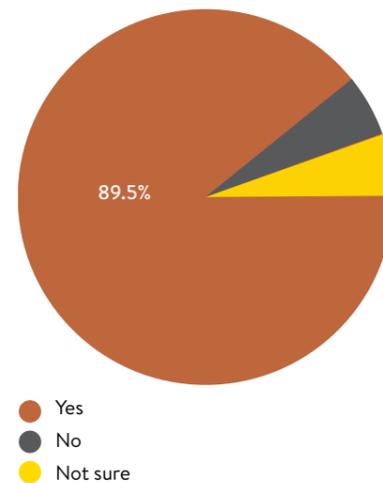
Did you learn something about yourself?  
19 responses



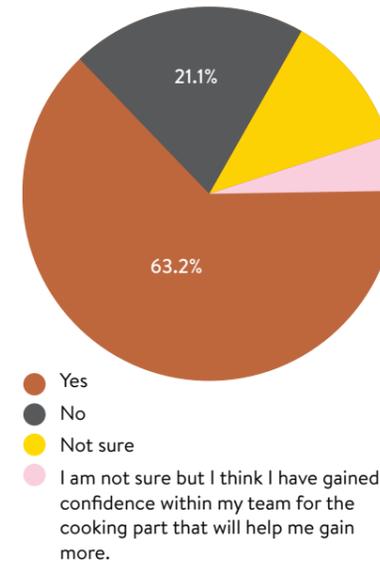
Do you view yourself differently since taking part in Pro Paradox?  
19 responses



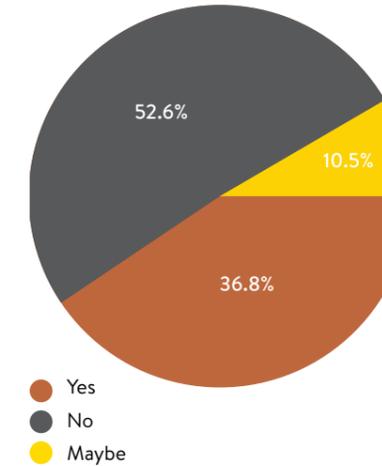
Did you enjoy being part of Pro Paradox?  
19 responses



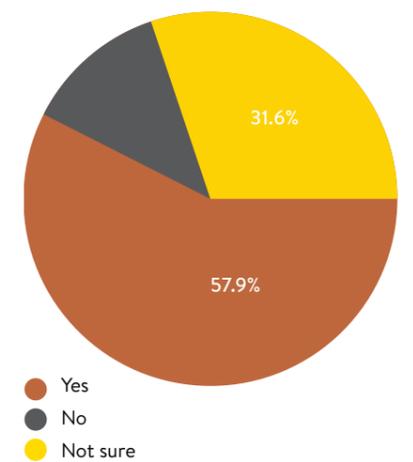
Is there anything you can do now that you didn't think you could do before?  
19 responses



Did your involvement in Pro Paradox affect your motivation to engage in your studies?  
19 responses



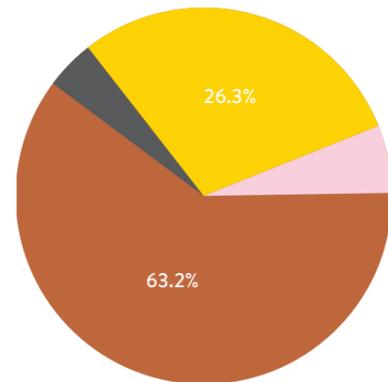
If Pro Paradox was a subject would you take it?  
19 responses



# INTERVIEW RESPONSES

Did the experience relate to what you wanted to do?

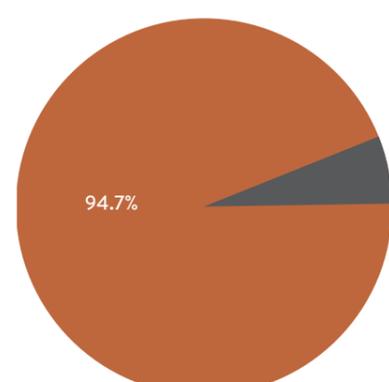
19 responses



● Yes  
● No  
● Don't know  
● Maybe

Would you like to do anything else like this?

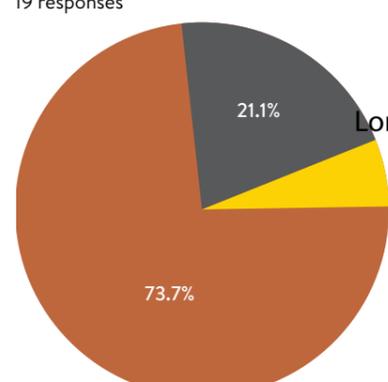
19 responses



● Yes  
● No

Has the experience changed how you think about food or performance?

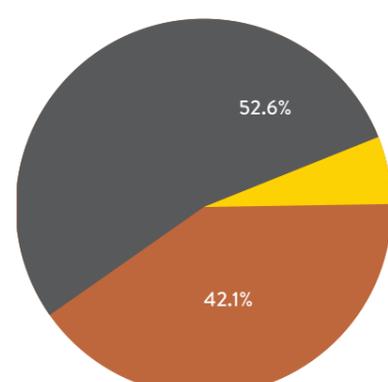
19 responses



● Yes  
● No  
● In some ways

Has the experience affected the way you think about your future?

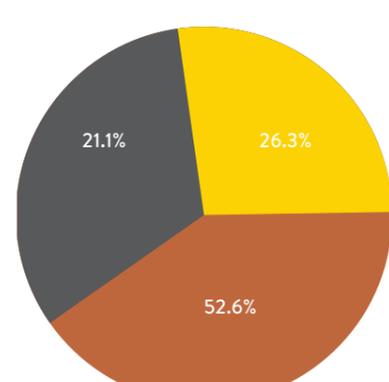
19 responses



● Yes  
● No  
● I know that there will be things I need to work on

Were you considering higher education before this adventure?

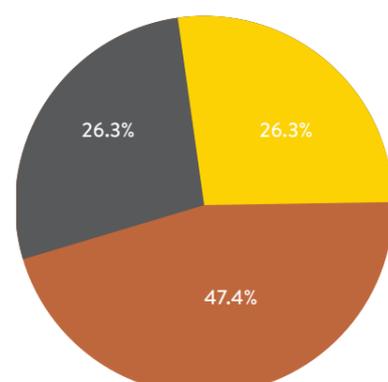
19 responses



● Yes  
● No  
● Maybe

Are you considering higher education now?

19 responses



● Yes  
● No  
● Maybe

Below is a condensed summary of answers given. Not all questions were answered by every student.

Some students answered No to questions regarding changes effected by the experience and there were numerous No Responses.

For full interview responses see appendices

## What factors keep you interested in learning?

Alternative learning was a theme in many of the responses. Students commented that they were much more engaged with hands-on, practical learning than class room style sitting and writing. Many comments reflected that an engaged, helpful, and excited teacher also helped the learning process. A final theme was that students learn better when they have a genuine interest in the subject.

## How do you learn best?

Most students commented that they learn better by doing rather than by rote or by sitting and listening. Another theme was that students learn better when in smaller groups or one on one rather than in a class room setting. Good relationships between students and with teacher are also important for learning environment.

## Where do you learn best?

Students commented that they learn best in groups and away from the class room. One student commented that "Pro Paradox one of the best learning experiences I've ever had in school. I could contribute."

## In what ways, if any, has the Pro Paradox project changed your overall attitude to learning and education in relation to your progress towards a career?

Students were divided on this question, either responding that the experience expanded their world-view and changed their ideas or confirmed that they did not wish to pursue higher education. However, students did comment that the experience encouraged them that moving out of their comfort zone led to growth and broader ideas of the potential within certain career paths.

## What do you believe you gained from your participation in this project?

Skills, initiative, confidence, and insight were mentioned in many students' responses. Many also commented that new friendships with peers and mentors and gaining valuable contacts were gained during the experience.

## What do you consider was the most beneficial part of this learning opportunity?

Some students commented that there was no real-world application to the learning experience, however students also commented that the experience forced them to challenge themselves and to get out of their comfort zone. Other students commented that it was beneficial having the support of the teachers and industry, and learning what works through experience. One student commented that "No matter what your family situation you are from, you can be given an opportunity to do something awesome. [You are] all there doing the same thing."

## Were there any negatives or problems?

Many of the students commented that adapting to such as unusual, 'weird' situation was a problem, however students also commented that they did adapt and got used to it. Most comments suggested real-world, positive learning experiences arising from the challenges. Many students also commented that there were difficulties in managing school responsibilities and other classes due to the heavy commitment required for ProParadox and the amount of school missed.

## Did you discover anything new about yourself through this experience?

All students had positive reflections on themselves from the experience. One student remarked that they did not learn anything from the experience, however in prior answers discussed what they had learned through filming the project, and that if they could understand what they were doing they could cope with it. This suggests a level of learning above the current level of self-awareness. There was a commonality among the answers of the positive effect on increasing their confidence levels and self-belief.

## Has this experience helped you recognize skills and talents you hadn't identified before?

Some students commented on very practical skills learned, such as the ability to light a fire, and others commented that they recognized skills in interaction with strangers and being open to engaging with people.



**Did you have any transformational moments during this project?**

Students commented on their sense of amazement at what they had achieved, along with a sense of pride and sadness when it was over. One student commented, “Wow, I can’t believe we actually did that and accomplished it.”

**In relation to future work, did this experience:**

**1. Give you clarity to follow a particular education/career path when previously you had no idea what you wanted to do after leaving college?**

**2. Reinforce career/education choices you have already considered?**

**3. Change your intended work/education pathway?**

1 student said that the project provided clarity to follow a particular education/career path, having previously had no idea what to do after leaving college.

4 students had their career/

education choices reinforced by participating in this project.

1 student changed intended work/education pathway after this experience.

**How did your level of engagement compare to your participation in your usual classroom situation?**

The responses unanimously affirmed greater engagement in the project compared to when at school. Students were more motivated and recognized that the reality of the project and the responsibility involved were factors that increased their engagement. Some students commented that due to this feeling of responsibility, they had a greater sense of ownership over the project. One student commented, “I can’t remember the last time I’ve been that interested in anything to do with school.”

**Did the alternative method of learning affect your aspirations for the future? Why do you think this is?**

Students commented that having the opportunity to be a part of a ‘real project’ and having the chance for trial and error fired up their passion and fueled excitement for their career choices. One student recognized that not all working environments will be like this project, but still labelled it as ‘more than a work experience’.

**Did this experience make you feel that you could achieve more than you previously thought?**

There was a variety of responses. One student had the realisation that they have the capability to achieve beyond their original goal of attaining a certificate for the Responsible Serving of Alcohol.

Another identified that they had previously restricted their thinking to narrow and traditional careers and that this experience had made them open to other possibilities and they now had confidence that they could do something ‘special’. Kirsha Kaechele was particularly influential on one student by giving him a specific role and building

broadening views. The diversity and number of specialisations within the arts was noted.

**Did this experience change your perception of the arts as a career path?**

Favourable responses mentioned how an art-related degree could lead to different things, that there are many career options within this field, that Art is not just one thing, and excitement at the prospect of working at MONA in the future.

**Did your involvement in Pro Paradox affect your motivation to engage in your studies?**

One student who had fallen behind in schoolwork said this project motivated her to catch up, another felt more connected with her school work because of the experience. Another said the experience reinforced her aim to have a gap year, to get out of Tasmania and see what’s out there; MONA and Pro Paradox inspired her further. The remainder interpreted the question differently. They commented on clashes between normal school work and the project demands which they had manage.

**Describe any way in which your participation in Pro Paradox has affected your level of confidence and how may impact your future work and study plans and choices.**

Almost all responses referred to significant growth in confidence from this experience. While they did not give any indication of how this might affect future work or study choices, it is clear that participants’ views have been broadened. One student

commented, “Confidence! Look at what it turned into. We performed it at MONA,” and another, “You never know what it’s going to turn into.”

**If you could undertake university study that was more practical than theoretical would that encourage you to continue study after college?**

6 out of 9 respondents were attracted to education that was more practical in delivery. The other three did not respond to the question.

**Did this experience lead you to consider further education/training options –**

**VET (Vocational Training), TAFE, University College (Associate Degrees) or University**

**(Bachelor Degrees) Why do you think this happened?**

Apart from recognition that the workforce wants people with qualifications and that an art degree can lead to various careers, there was no strong indication that the experience directly changed thoughts regarding further education. However, there was a common theme that the experience had broadened their futures in an undefinable way at this stage.

# STAFF PERSPECTIVES



## Ms Dianne Freeman - Principal, Newstead College

Principal, Ms Dianne Freeman recognizes the value of Alternative Learning.

She said “Courses don’t change their aspirations. They are knowledge and skill-based. Subjects are very narrow in their focus. Alternative Learning is very real-world and exciting.” Tasmanian industries put money in that supported this project. The College could not afford to fund something like this.

## Mr. Scott Cunningham – Advanced Skills Teacher – Head of Art and Photography - Newstead College

The Pro Paradox performers/ servers were Grade 11 and 12 photography students from Newstead College. Some of the students were from lower socio-economic families. They were invited to participate; it was not compulsory. The students who signed up were fully engaged and the excitement of the project and

the enthusiasm of the participants pulled others in. Scott considers relationships with peers and mentors as the major key to engagement and such connections developed during this project.

The students were able to witness and then be part of the ‘MONA machine in operation.’

It was noticeable that students were changed by this experience. “It changed the way they see things.”

## Ms. Liz Self - Kitchen Operations Teacher, Newstead College

Newstead College Vocational Education Kitchen Operations class, a diverse group of grade 11 students agreed to cook at the Pro Paradox lunch events.

Liz listed factors which can impact their aspirations and engagement in their schooling.

- Poor attendance e.g. because of coffee date with mother – easier not to come

- Issues with mental health
- Daily travel from e.g. Scottsdale, Cressy
- Some from low socio-economic suburbs
- For some, education has been a negative experience so far and they have developed tools to help them opt out
- Low expectations from family
- One of the students was on an Individual Learning Plan through high school because of behavioural problems. There have also been 5 suspensions while at Newstead College

Ms Self said that the Pro Paradox experience ‘pushed people outside their comfort zones in to a different world. It was a really great community – students able to connect with specialists who were great at relating to them.’ She observed that ‘after initial melt downs (e.g. ‘I don’t understand!’) there was expansion. They became more comfortable.’ She believes

there are indirect benefits because ‘no way would a student put themselves in this situation. Some of these students are damaged people and it is plenty of constant support around them and strong relationships that helps them get through.’

The collaboration had some logistical challenges. For example, risk assessments etc. can become barriers to this type of project. Schools must adhere to strict guidelines and procedures to meet duty-of-care requirements. These can be complex and time-consuming.

Ms Self found that the students’ achievements at Pro Paradox didn’t match up with the things she was required to teach. Vocational education is very specific. Nothing done in Pro Paradox could be assessed. It took up 70 hours of a 300-hour course. She considers it to be of great value and relevance, but it was not assessable. For example, she could not assess some aspects because practical hygiene and equipment requirements were not as prescribed for her course, i.e., some things must be assessed in a commercial kitchen environment, which Pro Paradox was not. So, regulations and requirements can be a challenge when trying to implement this type of alternative learning.

Like Scott Cunningham, Liz Self sees it as essential that ‘the people they are working with are right’ – personality, knowledge, investment in kids, their own life/ work stories to share.

She considers it a positive that students can have ownership of a

project but believes the decision to participate must be their own. This project fostered the importance of team work and reinforced the importance of not letting people down. It gave students close contact with industry. The MONA visit was “a unique experience and a very big eye-opener for the majority of students.”

## Ms Lauren Johnstone Hospitality (Front of House) Teacher, TAFE Drysdale

Hospitality students are often job seekers who have applied for work and are never contacted.

In Ms Johnstone’s view, they may not feel confident about contributing because they haven’t been listened to for so long. They are very aware of what others might think. They “come to TAFE at GO! Ground level.” TAFE has to try and give them confidence to learn and contribute. “They are a long way off recognising what they have to give for themselves and for the greater... They often come to TAFE Hospitality as a last resort, not for the right reasons or motivation, but because they are forced into a course to meet eligibility requirements for Centrelink payments etc. Often those who really want to get a job will do so without the course. The really competent already have jobs.”

Employers don’t like the calibre of students coming out of the hospitality courses but these are the same students they rejected, which led them into forced study to get Centrelink. “They are not work-ready. Employers and TAFE face the same challenges. These students are human beings

first. They need very supportive environments if they are to persevere and succeed in the workplace.”

They come with many existing issues:

- No reassurance from family
- Not ready to learn and don’t think they can
- Background of poverty
- No support
- Not living at home
- Low literacy and numeracy
- Poor attendance
- Mental health issues
- Previous abuse
- No confidence
- Have experienced trauma

Ms Johnstone said of her front-of-house students’ participation in Pro Paradox, “They were the Face of MONA.” It took them out of their comfort zone and allowed them to break patterns and be creative. “Students are usually told service steps and learn the rules which is very important. However, when you know them you have a base from which you can modify or break the rules depending on the context. This experience gave them freedom and helped them overcome fear.” It helped them gain assertiveness and develop their life skills.

# OUTCOMES



Lauren identified factors necessary to improve aspirations and outcomes:

- Building resilience - to cope and contribute they need to be more resilient. While on work experience, two students were put with the wrong person i.e., someone who didn't understand their issues, and they dropped out. The students are very used to rejection which makes them very sensitive. They need to be able to take feedback without feeling they are being attacked. To develop this resilience, they need people who understand their resilience level and can support them.
- Most don't complete the full certificate. They may achieve a section. These students need a lot of pastoral care. The need for this is so great that teachers feel under-skilled and require more support with this aspect.

**Ms Rachel de Winter - Tourism and Events Teacher, Drysdale TasTAFE**

The Tourism group has a different demographic from the Hospitality class. It is made up of a mix of age groups, 18-20 year olds and some mature-aged people. They are aware of what Tasmania has to offer but Pro Paradox broadened their understanding and views of art and culture. They saw another aspect of the Tourism industry. They had to communicate with the mentors and the public which improved their interaction skills. The project was an opportunity to combine TAFE with industry experience. It was an empowering experience that made them more versatile.

The choreographer was very clear about the fact that this was work, and that they were accountable. People were paying to attend. The students had to problem-solve. There was a lot of "random stuff" to deal with. They didn't know how guests were going to behave and had to decide how to respond.

It required spontaneity and an added challenge was that much communication had to happen without speaking.

**Mr. Nathan Johnstone (Soupdaloop Organiser) – Commercial Cookery Teacher TasTAFE Drysdale**

(relayed by Ms Lauren Johnstone)

The small group of commercial cookery students involved in Soupdaloop had a range of significant personal issues and instability which had become barriers to success. They felt they were not able to achieve. This experience helped them realise they do not have to know everything. It required them to practise literacy and numeracy skills and involved a lot of thinking. It gave them an understanding of philanthropy. It encouraged their creativity which had been suppressed.

- References from MONA.
- Given preference for future employment at MONA.
- Newstead College will facilitate students getting their RSA certificates so they are work-ready for MONA.
- Performance at the Opening of the Museum of Everything exhibition, at MONA.
- Exposure to cultural events. Visited Dark Mofo.
- Reduced anxiety in student who had been advised by her psychologist to "try something new".
- Work experience opportunity - early on in the Pro Paradox process one student went home and re-created a dish. Due to family circumstances, she is living independently. She recently did a work placement at MONA which she initiated herself.
- Behavioural improvement. A student with ongoing behaviour problems met Pete Matilla, the blacksmith who made the outdoor cooking equipment. He showed her how to tend the fires. She took ownership of the role. Her confidence markedly increased. She was able to interact with guests. After the project finished, she was put in a situation where she was in the company of a group of school Principals visiting her college. She was able to comfortably engage in conversation with them.
- Increased initiative. A quiet student now using initiative in class rather than waiting to be told.
- Increased confidence was mentioned by almost all participants.
- Broadened experience. A hospitality student only comfortable with a 'meat and three veg type of experience' refused to try different food until she had an encounter with the head chef from MONA. He introduced her to some exotic fare, which got her over this barrier.
- Out of 3 Hospitality intakes, the group that was the most successful in levels of participation at TAFE was the one which participated in Pro Paradox.
- A Korean student, sometimes struggling with cross-cultural differences, thrived in this unique situation. It was so different it helped her relax because the normal issues were removed.
- Students were able to adapt when required to help with aspects outside their designated roles.
- Students demonstrated higher order thinking by exploring the concepts and symbolism behind the event and the food.
- Student who struggled with making eye contact was able to engage with customers and fully explain the dish – the concept and the process.
- Pride in work and self.
- Working towards an apprenticeship after dropping out of a course last year.
- Follow-on project (Soupdaloop) involving different students.



# EVALUATION



The online survey results indicated no immediate big shift in aspirations or further-education intentions. There was a slight decrease in those considering university after the experiences; some responses suggest that this may be due to students considering gap years to gain life experience. Students may also see working at MONA as something that does not require further education because it seems so unconventional. At least one student said she now realizes that workplaces want people with qualifications and more understanding of their mentors' pathways to their current positions might encourage students to investigate further study options. However, students inadvertently reflected that alternative learning models were both more appealing and a more profitable learning environment than a traditional classroom. Further, there was a general theme that the participants felt that the ProParadox experience broadened their world view and their options in later life.

89.5% of responders said they had really enjoyed being part of Pro Paradox. Most indicated they have learned some things about themselves and that they can now do things they couldn't do before. 94.7 of those surveyed said, if given the opportunity, they would do something like this again.

Pro Paradox thrust students into an unfamiliar and daunting situation. Strong support and mentorship enabled them to cope and even flourish. They felt safe enough to venture from their comfort zones because they had formed good relationships with the mentors, trusted them and respected their expertise. This resilience, along with new skills and increased confidence will stand them in good stead for future challenges.

Written and verbal responses did report significant increases in confidence and a broadening of outlook which potentially could lead to greater ambition. Often the benefits from this

type of experience are not well understood or appreciated by the participants until they have had other life experiences and there is a greater distance between themselves and the experience at hand. As one student commented:

**“LOOK AT WHAT IT TURNED INTO. WE PERFORMED IT AT MONA.”**

# APPENDICES

# STAKEHOLDERS

## KIRSHA KAECHELE

Kirsha Kaechele is an artist known for her post-Hurricane Katrina project in New Orleans' 8th Ward, part of her Life is Art Foundation | KKProjects. She invited international artists to work in six derelict houses in one of the city's most disadvantaged neighborhoods. Adjacent to the art spaces was an urban garden / social enterprise project in which children from the neighborhood grew produce to sell to the city's best restaurants.

Other KKProjects have included Life is Art West in Sonoma, a farm project which legally grew marijuana for medicinal dispensaries and used the funds to support art projects on the 120-acre (48 hectare) site.

Kaechele married David Walsh and relocated to Hobart where she has established and curated the MONA art, food, and performance market, MoMa. She initiated the River Derwent Heavy Metals Project, bringing art and science together to address heavy metal pollution in waterways. She has also set up 24 Carrot Gardens, a school kitchen gardens program for Tasmanian schools.

<https://mona.net.au/museum/kirsha-s-portal>

## DESIGN TASMANIA

Design Tasmania is a not-for-profit organisation committed to supporting designers and makers by providing guidance and promoting them locally and on national and international platforms. Design Tasmania recognizes the role of design in creating a sense of community and its capacity for positive social impact. This consciousness underpins Design Tasmania's decisions in relation to gallery events and programming and led to an invitation to Kirsha Kaechele to be part of the 2017 Autumn program.

<https://designtasmania.com.au/>

## BEACON FOUNDATION

The Beacon Foundation is a national non-profit organisation working towards an Australia that understands, cares, and is motivated to support young people to successfully transition from education to meaningful employment.

The organisation has an established track record of helping to inspire and motivate students to either stay in school and increase their educational engagement and attainment or choose a positive pathway that enables successful transition to employment, further education, or training.

Beacon's programs support young people to develop this focus through engaging and influencing the attitudes and behaviour of the broader community. By harnessing community and business involvement, it works within schools to ensure young people are either earning or learning at vulnerable transition points in their lives.

The Beacon Foundation's connections within the Launceston community enabled it to identify the schools most suited to involvement in the project. Lynda McKay was instrumental in presenting the idea to Newstead College, The Big Picture School, and TasTAFE Drysdale who subsequently embraced this applied learning opportunity for their students.

[www.beaconfoundation.com](http://www.beaconfoundation.com)

[facebook.com/BeaconFoundation](https://facebook.com/BeaconFoundation)

[@Beacon\\_tweets](https://twitter.com/Beacon_tweets)



## NEWSTEAD COLLEGE

Newstead College is a senior secondary college that provides general, vocational, and pre-tertiary education to students aged 16 -18, many of whom reside in the northern suburbs of Launceston and come from lower socio-economic backgrounds.

Principal Dianne Freeman was enthusiastic because she saw the value of the unique project and the scope it had to enhance the learning experiences of her students. Teachers Scott Cunningham, Jen Dickens, and Liz Self supervised the involvement of Art, Photography and Kitchen Operations students. They recognised the potential of the experience to complement their classroom programs and extend their students.

<https://newsteadcollege.education.tas.edu.au/Pages/home.aspx>

## DRYSDALE TASTAFE

TasTAFE specialises in education and training for work and to that end has a strong connection with business in Tasmania. TasTAFE prepares people to take up employment, to gain a promotion or to change careers. The Drysdale Campus specialises in delivering Tourism and Hospitality qualifications across Tasmania.

Tourism and Hospitality students under the leadership of Lauren Johnston, Rachel Jeffries, and Nathan Johnston participated in the Pro Paradox program.

<https://www.tastafe.tas.edu.au/campuses/launceston-campus-drysdale/>

## THE BIG PICTURE SCHOOL

The Big Picture School focuses on small group and personalized, individual learning. The school has maximum enrolment capacity of 150 and caters for students from grades 9 to 12 who are not thriving in the mainstream education system.

"By generating and sustaining innovative, individualised schools that operate in the real world and involve families and local communities, we are making changes to education and to the lives of young people."

Pro Paradox fitted with the school's ethos and enabled a student to experience a real-world work situation which was relevant to her individual learning plan. She was fully supported by Principal, James Price, and teacher, Rob Lewandowski.

<https://www.bigpicture.org.au/mdactivity/418>

# COMPLETE INTERVIEW RESPONSES

## INTERVIEW RESPONSES

Participants are numbered 1 -9

### Educational Background

#### Student 1

From small country district school. Mother did not complete college due to pregnancy.

Stepfather joined army after leaving school.

Behaviour problems in high school.

Wants to work in childcare or cookery.

#### Student 2

Mum dropped out of school at beginning of grade 8.

Doesn't see her father.

In grade 9 and 10 went to Studentworks.

Attended school part time – every 2nd week.

Studentworks for kids who don't cope with normal school. Very practical.

She found it very beneficial. Has wanted to be a chef for the last 6 years.

#### Student 3

Parents college. Not Uni.

Big expectations of him.

Lives with Auntie in town because of distance.

Says he is supported but later mentioned that he has to pay for himself to attend college which is incentive to apply himself.

#### Student 4

Father completed grade 10. Mother some TAFE study.

Encouraged to study. Older sister at University.

Liked school but never good at it. Trouble with motivation to do with school work.

Liked school atmosphere.

Suffers from anxiety.

Perfectionist.

If I didn't show up for school for a day or week this would make it worse.

In Grade 10 went to see Psychologist for help with anxiety.

#### Student 5

Mum completed high school and then got a job.

Dad left school in grade 11 and took up an apprenticeship.

Parents supportive but not bossy. Just want me to be happy.

#### Student 6

Mum – Left Alanvale College 11&12, pregnant.

Dad finished Grade 11 and then worked.

I want to leave school, work and earn money.

No career-path. Doing Cert 2 in Retail at Newstead.

#### Student 7

K-Grade 10 John Calvin School.

Very supportive parents. Strong Christian family.

Always loved school.

#### Student 8

Mum completed secondary school.

Started University – Theatre – modelling career until age 30.

Father didn't finish high school – not part of my life.

Mum very supportive of my going to University and getting into musical theatre.

#### Student 9

Dad highly educated, very supportive.

Mum didn't finish college because couldn't afford it. Wants me to be able to achieve more than she did.

Private Catholic school education.

Different attitude from her parents: wants to explore and not continue with education straight away.

Enjoying college because didn't like the structure of high school.

Didn't feel comfortable.

Liking the feeling of freedom at college.

Rebellious inside but not a rule breaker.

Q1. What factors keep you interested in learning?

#### Student 1

A good teacher who can engage me.

Who uses interesting ways to help me grasp what is being taught.

Don't do well when I am just handed worksheets to complete.

More practical.

#### Student 2

Hands on.

Motivated because have to pay out of own pocket to attend.

Choosing the subjects I want to do.

#### Student 3

Have to have genuine interest in subject.

If I see good results.

#### Student 4

Frustrated if things are taught in a stupid way.

Need to see meaning in what I am doing.

Unmotivated if I can't see the relevance.

#### Student 5

Practical things.

#### Student 6

Hands on. Being taught by doing. Not just sitting down, writing.

#### Student 7

Teachers who are excited about what they are teaching – have a passion for the subject.

Helpful teachers. Being taught by someone who knows what they are talking about.

#### Student 8

Passion. Need to love what I do.

#### Student 9

Actually have to be shown and be able to engage. More fun.

Need stimulation. Tendency to daydream if sitting at a desk too long.

Q2. How do you learn best?

#### Student 1

By seeing and then doing.

One on one.

#### Student 2

Don't like asking for help so am at a disadvantage in a big class.

Lost in crowd in a big class.

Different things in different ways.

#### Student 3

Good relationships, respect.

Depends on particular circumstance.

e.g. media – make ads and films have to teach yourself and learn as you go along.

Documentaries, books, history.

#### Student 4

Hands on.

Learn by seeing someone do it and then doing it.

#### Student 5

If I understand I can cope with it.

#### Student 6

No response.

#### Student 7

Hands on.

#### Student 8

Practically, kinetic, aesthetic, visual learner – reading, website.

Not auditory.

#### Student 9

Hands on – doing something

Really struggle to learn from copying down notes. Don't absorb the information.

Q3. Where do you learn best?

#### Student 1

Group situations. Surrounded by people.

#### Student 2

No response.

#### Student 3

No response.

#### Student 4

No response.

#### Student 5

No response.

#### Student 6

Not at a desk.

#### Student 7

By going out and doing something, experiencing, and then coming back to reflect.

e.g. Grade 10 work experience as a teachers' aide gave insight into teaching.

#### Student 8

No response.

#### Student 9

Pro Paradox one of the best learning experiences I've ever had in school.

I could contribute.

**Q4. In what ways, if any, has the Pro Paradox project changed your overall attitude to learning and education in relation to your progress towards a career?**

**Student 1**

Sarah (MONA Chef) taught me how to cut in an easier and less wasteful way.

Gave me a different world view – there is a lot more out there than I realised.

Showed me there are different jobs in the cooking field.

**Student 2**

No response.

**Student 3**

Nothing in mind to go to University for.

I'd like to be a funny person, entertainer, stand-up comedian.

**Student 4**

Reduced anxiety.

Psychologist said that I needed to do something I wouldn't usually do. PP was an opportunity for personal development.

**Student 5**

Wasn't going to be involved but roped in to do filming

Not interested in performing. Hasn't changed attitude, see my interest area as too hard to get into. Hope to get a supermarket job.

**Student 6**

Did teach me how to get out of my comfort zone. I wasn't going to perform but I did and I really enjoyed it.

**Student 7**

Since Pro Paradox I have changed my ideas about my career. More drawn to the arts.

Loved it before but wasn't aware of the scope. Originally looking at primary school but now more interested in working with college age – drama, teaching, music ???

Helpful in that I got to improvise. Practical and relevant to what I want to do.

**Student 8**

Faced with this level of improvisation gave me skills.

Establishment of friendships motivating because you enjoy yourself.

**Student 9**

Hasn't affected. Made me not want to pursue a higher education – showed me you can still be successful if you don't do.

**Q5. What do you believe you gained from your participation in this project?**

**Student 1**

New skills. Before I would have been hiding in the background, now I am more out the front.

In the college restaurant. I now help the teacher with ordering whereas before I would just do the cooking.

I now use my initiative and think about what we need.

**Student 2**

Lot more experience.

**Student 3**

Good contacts.

**Student 4**

Opportunities.

I never thought I would be able to do this. I am usually hiding in the background.

Proved me wrong.

**Student 5**

Learned to light a fire. Learned what hommos is.

Didn't change how I look at things.

**Student 6**

Good insight in to what makes something work. Seeing what happens behind the scenes.

**Student 7**

Confidence levels 'shot out of the roof'.

'I did things I never thought I could do',

'I never knew it was an occupation' (referring to curator's role).

**Student 8**

Friendships with peers and with the mentors.

**Student 9**

Improvisational skills – actual practical skills relevant to what I want to do.

Insight – to see the other side, behind the scenes. Involved in the mounting of the exhibition, serving the food. Wouldn't encounter this in normal life.

Experienced crossover between visual and performance art

**Q6. What do you consider was the most beneficial part of this learning opportunity?**

**Student 1**

Skill development. Learning techniques.

**Student 2**

Learned how to cook on an outside barbecue, really different doing it in front of people.

Having Sarah there when we needed her.

Very well supported.

**Student 3**

Had to document whole thing/film

Learned how that works a little better- what works, through experience.

**Student 4**

Lowered anxiety.

**Student 5**

No real-world application.

Had the realisation that it is a requirement to make sure as the film maker I stay out of the shot.

**Student 6**

Getting out of my comfort zone.

Challenging myself.

**Student 7**

No matter what your family situation you are from, you can be given an opportunity to do something awesome. All there doing the same thing.

**Student 8**

No response.

**Student 9**

Showed how much was involved in the setting up of one exhibition.

Amazing. I loved it.

Most beneficial was being able to be part of the real art world.

A completely different world.

Exposed to so many things – great if you want to do this in the future.

**Q7. Were there any negatives or problems?**

Student:

**Student 1**

No.

**Student 2**

Weird to start with. Got used to dealing with.

Became more adaptable.

**Student 3**

Stressed out towards the end.

They wanted completed documentary film.

Had to manage school work.

At first, I hadn't wanted to do the project.

Was at the first session but decided not interested.

I asked some questions and Kirsha noticed me and I was drawn in to the project.

Was expecting to talk to about ten people at the Opening but it turned out to be more like 100.

Had to improvise.

**Student 4**

Missed business class and had to catch up.

**Student 5**

In my filming role, I was really only an observer so there were no negatives.

**Student 6**

No response.

**Student 7**

Clashed with other subjects but was still worth it.

I am from a Christian family so some things were confronting. e.g. naked body at the Opening.

Have to work around this because I am going to come across other such challenges in life.

**Student 8**

Accidentally served guest hot water in a bowl instead of soup. Mistake

Didn't expect it to be perfect. I took away things – issues to deal with as you would expect when doing something this unstructured and unpredictable.

**Student 9**

No response.

**Q8. Did you discover anything new about yourself through this experience?**

Student:

**Student 1**

That I was good at keeping the fires going for the cooking.

That I can be organised.

**Student 2**

I was very shy. This experience brought me out. Now I'm not shy at all. I can be more outspoken.

**Student 3**

Learned that I don't have to restrain myself. Can be unorthodox. Can talk to people like they're nobody. Didn't care who anyone was. I could be completely natural.

**Student 4**

I could do something I thought I couldn't. Overcame anxiety.

**Student 5**

I enjoyed it but didn't learn anything from it.

I didn't need to connect.

Was purely gathering footage.

Carrying out technical tasks.

**Student 6**

That I actually get uncomfortable in situations when I had thought I was outgoing.

Had to be quiet (no talking by performers) when I am usually loud.

**Student 7**

Didn't realise I would enjoy it so much.

I never thought I could go up to someone and massage their shoulders.

Very self-conscious before.

Because of Christian background I have been a bit sheltered.

This broadened my view although it didn't change my beliefs.

**Student 8**

Built on my skills.

Reinforced my confidence.

Fortified my skills.

Affirmed and reinforced.

**Student 9**

Yes, that I can be a performance artist.

To begin with I said "I am not performing. I will help paint and set up. I can't get up in front of people."

Then, I found that I enjoyed performing.

I would like to do more performance art.

Sparked my interest in performance art.

Before I was limiting myself to visual art.

**Q9. Has this experience helped you recognize skills and talents you hadn't identified before?**

**Student 1**

Yes, that I can light and look after fires. That I was able to interact with people.

**Student 2**

Was able to talk to people and enjoy having a good conversation even though I was thrown in the deep end.

**Student 3**

No response.

**Student 4**

No response.

**Student 5**

No response.

**Student 6**

No response.

**Student 7**

Grown in confidence.

I can get up and perform – dramatic change.

Been on stage at Princess Theatre in Wizard of Oz but the spontaneous, unstructured experience of Pro Paradox helped my confidence jump a few steps.

**Student 8**

No response.

**Student 9**

Ability to perform and act in a way that interested people.

I didn't think I had the ability to engage.

Realise I can capture people's attention.

**Q10. Did you have any transformational moments during this project?**

**Student 1**

"Wow, I can't believe we actually did that and accomplished it"

**Student 2**

MONA. I couldn't believe I was there.

**Student 3**

Learned I shouldn't be crude.

On the second day I was censored.

Realised that if I am uncensored I am less likely to overdo the swearing - F word etc.

**Student 4**

No response.

**Student 5**

No.

**Student 6**

Sad at the end.

Didn't realise I'd be that upset.

Made me realise how much I'd put in to it and how much it had become part of my weekly routine.

**Student 7**

Yes, I would like to work for MONA one day.

**Student 8**

Going from the preparation of the exhibition, the salt etc., setting up, to then being part of it.

On the spot decision that we were performing.

I was just putting it together and helping and this led to Pro Paradox which then felt like a rehearsal in comparison to performance at Dark Mofo, Museum of Everything. Different energy.

Out of comfort zone. Going from DT to MONA like becoming a big boy.

It was the polished performance.

**Student 9**

At the luncheon, I engaged with a guest and admired her jacket. At the end, she gave it to me.

I connected - relationship starter. My energy engaged her.

**Q11. In relation to future work, did this experience:**

**1. Give you clarity to follow a particular education/career path when previously you had no idea what you wanted to do after leaving college?**

**2. Reinforce career/education choices you have already considered?**

**3. Change your intended work/ education pathway?**

Student:

**Student 1**

1

**Student 2**

2

**Student 3**

2

**Student 4**

None of those. Want to be certain before I decide. Want to work or a couple of years.

**Student 5**

???

**Student 6**

None of the above- not really and artsy person.

**Student 7**

3

**Student 8**

2

**Student 9**

2

**Q12. How did your level of engagement compare to your participation in your usual classroom situation?**

**Student 1**

Really interested.

Right in there.

Lots more engagement.

**Student 2**

Pro Paradox – got things done, actually working, responsibility.

At school, I wait until I'm told what to do.

**Student 3**

Similar commitment.

More involved because of complete freedom.

More encouraged to do what I wanted so I was putting more thought in to it.

**Student 4**

No response.

**Student 5**

More involved in it than I am in class. A cog in the machine. Had responsibility because had to have an end product.

**Student 6**

More motivated. Became more of a leader when actually doing it.

**Student 7**

More focused at Pro Paradox. You weren't there to muck around; you were there to work.

Ownership, running it. "This is our moment".

Classroom more structured and planned.

Pro Paradox more fluid. Different learning. Hands on.

Have to be motivated to do it. Have to be in the right motivational mindset.

Responsibility/realness.

In the real world.

At college, you give an assignment to the teacher.

At Pro Paradox- a lot of people depending on you. Kirsha (Artist), Kelly (Choreographer), peers, audience.

"One of the biggest things I've done to this point".

"Most professional".

School more casual.

**Student 8**

More motivated in own art and art at school.

Gave me inspiration and motivation

I really believed in myself and felt really creative.

**Student 9**

A lot more energised.

“I can’t remember the last time I’ve been that interested in anything to do with school.”

**Q13. Did the alternative method of learning affect your aspirations for the future? Why do you think this is?**

**Student 1**

Whole different experience has changed level of interest and thinking.

**Student 2**

Fired up passion.

**Student 3**

Chance to do trial and error  
Real Project

**Student 4**

No.

**Student 5**

No response.

**Student 6**

No response.

**Student 7**

100%

**Student 8**

Fuelled excitement for my career choice.

Pro Paradox helped me process of how I am going to learn as I move towards my future career.

Projection - taster of my future.

**Student 9**

“Another land”.

More than a work experience.

Not all working environments will be anything like this.

**Q14. Did this experience make you feel that you could achieve more than you previously thought?**

**Student 1**

Never thought about continuing on with cooking. Before I maybe just thought about getting my RSA (Responsible Serving of Alcohol Certificate). Now I realise I am capable of going further.

**Student 2**

Yes – because I believe in myself a lot more.

**Student 3**

Definitely.

Kirsha Influence. I was doing things, going places.

Kirsha involved me – not sure why.

**Student 4**

With anxiety lowered I feel I can experience more things without being so worried.

**Student 5**

No.

**Student 6**

Now if an opportunity came up to do something different I would take it. I wouldn’t second guess myself.

**Student 7**

Yes, it made me think that I can do something cool, not just something everyone else does.

Before I had restricted my thinking to teaching or nursing. This experience has opened up different ideas – there are so many things that involve the arts.

**Student 8**

Definitely.

Experience under my belt. Can write on resume have worked at MONA, with Kirsha Kaechele.

Connections.

Stage credit.

Have already started my career.

Elevated. Affiliated with people who have already made their mark.

**Student 9**

No response.

**Q15. Did this experience change your perception of the value of the arts in education? If so, why?**

**Student 1**

No response.

**Student 2**

Yes. Completely different to anything I’ve seen.

**Student 3**

Not interested in meaning behind art.

More interested in skill not back story.

**Student 4**

No response.

**Student 5**

No response.

**Student 6**

Not really.

**Student 7**

Yes, saw how arts gives an opportunity for growth, confidence and new ideas. Art is what makes the world go around.

**Student 8**

Made me realise how important the arts are.

Seeing it in action helped prove to me it is such an important part of life.

Arts connects with life Being part of the process adds another dimension.

When you’ve created it, it’s part of you.

**Student 9**

Yes. I didn’t want to do it. Feedback on good job boosted my confidence.

Broader view of art pathway. So many specialisations.

Even chefs work involved choreography and art.

**Q16. Did this experience change your perception of the arts as a career path?**

Student:

**Student 1**

No.

**Student 2**

No response.

**Student 3**

Realized more comfortable to do it as a career. I can appreciate the skill but don’t care about the mindset.

**Student 4**

No response.

**Student 5**

No response.

**Student 6**

Excited about working at MONA in that environment .

**Student 7**

Yes.

**Student 8**

No response.

**Student 9**

Yes.

Saw how many people involved in doing different things.

An Art degree can lead in to many different career options.

Can get good jobs that pay well.

Not a linear pathway.

Arts not just one thing.

**Q17. Did your involvement in Pro Paradox affect your motivation to engage in your studies?**

**Student 1**

Yes.

**Student 2**

Yes, I was falling behind. Being involved in PP made me think I can do this.

**Student 3**

Kind of halted my studies.

Clashed with other school work.

**Student 4**

No response.

**Student 5**

Had to try harder because of missed time.

**Student 6**

No response.

**Student 7**

Yes. More incentive. Felt more connected to what I am doing.

**Student 8**

Not really.

**Student 9**

Aim to work travelling around Australia (gap year).

Living in Tasmania can mean we don’t see heaps that’s out there.

MONA Pro Paradox project a huge insight not commonly available.

**Q18. Describe any way in which your participation in Pro Paradox has affected your level of confidence and how may impact your future work and study plans and choices.**

**Student 1**

Definitely want to work in this field and would be interested to pursue training alongside.

But, my aim at the moment is to get a job.

**Student 2**

Willing to get out there and talk to anyone. In general, more confident.

**Student 3**

Confidence- if you act confident it will come.

**Student 4**

More confidence.

**Student 5**

Nothing obvious. Have started applying for supermarket jobs already.

**Student 6**

My confidence grew in relation to performing in front of people I don’t know.

There were awkward, touchy feely moments and I just had to deal with it.

# SURVEY RESPONSES

## Student 7

No response.

## Student 8

Broadened my view and experience.

## Student 9

Confidence! Look at what it turned into.

We performed it at MONA

You never know what it's going to turn into.

**Q19. If you could undertake university study that was more practical than theoretical would that encourage you to continue study after college?**

## Student 1

Yes, starting to consider.

## Student 2

Yes.

## Student 3

Definitely more encouraged to do University if practical.

Write-ups put you off.

## Student 4

No response.

## Student 5

Yeah, it would. TAFE – trade – maybe Automotive.

## Student 6

Yes.

## Student 7

No response.

## Student 8

No response.

## Student 9

TAFE sometimes more appealing than University because of the way I like to learn.

**Q20. Did this experience lead you to consider further education/ training options – VET (Vocational Training), TAFE, University College (Associate Degrees) or University (Bachelor Degrees)? Why do you think this happened?**

## Student 1

Broader career choices. Realise the workforce wants people with qualifications.

## Student 2

Yes. It's helped in a way I didn't expect. Different. I would do it again if I had the chance. Pushed me forward.

## Student 3

No.

There are other ways to get in to a profession without going through University.

Build up yourself.

Maybe work at MONA and then when events are happening I can get involved.

## Student 4

I won't go to Uni after college. Will work for a couple of years and then maybe go to Uni. Want to be certain about what I want to do.

## Student 5

No, never really wanted to do it anyway.

## Student 6

No.

I would like to work for Natalie

(Curator at MONA).

Enjoy working – fast food, retail, cinema.

Maybe chef, childcare. No clue.

## Student 7

Widened my options.

## Student 8

Just strengthened my pre-conception.

## Student 9

Not immediately.

I aim to work travelling around Australia (gap year).

Living in Tasmania can mean we don't see heaps that's out there.

MONA Pro Paradox project a huge insight not commonly available.

## What were your key take aways?

- Creativity, originality and taking a chance
- MONA's cool I guess
- That Performance Art is Hard but Enlightening
- That improvisation can be incredibly rewarding in given situations
- Work experience
- To think broader
- I like fish and chips from down the road
- That art is not restricted to drawing on paper but can be many different things
- Was a lot more creative, inspired and confident in myself and my ability
- Nothing
- Sense of ensemble, strengthened bonds, performance arts experience
- Be spontaneous and expect the unexpected
- New experiences, trust and understanding
- It feels good to wear a white cloak
- Confidence. Trust, working on a different environment

## If you could enrol in Pro Paradox what would the syllabus be? What would you learn?

- N/A (2)
- Adaptability and taking on new roles and responsibilities
- Not sure
- You would learn how to get out of your comfort zone and experience art through a different, more experimental lens

- Artistic cooking
- Performance, planning to be unexpected
- Abstract performance art
- What the hell is a syllabus??? You would learn about the real art world and what's involved in art galleries, exhibitions etc.
- Improvisation would be an important part of the syllabus
- Drama. Acting and improvised performance art
- In Pro Paradox you would be able to open up and experience new outlook in life and in art
- In Pro Paradox school you would learn how to make whatever art you want, without all the pretentious judgements you can just do whatever you think is cool
- Trusting what you are doing will be okay

## What would you be assessed in?

- N/A (2)
- Art?
- Performance and Cooking
- Hosting
- Creativity
- Participation
- Epic
- Pro Paradox was fun because there was no assessment or grades I think
- How expertise you deliver your performance
- Not sure
- Performance
- If you can carry 100 glass straws up a staircase
- Cooking, involvement within that part

## What do you want to do?

- Artist
- Graphic design/event coordination
- Unsure
- Be funny
- I'm having a crisis but probably something art related
- Performance, either live theatre or screen
- Pastry chef
- Film
- Work with my hands
- Something along the lines of teaching in the area of arts.
- I want to be involved in the arts, whether its visual, textiles or performance
- Just cook
- Become a chef
- Soldier chef

# ACKNOWLEDGEMENTS

## What would you change about it?

- More planning and concept development
- The organising of the whole project was very poor and the information provided before the event was useless. I think both these things could be improved greatly
- Nothing
- A little bit of structure, like a tiny bit
- Give it more structure
- The open creative vibe did make it feel confronting. Some general guidelines would be effective for performers
- Organisation
- I would possibly have more art showcases in between
- Less rules
- Having some clearer idea when going into the situation
- I wouldn't change anything, it was one of my favourite experiences
- Nothing it was good
- The structure and our involvement
- Not sure
- It was an experience for a reason – I probably would not change a thing, as it was different every time
- Overall grounding and understanding of the project as a whole
- If I was to do it again I think I would try and have more involvement and create more
- I would like to have more involvement and maybe everyone can have more input into what happens, but it was great regardless I luv it

- Having more communication about it

## Any overall feedback?

- One of the best experiences I have been a part of... Thank you MONA
- Yeah
- Really enjoyable, and so unique to anything I've ever done before
- I'd do it again if it was organised better
- I enjoyed the experience
- It was fun and I'd probably do it again if I could
- It was such a great experience and I am very thankful to have been a part of this journey. Thank you
- Thank you so much for this experience, it has made my last year of schooling so amazing. I never would have thought I would have been involved in something like this ever :)
- I just want to thank everyone for letting me have this time with you and I just wish we had more time together
- Thank you for this opportunity
- It would have been nice to have more info before we went into it
- Just luv u all <3
- I began my role in PP as an assistant audio person for the recording and documenting of the overall project but that quickly changed ever since the second day when someone was absent and I had to fill the role of a performance artist. Ever since then I was performing whether it be assisting Brayden and semi-hosting the event, to doing angels in some rocks, to serving (and spitting, ew) wine. To be perfectly honest this wasn't

at all in any shape or form the experience I expected, maybe it was flexibility or the ability to be spontaneous that allowed me to not only perform in a mired of acts but also allowed me to enjoy and learn more about performance arts.

- Thank you for letting me be a part of something like this it has opened up to many different experiences for me as an artist and as a person
- I think it was a great experience and I think it would be great for kids to have opportunity, especially from schools that wouldn't ever get an opportunity like this
- It was a good experience just on the communication needs work

## THANKS TO

Ms Dianne Freeman

Mr. Scott Cunningham

Ms Liz Self

Ms Lauren Johnstone

Mr. Nathan Johnstone

Ms Rachel de Winter

Natalie Holtsbaum + MONA

TasTAFE Hospitality students

TasTAFE Tourism students

Newstead College Photography students

Newstead College Kitchen Operations students

Report prepared by Design Tasmania, October 2017



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