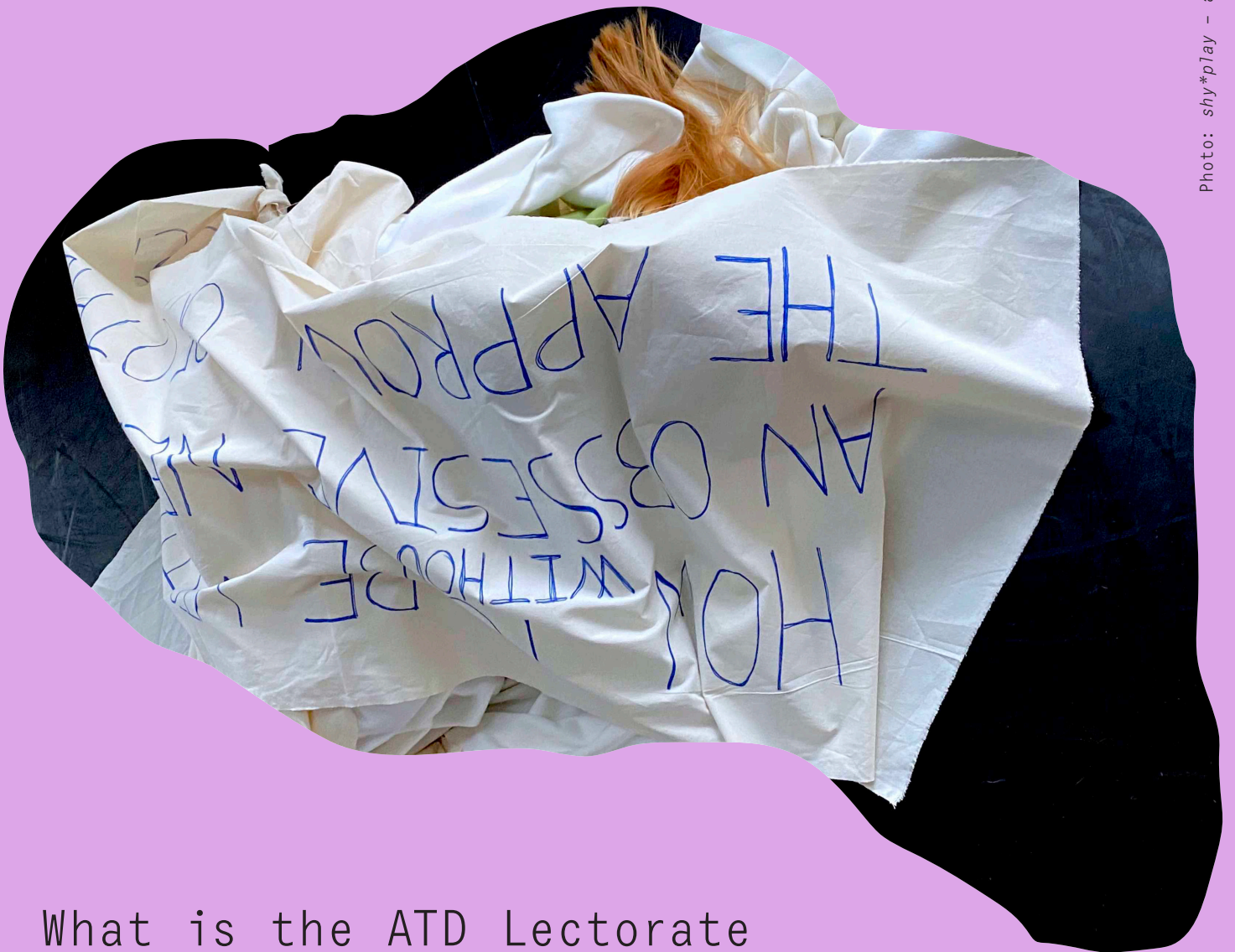


ATD Lectorate

ATD Lectorate

Photo: shy*play - aster arribas + antje nestel.



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What is the ATD Lectorate

The ATD Lectorate is at the heart of research that happens across the ATD. It includes research groups such as Embodied Knowledge, Creative Producing, Health + Performance and IDLab as well as the THIRD programme, which supports the development of artistic research in the 3rd cycle (the phase that follows after completing a bachelor and a master in higher art education).

We work with an inclusive concept of research that values research in a wide variety of forms

The Head of the Lectorate is the Lector, Laura Cull Ó Maoilearca who joined the ATD in September 2020. She works alongside a core team of staff in the research department. We work with an inclusive concept of research that values research in a wide variety of forms: foregrounding artistic research, practice research and research in education alongside scholarship. We aim to actively work against hierarchies of knowledge and to create space for ways of knowing that have been historically excluded.

We welcome engagement from all staff, students and teachers at the ATD

We aim to support the development of research throughout the ATD: across Bachelors, Masters, 3rd cycle and postdoctoral levels. We welcome engagement from all staff, students and teachers at the ATD, with any level of experience of research: from those who are just beginning to explore themselves as researchers to established researchers.



Photo: Access Intimacy – Mira Thompson + Carly Everaert.

With this document we would like to invite you to get to know the Lectorate, what it is and who we are.

What we do

Research happens all across the ATD. The ATD Lectorate produces, supports and connects research across the academy and to all phases of education: Bachelors, Masters and 3rd cycle.

One way of connecting through research probably already caught your eye in January, the ATD Research Month. Once a year we organise this month to help make research more visible and invite everyone to explore what research at the ATD is.

We believe that research is
fundamental to the quality
of our education

The ATD Teacher-Researcher Fellowship connects research to education by funding teacher-researchers at the ATD to do research connected to education and the research program. We believe that research is fundamental to the quality of our education.

Research groups ensure impact on education in different ways: the Embodied Knowledge group is a key place where teacher-researchers across departments meet and exchange knowledge on the relationship between research and education development with many new cross-departmental curriculum projects emerging from their group meetings.

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through art

The research done within the Creative Producing group and Masters program is slowly but surely finding its way into the professional field. Although the students bring much knowledge and expertise, there is still little discourse to interpret and further develop this profession. This discourse is necessary to indicate the issues of our time and develop proposals for structural changes through art. The research group Creative Producing focuses on building this narrative for further development via different programs and initiatives. The research projects within the ATD Lectorate are in a reciprocal relation to the processes in the Masters program.

Health + Performance and IDlab are recent additions as research groups in the Lectorate and they strongly connect to education, particularly to the Bachelors given the existing



Photo: Flavia Pinheiro for *Climate Imaginaries at Sea*.

Health + Performance engages in education-driven student wellbeing research. The focus is shifting to holistic wellbeing that encompasses purposeful rest and recovery and allows each student to strive and pursue their own artistic goals grounded on concepts such as intrinsic motivation, self-efficacy, and enjoyment.

IDlab (Interdisciplinary Digital Laboratory) offers a place for the latest developments in digital technology at the Academy of Theatre and Dance and, by extension, in the performing arts of the 21st century. It brings innovation and experimentation into the heart of the academy.

THIRD is a two-year trajectory for small-scale learning cohorts of seven fellows each year. It prepares theatre and dance artists for 3rd cycle research opportunities through the processes of refining their individual artistic research proposals, sharpening their national or international aspirations, and defining their affiliation as well as funding possibilities.

We already mentioned the ATD Research Month, which involves many public events. Outside of this month there are plenty more events, in small circles such as research groups, but also public events. Some examples from 2022 are IPOP - Queer Pedagogy symposium (May 2022), Transcultural Dance symposium (May 2022), Critical Visitor symposium (June 2022), Change Now! conference (July 2022), Mime Futures symposium (September 2022) and the THIRD Annual Forum (October 2022).

What is research

Arts students, artists and other creative professionals have good reasons to have mixed feelings about the word ‘research’.

In education and society, there are dominant forms of knowledge that are recognized and rewarded, and other ways of knowing that are not

There is a history of a lack of value given to the knowledges that come from the arts – and more broadly from the body and the senses – and a legacy of old ways of thinking that separate theory and practice. In education and society, there are dominant forms of knowledge that are recognized and rewarded, and other ways of knowing that are not.

The ATD Lectorate believes passionately in the need for a greater equality between different ways of thinking and forms of knowledge. We work with an open definition of research as:

a process of investigation that leads to insights shared with others

The ATD Lectorate focuses on *creative practice research* in performance : research conducted in and through creative practice in the field of the performing arts, including the practice of teaching.

In practice research, a wide range of practices – including but not limited to arts and creative practices – operate as methods of inquiry or ways of generating new insights in relation to a particular question, problem, topic or context. There are a wide variety of terms used internationally to describe the kinds of research that take place in the arts and creative industries, including: artistic research, practice as research (PaR), practice-led, practice-oriented, and practice-based research.

The broad, inclusive term “creative practice research” seems the most fitting for our Academy given that not all researchers in our school would consider themselves “artists” – for instance, in our Creative Producing research group.

So what is research? During the 2023 ATD Research Month we presented a short film to start the conversation about what

research is and what research might become at the ATD.
[View the short film on our website.](#)

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*“Research is not an individual activity.
It is not something you do alone.
It is not something you can do as if you were an individual
– as if you were separate and independent from the
relationships that create you and that you create.
Research is, fundamentally, relation: conversation, dialogue,
exchange, reciprocity, listening, movement: an embodied
practice of the many.”*

Photo: ATD Research Month – with Rajni Shah. Photo by Thomas Lenden.



Four themes

The Lectorate of the ATD focuses on creative practice research in performance that has an impact on education, the working field and society in four thematic areas. We briefly introduce those themes here:

Social justice and inclusion: With this theme, the Lectorate contributes to more inclusive practice in arts and education. This is done by conducting research into, among other things, systems of oppression and exclusion within the arts.

Climate crisis, ecology and sustainability: Under this theme, the research group wants to investigate what contribution arts and creative practices can make to the response to the climate crisis. An example of this is telling different stories about the relationship between humans and other living organisms.

Care, wellbeing, grief + loss: Here, the Lectorate explores how the arts can contribute to wellbeing and how to ensure wellbeing in arts education and the professional field. We look at how the arts can work as forms of healing and care for individuals and communities with a focus on grief & loss.

Ways of knowing and not-knowing: With this theme, the Lectorate explores questions around how knowledge is produced in the arts. We foreground the articulation of embodied knowledge, artistic research and practice research and creative methodologies for inclusive participation.



Photo: Villa Zapakara Lecture. Photo by Amie Galbraith.

The ATD Lectorate leads, supports and collaborates on various projects which students take part in. These projects deal with all kinds of topics relating to theatre, dance and education. For example:

Climate Imaginaries at Sea is a collaborative project with Rietveld and HvA that speculates possible futures in and around water through various artistic and participatory research practices. The focus of the ATD research is on how art can respond to sea level rise from global south and indigenous perspectives including through a 2 week Lab for Masters Theatre students by choreographer Amanda Piña.

Access Intimacy is a collaboration between costume designer Carly Everaert and singer and disability advocate Mira Thompson resulting in a series of classes offered to students at the Academy of Theatre and Dance in Amsterdam and a public panel event on disability justice in arts and education.

IPOP: Queer Pedagogy and Feedback is a project led by THIRD Fellow Szymon Adamczak and Elia Steffen. It is an educational, artistic research platform exploring how educational institutions can better foster queer artists and practices. Although queer bodies and experiences have garnered much attention lately, there is a dearth of pedagogical practices designed for the specific needs and worldviews of LGBTQ+ students.



*shy*play* is a collaborative project led by SNDO teacher aster arribas and antje nestel exploring the potential of the neurodiversity paradigm to produce inclusive

practices within arts education – including through the development of a cross-departmental course for students and teachers.

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Somatic Laboratory investigates the role of somatics and creative practices in transformative social justice focusing on exclusionary experiences of trans*latinx migrants living in the Netherlands. The project is led by THIRD Fellows, Paula Montecinos and Flavia Pinheiro in collaboration with Papaya Kuir: an intersectional feminist collective run for and by trans*latinx migrants.



Collective creativity is an ongoing project led by the Creative Producing research group researching collective creation in the arts and art education. In collaboration with the project, Climate Imaginaries at Sea, an education program for 1st and 2nd year MA Creative Producing students was organised in the fall 2022 on Collective creativity in relation to the theme: *Climate change – sea level rise* resulting in a public exhibition and launch event at the AHK Culture Club.

Hypermobility: understanding and tackling the dilemmas together – was a mini-symposium, funded by the Lectorate, led by teacher-researchers Iva Lesic and Leila Kester for NBA teachers in order to increase their knowledge in both theoretical and practical areas. The goal was to develop a shared vision, by and for teachers, on how to deal with hypermobile dance students.

The Garden Project is a project to collectively design, create and care for a sustainable rooftop garden at the ATD facilitated by Directing student, Toni Kritznier in collaboration with the Lectorate and the ATD Sustainability platform.

Decolonizing the Mind is a movement research project led by Amisha Kumra, a Bachelors student in the Expanded Contemporary Dance department examining how childhood memories inhabit different moving bodies. The first phase of the project resulted in a documentary that you can watch [here](#).

Photo: Somatic Laboratory – Paula Montecinos, Flavia Pinheiro + Papaya Kuir.

Our vision

The ambition of the Lectorate is to focus research on what the arts and art education can do in response to the intertwined issues of climate emergency, social inequality and well-being challenges – including the increasing experiences of grief and loss. Our vision begins with the sense of the urgent need for a fundamental rethinking of our relationship to the earth and the knowledge system from which we act – particularly by those who live in the global North and embedded within capitalist and colonial logics.

Old, Eurocentric ways of thinking – about the relationship between humans and nonhuman life, self and others, individual and collective, body and mind, the living and the dead – must be dismantled and re-imagined. We need to rethink what we think of as “knowledge” and “research” from the perspective of our interconnectedness and entanglement with the nonhuman world including plants, animals and the earth.

If our vision begins with the urgency of climate crisis and social injustice, it also begins with the hope that comes from a deeply held belief in the necessity of the arts and creative practices in this radical re-imagining of the world.

This is where the arts hold a fundamental importance. If our vision begins with the urgency of climate crisis and social injustice, it also begins with the hope that comes from a deeply held belief in the necessity of the arts and creative practices in this radical re-imagining of the world. It departs from a shared commitment to Ramsey Nasr’s (2021) assertion that, along with education and care, the arts are “the foundations of society, not ornaments”.



Photo: Amanda Piña 2023. Artist for *Climate Imaginaries at Sea*.

Lectorate



Academy of Theatre and Dance
Amsterdam University of the Arts