**Exploring socially innovative local sustainable development and the emergence of alternative sustainable trajectories: a case study on Community Owned Renewable Energy in Victoria, Australia**

Michael Alexander, RMIT University

Emphasizing the need to understand sustainable development as a socially embedded process, that is dependent on the materiality and social realities of placed-based communities, I use social innovation theory to explore the potentials for local transformative action and the possibility for the emergence of innovative sustainable trajectories. The Hepburn Wind Community Wind Park Co-operative is Australia’s first community owned renewable energy (CORE) project and is the case study of local social innovation used for this project. Hepburn Wind is socially innovative in that it has enabled the mobilization of new relational and financial resources in support of renewable energy development; it has created an innovative and inclusive governance structure; and, has experimented with an innovative form of ownership and resources distribution. With increasing interest in stimulating CORE initiatives in Australia, I demonstrate the importance of a community’s assets, values and stories for cultivating transformative action and the role of conflict as a window of opportunity for innovation. I explore the constraining and enabling regulation and policy that affect the development of CORE and the capacity of these initiatives to establish new governance relations and alternative local trajectories. Rather than just framework for analysis, this project suggests that the formal definition and focus of social innovation needs to be expanding so that it can be mobilized as a tool for stimulating socially innovation action. Importantly, by exploring the relationship between social innovation and sustainable development, the project calls into question the authority and effectiveness of planners technical knowledge in imagining sustainable futures and suggests that by becoming social innovation practitioners we could enable contextually legitimate and transformative sustainable trajectories to emerge.

**Land-use Suitability Analysis for Urban Development in Regional Victoria: A Case Study of Bendigo**

Siqing Chen, University of Melbourne

The city of Greater Bendigo is a major regional municipality of Victoria, including Bendigo city and surrounding rural hinterland, with six smaller townships scattered across the region. Greater Bendigo boasts large areas of national parks, reserves and bushland, as well as agriculture land, which is the major land use of the area. This region has been earmarked by the Victorian Government’s Initiative Urban Development Plan for future development as one of Victoria’s regional centres for increased development and new homes. Increased demand for housing, infrastructure, services driven by population growth is a crucial part of the plan for this region.

Land-use suitability analyses are of significantly useful in the urban growth planning and management. In this study, a GIS integrating geophysical, socio-economic and cultural data is used to assess future urban growth in Bendigo based on key goals such as *Connected and Compact City* (transport and connectivity), *City of Equality* (education, health services), *Ecological City* (environmental conservation), and *Safe City* (risk of disasters), which are detrimental to urban sustainability and liveability. A suitability map is then generated by overlaying all the key factors. Reflecting the current urban development in Bendigo, the paper concludes with several recommendations aimed at improving the long-term urban development plans for the Greater Bendigo area.

Keywords: Land-use suitability analysis, Spatial overlay, GIS, Bendigo

**Linking Planning Pedagogy with Practice: A Workshop with Practitioners to Evaluate Studio Products**

Sébastien Darchen and Dorina Pojani,University of Queensland

This presentation will report on a workshop with planning practitioners, which sought to evaluate the products of the last planning studio in the Bachelor of Town and Regional Planning at the University of Queensland. The purpose of the workshop was twofold: (1) Examine what constitutes sound planning studio pedagogy in relation to what planning professionals expect from planning graduates when the latter enter the workforce. Are students being trained to meet the demands of the current job market? (2) Examine whether planning academia is at the forefront of innovation. Can planning practitioners learn from student ideas? The workshop employed a focus group format. Questions adapted from Vella et al. (2014) were asked in order to guide the discussion. The participants were employed in local government and planning firms in Brisbane and farther afield in Southeast Queensland – which are likely to hire the planning program graduates of the University of Queensland. The findings of this paper can help studio instructors to enhance the learning outcomes and the employability of their students and help engage planning academics with the industry. However, these findings are also context-dependent to some degree. Therefore, a main recommendation for planning programs is to periodically organize these types of workshops with local practitioners.

**Fostering links between ‘analogue’ supervision and ‘digital’ student research**

Rosalind Day-Cleavin1 & Anthony Leung2

1Master of Planning, Department of Geography, University of Otago, PO Box 56, Dunedin, New Zealand

2Former MPlan student and Planner, MRCagney Pty Ltd, PO Box 3696, Shortland Street, Auckland, New Zealand

Digital technologies are increasingly being used as planning tools to enhance traditional approaches to policy analysis and development, community engagement, and decision-making processes. Planning students and recent graduates are well placed to harness the opportunities these tools present given the digital age in which they have been raised.

It is now more common for students studying towards a Master of Planning (MPlan) at the University of Otago, Dunedin, New Zealand to employ digital technology within their research design, for example, the use of visual/spatial mapping tools such as GIS; the development and application of remote-sensing methodologies; and drawing on the benefits offered by social media platforms. Given traditional planning supervision arrangements are typically based on an 'analogue' understanding of data, information, and communication, to what extent is the planning academy accommodating the digital capabilities of student researchers? How can 'analogue-native' supervisors support the research aspirations of 'digitally-reared' planning students?

This paper showcases a recent innovative research collaboration exploring the application of a GIS driven methodology and its value in visually mapping and communicating the negative consequences of a policy framework in Auckland City, New Zealand. In this presentation we demonstrate 1) how digital tools can be successfully accommodated within student/supervision research arrangements, and 2) how digitally-enhanced student research can contribute to, and foster links between, academia and practice.

**Narratives of responsiblity: unpacking the Tāmaki Strategic Framework**

Emma Fergusson

PhD Student, University of Auckland

The ‘transformation’ of Tāmaki in Auckland’s east exemplifies many aspects of regeneration approaches seen in the UK and US over the past twenty years. The promotion of mixed-tenure, mixed-income communities, the desire to deconcentrate social housing and open it up to the private sector, and a focus on increasing attractiveness for businesses and investment are all commonplaces in regeneration policy; significantly, both the rationale for and the impact of these policies are all debated and problematised in the academic literature. The Tāmaki case is interesting for a number of reasons: firstly, its long gestation has seen it championed by both Labour- and National-led governments, with subtle but telling discursive differences; secondly, it is the first attempt at a large-scale, “joined-up” approach to renewal in New Zealand; and thirdly, it has been at the centre of some of the most visible and antagonistic protests in recent history, due to the eviction of long-term state house residents to make way for development. This paper provides a brief background to the Tāmaki renewal project, drawing attention to shifts in the framing of the agenda, before critically analysing the Tāmaki Strategic Framework. This document, which sets out the programme of change in the area, demonstrates the way in which outcomes for residents of deprived areas are often represented as matters of individual responsibility. I argue that this framing, in concert with the policy approaches advanced in the document, serves to legitimise both the withdrawal of the state and gentrification by policy.

**The costs and value of unpaid pre-graduation professional work experience for early career planners**

Deanna Grant-Smith and Paula McDonald

QUT Business School

Unpaid work is of increasing concern amongst those interested in education-to-employment transitions. Undertaken in the form of internships, work-integrated-learning administered by education institutions, or episodes of ‘volunteer’ work experience, unpaid work is becoming an entrenched feature of the graduate employment landscape in the UK, US and Australia. We explore the changing expectations that frame the early professional work experiences of early career planners and the rise in participation in unpaid pre-graduation professional work experience as a precursor to formal entry into a planning career. While evidence suggests this shift is driven by employer demand for graduates with ‘real world’ planning experience we argue it is used as an employability enhancing strategy by early career planners to add value to their degree and position themselves in competitive labour markets. Reactions to this shift in transitional employment are mixed. Advocates underscore the benefits of increased workplace exposure in enhancing graduate employment prospects through the development of networks and interpersonal, social and professional skills. Others debate the value, quality and desirability of unpaid work and highlight its potentially problematic aspects, including the potential for exploitation and further entrenchment of social and economic class divides. Using data from an ongoing research project we highlight the pedagogical, social and ethical challenges and benefits presented by unpaid work and reflect on the role of the planning profession in preparing young planners for the professional workforce and ensuring employment and work experience practices which may threaten these rights are not normalised.

**Merging the edges in central Geelong: Uniting town and gown through the built urban environment**

Fiona Gray

School of Architecture and Built Environment, Deakin University,

The Dalgety Woolstores, located at the edge of Corio Bay, on the northern border of Geelong’s Central Business District, form an important part of the city’s cultural and architectural heritage. Originally built in 1893, the buildings were extensively renovated in the mid 1990s to create a new flagship campus for Deakin University. In 2009 the campus was expanded, giving a new lease of life to the neighbouring Dennys Lascelles Building which had been in a dilapidated state since its acquisition in 1992. Although the University’s investment in the city has been significant, some twenty years on, the degree of student activity that spills beyond the campus edges remains limited. There exists a physical and social disjunction between ‘town and gown’. In other university cities around the world, students not only contribute to the centre’s economic activity, they also bring a youthful vitality to the area by enmeshing themselves in the community. This in turn provides a range of social and cultural benefits for the city. As Geelong’s economic base transitions from a focus on manufacturing towards education, research and innovation, the university has a pivotal role to play in building a resilient and adaptable city.

Through the analysis of data collected from student surveys and in-depth interviews with the city’s business, education and political leaders, this paper examines what critical elements are required to provide an environment that would encourage students to live, study, work and socialise in central Geelong. It identifies existing barriers and makes key recommendations to resolve these obstacles. These findings are critical to understanding the reasons why the numerous development applications for new student accommodation facilities in the city centre that have been granted approval in recent years have not come to fruition. The soon-to- commence conversion of Geelong’s historic T & G office building into 33 student apartments will provide a test case for how the built environment might advance the town’s transformation into a ‘smart city’ where the edges between town and gown begin to merge across the wider urban context.

**The Nature and Extent of Education for Sustainability in Australian Urban Planning Degrees – and why this matters**

Anna C Hurlimann, Alan P March

The University of Melbourne,

Since the 1970s there has been growing acknowledgment that rates of growth in population and consumption cannot be sustained without significant consequences for ecology, society and inequity. Recognizing this, the concept of sustainability has gained prominence in many contexts. Yet it is defined and implemented in diverse ways, and the achievement of sustainability remains largely elusive. The function of urban planning can play a significant role in sustainability outcomes. It has input into a range of decision making processes which have consequences for built, natural and human environments. However, in many instances urban form and function do not facilitate sustainability. The education that urban planners receive could facilitate greater knowledge of and action towards sustainability. Yet the role of education for sustainability in urban planning degrees has received little research attention. Our aim is to understand the nature and extent of education for sustainability in Australian urban planning degrees accredited by the Planning Institute of Australia. To do so, multiple research methods were employed, including: 1) A web based survey of course and core subject descriptions in six urban planning degrees – chosen to represent a diversity of degree types and location of offering 2) content analysis of the PIA accreditation guide. Our content analysis used Sherran’s ([2008](#_ENREF_2)) four key components of Education for Sustainability as a theoretical framework: liberal education; civics; interdisciplinarity; and cosmopolitism. In addition, we included an analysis of key sustainability aspects relating to urban form identified by Jabareen (2006).

Our analysis indicates that sustainability *is* addressed in the PIA Accreditation Guide, but in a very limited way. Additionally we found that across the six degrees analysed, sustainability coverage was not uniform. Environment focused degrees achieved greater coverage of sustainability issues, design based degrees, the least. Of all the sustainability components addressed, ‘cosmopolitanism’ was the one with the most extensive coverage across the degrees. Sustainable urban form had the least coverage. We discuss the results of the findings and the limitations of our approach. We then make recommendations for planning accreditation processes to increase the coverage of sustainability content in Australia urban planning degrees and for further detailed research.

**Listening to Early and Mid-Career Planners: Some Initial Thoughts on How Planning Educators Might Respond: a Working Paper.**

John Jackson, RMIT University

Ongoing conversations with senior practising planners in Glasgow, Melbourne and Toronto indicate how, in different ways, they have adapted their practices over the years from essentially Keynesian to neo-liberal economic and political settings (Thomas and Healey 1991, Inch 2013, Horak 2013). But what of younger planners or, as one said: “the children of Thatcher”? What of their formative years, education, personal and professional values and of their experiences and views on current planning practices? Thus five such Torontonian (November 2014) and six Glaswegian planners (July 2015) were interviewed. This paper is a first cut of what they said and some reflections on what this might mean for planning education.

Planning for *Country*: Empowering Built Environment students with Indigenous Protocols and Knowledge

David Jones1, Darryl Low Choy2, Scott Heyes3, Grant Revell4, Richard Tucker1, Susan Bird1

1School of Architecture and Built Environment, Deakin University, Geelong.

2Griffith University

3University of Canberra

4The University of Western Australia

Increasingly, Built Environment (BE) professionals, including planner, architect and landscape architect practitioners, are becoming involved in the planning and design of projects for, and in direct consultation with Indigenous communities and their proponents. These projects range from inserting Indigenous cultural landscape analysis into planning schemes, including Indigenous protocols and aspirations in policy statements; designing cultural centres, information centres and housing; drafting cultural tourism strategies and devising cross-cultural land management plans. This entails working with Indigenous communities or their nominated representatives as stakeholders in community engagement, consultation, and planning processes. Critically, BE professionals must be able to plan and design with regard to Indigenous community’s cultural protocols, issues and values. Yet many (domestic and or international) students graduate with little or no comprehension of Indigenous knowledge systems or the protocols for engagement with the communities in which they are required to work, whether they be Australian or international Indigenous communities. Contextually, both PIA and the planning academe have struggled with coming to terms with this realm over the last 10 years. The former has disjointedly attempted to engage with it in national-level policy and protocol development, noting that each National Council administration as had a different philosophy on the topic, and that its Education Policy execution similarly has been fragmented in ensuring graduate learning outcome fluency and addressing the overall *Closing the Gap* (2015) and *Behrendt Review* (2012) recommendations; thus demonstrating a lack of policy commitment to the topic. Similarly, planning academe has struggled in its attempts around Australia to incorporate content or units of study into student learning experiences, despite a series of lone academic voices that have argued for incorporation, respect, and engagement. This paper will report on a recently completed Australian Government Office of Learning & Teaching (OLT) funded research project that has sought to improve opportunities to improve the knowledge and skills of tertiary students in the BE professions through the enhancement of their competency, appreciation and respect for Indigenous protocols and processes that also implicates the professional accreditation systems that these courses are accountable. It has proposed strategies and processes to expose students in the BE professions to Australian Indigenous knowledge and cultural systems and the protocols for engaging with Indigenous Australians about their rights, interests, needs and aspirations. Included in these findings is the provision of a tool that enables and offers guidance to BE tertiary students and academics how to enhance comprehension, exposure to, and knowledge and cultural systems of, Indigenous Australians. It also provides opportunities for them to enhance their skills in applying the appropriate protocols and processes for engaging with Indigenous Australians, especially those that they will require in their respective professional practice activities. While the scope of this report is cross-BE, this paper will focus upon the planning practice, policy and academe realms.

Around the world in a planning degree: Globalised planning education in Australia

Adrienne F Keane and Nicole Gurran

Faculty of Architecture, Design and Planning, University of Sydney

There is increasing pressure for Australian planning education to produce world-ready graduates. This occurs in environments where programs are expected to deliver a lot within restricted timeframes and limited resources. Nevertheless, the evolution in teaching both here and abroad indicates that planning programs are shifting and responding to meet the perceived needs that are associated with globalisation (Goldstein, Bollens, Feser, & Silver, 2006). In this way changes to planning education have occurred in different ways and with different emphases seemingly driven by different interpretations on what is meant to be globalising education. In some cases, incorporating internationalisation units of study, such as development studies and overseas experience, into existing programs has been undertaken (Peel et al., 2008). Other views advocate for the inclusion of principles to underpin planning programs, such as the use of comparative analysis throughout the course of studies, as the preferred method to make a program truly global (Afshar, 2001). In some cases globalization is considered as a mere specialization in existing degrees (Greenlee, Edwards, & Anthony, 2015). The emphasis on globalisation is also occurring at the institutional level with universities articulating visions of global graduates (Greenlee et al., 2015; Gurran, Norman, & Gleeson, 2008). Review of curricula and surveys of students and faculty have been undertaken to understand the contents of planning programs (Ali & Doan, 2006; Greenlee et al., 2015), student views on learning experiences and faculty views about initiatives in globalising planning programs (Goldstein et al., 2006). This paper will explore the current Australian response to globalisation. Firstly, a literature review will demonstrate the fraught and complex ground in which globalisation is responded to by the tertiary sector which delivers planning programs and highlight practice from other countries. Then a review of readily available current curricula offerings is presented to demonstrate the responses by Australian planning programs. The Master of Urban and Regional Planning at the University of Sydney is then analysed, including interviews with its teaching cohort, identifying initiatives and teaching priorities for globalisation and preparing its students for a global workforce. This paper will conclude that Australian responses are diverse but that review of unit descriptions is limited. Insights into Sydney’s experience may be useful for other universities. In particular it is clear that the end users of the planning programs, namely the students, have not featured significantly in obtaining their views including assessing whether programs produce world-ready graduates. A way forward to address this gap is discussed.

**Can Education Lead Policy and Research? Interdisciplinary Planning & Design for Bushfire Risk Reduction.**

AlanMarch

University of Melbourne

Planning and design are strongly practice oriented professional qualifications that seek to develop in students an ability to contribute to the range of concerns related to emerging urban and regional issues. Many buzz words and catch-phrases have been used over time to signify the types of educational approaches used in delivering planning courses at tertiary level. These include teaching being research-led, student-centric, or practice-focussed. In contrast, it is relatively uncommon for education and its delivery to be recognised as providing a strong impetus for the development of government policy and wider research agendas. This paper documents the development of a new tertiary bushfire risk management course in partnership with state planning and building agencies, resulting from the recommendations of the Royal Commission into the 2009 Victorian Bushfires.

The content of the nationally recognised qualification alongside student outcomes in its third year of delivery is examined, in parallel with consideration of the development of ongoing research, policy and regulation in this area. The examination leads to discussion of the need for clarity of roles for professionals relating to management of urban areas in bushfire prone landscapes, in parallel with ongoing improvements and adaptation in the education of planners. It is argued that in this case, seeking to develop ways of achieving desired educational outcomes has contributed to an interactive and ongoing agenda of research, policy development and education across a number of related disciplines and regulatory areas.

**The development and evaluation of a visual image association method for efficient terminology teaching and learning: a teaching aid in the urban planning discipline**

Hyung Min Kim, RMIT University, Australia

Jessica Sewell Xi’an Jiaotong-Liverpool University, China

One of the challenges in internationalised tertiary education is to teach terminology especially for students learning their major in English as second language. Students face challenges both in English and in their specific discipline during the learning process. Due to students’ immature English skills, the explanation for terminologies has to go through long process. The image association method, suggested in this research, has a theoretical background and been widely used in practice particularly in language education. Storytelling is a great method in language learning as seen in powerful ability to learn language in childhood.

The primary purpose of this project is to develop a terminology learning process using image association and storytelling methods. Developed images will help students getting familiar with new terminology in interesting ways. Images have been developed to well represent a core meaning of the terms. As these images are for the students who are in the transit period into a professional domain, this project is to stress a broad understanding of terminology instead of rigorous academic definition. After key terms in the urban planning and design field were identified, approximately 100 images were drawn for effective teaching in order to attract students’ attention and maximise their memory.

The materials were used to teach Year 1 non-English native speaking students who intended to major urban planning and design in an English spoken university. Overall, the students perceived the materials from this project positively. Among of them, the most satisfied element was learning by the ‘image’ followed by story-telling and activities with the images (i.e., card games).

Key words: image association, story-telling, urban planning and design, terminology

**An investigation of the role of different actors in Small Scale Development in the Auckland housing market**

Mohsen Mohammadzadeh

Auckland Council

This paper will provide insights into the role of various actors in Small Scale Development in the Auckland housing market. According to Auckland Plan, Auckland’s population will grow up to between 2.2 and 2.5 million over the next 30 years. So, at least 400,000 additional dwellings will be required by 2040, which means 13,000 additional houses have to be built each year to address the increasing demands. While some of this demand will be responded through land release policies in urban peripheries such as in Special Housing Areas. The capacity for vacant lands, infill development, and redevelopment can be used to respond to the increasing demands for housing areas. The Research and Evaluation Unit (RIMU) of Auckland, through a GIS-based investigation – the Capacity for Growth study, identifies a large capacity for residential development in the Metropolitan Urban Limits (MUL). As such, future residential development within the existing urban area is likely to be a largely piecemeal process, undertaken at the parcel scale by a range of other actors (e.g. builders, investors, land brokers). The author as a researcher at (RIMU) conducted a research project to provide insight in the role of actors engaged in developing residential project in small parcels in the Auckland’s Housing Market. A multi-method, including a questionnaire based survey and face-to-face interviews, is used in the early of 2014. The potential participants were selected among actors who submitted consent building in the Auckland region between 2012 and 2013. For questionnaire based survey, the researcher used three approaches – online, hard copy and CATI (Telephone Interviewing) – for collecting information. The questionnaires were analysed by SPSS (analytical software). Following the survey, the researcher in collaboration with a research assistant conducted 22 face-to-face interviews with actors who involved in developing residential projects in the Auckland region. The name and address of participants were extracted from the consent building applications. Based on the outcomes of both methods, research generated an understanding of the actors engaged in establishing residential projects in small parcels in the Auckland. It also provided an understanding of the roles, characteristics and interactions of these actors in the Auckland housing market.

**A Critical Analysis of the Concept of the World’s Most Liveable City. Auckland: A Case Study**

Natalie Murdoch

Lincoln University, New Zealand

This paper interrogates the relationship between Auckland’s political planning vision of creating the world’s most liveable city, and the constraints that Auckland planners face when trying to understand and implement this grandiose vision.

It is argued that the pursuit of the world’s most liveable city is a ‘sublime object of ideology’ (Zizek, 1989), and a form of ‘fuzzy’ planning (De Roo and Porter, 2007). It is a concept which suggests that ideologies such as creating the world’s most liveable city are beyond objective intelligibility. This builds on Kant’s ‘Critique of Judgment’ written in 1790 (Kant in Bernard, 1951) which defines ideologies as transcendental ideas. A transcendental idea is a concept that does not have limitations in terms of how majestic it can be, as opposed to something that has boundaries. However, this paper argues that the perception that something can be so majestic is a fallacy, because the most liveable city will mean different things to different people and will be unachievable in practice.

In the case of Auckland, the Mayor has set the Council the challenge of being recognised as the world’s most liveable city in international surveys of liveability. This paper will argue that this form of planning will not contribute towards recognising the diversity and the needs of the people of Auckland, particularly with regard to recognising multiculturalism and affordable living.

Is there then a requirement for the deployment of such a fantasy construct? On the one hand, a city can follow a vision to provide general public consensus, inspiration and increased certainty for residents. On the other, it can provide false hope and only serve to benefit certain sections of the community; for example the elites who dominate the overarching ideology, in this instance support for the neoliberal global order.

The paper proceeds to explore the dynamics of pursuing the vision for Auckland in two steps. One; to examine the underlying global neoliberal political order that has contributed to the push for cities to compete in terms of liveability, and two; to explore theories on creating a successful city, examining the criterion that organisations such as Auckland Council rely on when assessing liveability.

In addition, the author, who is a planning practitioner and doctoral candidate, has undertaken a series of interviews and focus groups with politicians, planning practitioners and planning students, to understand why there is support for these planning visions. These discussions also offered alternatives to this spatial planning practice to offer societal direction for action.

# Urban theory 'to the dogs': informality as a posthuman critique of Indian cities

Yamini Narayanan, Deakin University

The need for theorising animal-human engagements and conflicts in cities is acute in the global south and south-east as these regions experience urbanisation on a scale and speed unprecedented elsewhere. Urban planning in India for instance, hitherto has no formal protocols or frameworks that acknowledge cities as biodiverse spaces, or the rights of multi-species to habitats that have been urbanised, a uniquely human development of ecology. Planning has largely treated the human relationship with the nonhuman animal as one of coloniser-colonised, removing any possibility of the recognition of rights, participation, and political agency of nonhuman animals to existence, safety and even visibility in the city.

Using street dogs in Indian cities to focus the argument, this paper offers a posthuman analysis of urban development in India as a starting point to reframing planning practice for inclusive *trans-species* cities. It argues that colonialism and informality together produce a 'state of exception' wherein animal rights and welfare - in this case, those of street canines - are suspended in urban environments. 'Colonial' is understood in an anthropocentric sense of (privileged) human imperialism over nonhumans and poor humans. Informality, a carefully produced condition of formal planning legitimises the view of animals (and poor humans) as 'trespassers' at the 'periphery' of urban spaces. Further, the rights and welfare of street canines and street (homeless) humans who also occupy spaces of informality in Indian cities are intimately intertwined. The paper offers that new ecology, which frames nonhumans as agents in ecologies with unprecedented human imprints provides an alternative viable planning ethic and concept, and reconceptualises an inclusive relationship with land, nonhumans and poor humans.

**Dealing with emotions in planning and emotional planners**

Natalie Osborne1 and Deanna Grant-Smith2

1Griffith University

2QUT Business School

Despite widespread acknowledgment within planning scholarship that emotion—both present in knowledge and a form of knowledge—is integral to lived experience and the judgement of planners, it is often sidelined within planning practice and pedagogy. The extent to which mainstream planning practice and education has been able or willing to accommodate emotions remains constrained and the emotions of planners and the public remain an unacknowledged but pervasive presence. Recent work has highlighted the importance of attending to emotions in planning practice and education at the level of the individual planner through the concept of mindfulness. We argue this approach must be complemented by an acknowledgement of the structural and institutional limitations of including emotions in planning practice. Drawing from the emotional geographies literature to describe a social-spatial conceptualisation of emotion, we highlight ontological and practical tensions associated with the achievement of the ‘emotional turn’ and advance a more purposeful engagement with emotion in mainstream planning practice and education.

**The role of regional university towns in knowledge-based development? A case study of Sippy Downs university town, Australia**

Surabhi Pancholi, Tan Yigitcanlar, Mirko Guaralda

Faculty of Science and Technology, Queensland University of Technology,

Globally the pathway of knowledge-based development is gaining ground in the field of urban development as one of the most holistic pathways towards economic, societal, spatial and institutional development of the cities. This is seen as a policy approach that overarches and steers development to foster, attract and retain investment and talent to form desired places of life, work, study and visit. The universities, being one of the key nodes of knowledge production, play a pioneer role in knowledge-based development by their clustering, contribution and collaboration with knowledge-based economic activities as evident in significant examples. This policy in the main is applied rather effectively in many global metropolitan cities across the world, and successful examples from such context are investigated by scholars extensively. Very little research, however, has been conducted to evaluate the suitability, appropriate implementation and effectiveness of this approach in the context of regional towns. This paper, therefore, aims to look into knowledge-based development experience as an initiative of regional university town aimed to turn into a successful knowledge town. As a methodology, this pedagogical paper presents investigation and approaches for the integration of this policy suggested by the students as a part of an academic project considering Sunshine Coast knowledge town as a case-study. In a course called “Urban planning and practice”, students investigated the dynamics and complexity of the regional location and university-led development in this context. The results compiled as the major findings from the students projects reveal the main failure factors despite of ambitious initial development plans set by the government, university and other local and regional actors, and draw insights from the investigations and proposed strategies for regional university knowledge town. The findings shed light on the knowledge-based development challenges of regional university towns by highlighting critical issues relating to suitability, appropriate implementation and effectiveness of the policy.

**Being in the Plan’ – Quandaries of Ethical Professionalism v Landownership**

Hamish G. Rennie, Lincoln University, New Zealand

What ought we to do and what do we do when our values as a professional are confronted by our reality as land owners and real people? Theoretically this question must be confronted by planners throughout Australia and New Zealand, but they appear to be little addressed in the planning literature. In this paper I describe three New Zealand cases of professionals caught in situations that pose considerable problems for them in addressing the ethical considerations of their profession or expectations of professionals and their position as land owners in real life. The issues arise from heritage, landscape and water rules in three different plans. The paper is reflective on the fundamental theoretical and philosophical deficiencies in the concepts of ‘expert’ and ‘professional ethics’, and asks if we need to revitalise the ‘expert’?

Work Ready/Future Ready – Impacts of Neo-Liberal Education on Planning Pedagogy

Julie Rudner

La Trobe University, Bendigo.

Subjects related to planning theory and practice can teach students about planning, but they may not provide enough of an ‘imaginary’ for students to ‘feel’ the places for which they plan. The imaginary in this sense is the ability to dream, visualise and empathise with the experiences of others whose stories, ambitions, use of space and ultimately daily life are different from their own. Unfortunately, staff who seek to extend the boundaries of planning in creative ways can be severely constrained by the closing of specialist subjects when neo-liberal institutional policies are enacted in response to national and global trends. This paper engages with Sandercock, Healey, Kunzmann & Mazza’s ([1999](#_ENREF_27)) four dilemma’s of planning education, and their proposed transition from skills to literacies to 1) analyse how creative arts can be used within planning subjects to develop different literacies e.g.: analytical, cultural; and 2) critique the influence of current higher education practice on the extent to which planning educators can transition from skills to literacies in their pedagogy. Research for this paper comprised a systematic review of scholarly literature, institutional policy, curriculum materials and student work.

Community attitudes towards the planning system

Laura Schatz and Awais Piracha

School of Social Sciences and Psychology, University of Western Sydney

Over the last 10-15 years, state governments across Australia have enacted reforms to urban planning management systems aimed at streamlining the planning process in the name of stimulating economic development. Particularly in New South Wales, reforms such as narrowing time limits for determining development assessments and expanding private certification have been justified as necessary for facilitating development and, ultimately, economic growth. In recent times a strong emphasis is on community consultation to take place at the plan making stage only. It is argued that consultation at the development assessment stage hinders and delays development. These reforms are represented, without sound evidence, as being what the public wants and needs. This paper will discuss the evidence of what New South Wales residents expect and want from a planning system and how they wish to participate in it. The paper also analyses and discusses the public’s priorities for planning reforms, be they economic, social or ecological.

**The Interaction of Practitioners and Academic 'Narrators' in the Application of Accessibility Tools**

Jan Scheurer, Centre for Urban Research, RMIT University

Accessibility instruments aim at quantifying and visualising patterns of spatial accessibility and the land use-transport interplay in settlement regions. During the last 10 years, such instruments have emerged in a variety of practical contexts as planning and decision making support tools. Commonly conceptualised as academic endeavours or developed by commercial players (or collaborations of both), these instruments succeed or fail on their levels of useability, utility and usefulness among planning practitioners who are working on real-life strategic or transport planning issues. Planning practice, in turn, has built a demand for the use of accessibility tools as trans-disciplinary means of communication, and as illustrational agents of scenario planning. However, the motivations of tool developers and tool users do not always match from the outset; to make for a fruitful interaction between both groups, a process of ‘narration’ is required.

This presentation will draw on two projects undertaken during 2015 with the City of Perth (WA) and the City of Port Phillip (VIC) that employed the Spatial Network Analysis for Multimodal Urban Transport Systems (SNAMUTS) tool (developed by the author and a team of RMIT and Curtin University academics) to assess local public transport accessibility and to answer strategic planning questions. While SNAMUTS has been used and refined in numerous earlier applications with planning practitioners, it will be shown how each new group of user-practitioners has provided new and partially unexpected feedback to the developers, prompting adaptations to the presentation and visualisation of results, and inspiration to future adjustments to the scope of the tool. These iterations place the tool developer – or other participants – in an important role as ‘narrator’ in an open-ended process that co-creates a ‘narrative’ about spatial accessibility and land use-transport integration in the given planning context.

Out on the GreenWay: Educational practice that links human health and environmental sustainability in a real world setting

Susan Thompson1 and Nick Chapman2

1City Futures Research Centre (Healthy Built Environments) University of New South Wales, Sydney, Australia s.thompson@unsw.edu.au

2Ashfield Council (GreenWay Program) and School of the Built Environment, University of Technology Sydney, Australia. NickC@ashfield.nsw.gov.au

Today healthy planning is close to a mainstream subject offering in most planning schools around the world. This mirrors the growing and compelling body of research evidence which demonstrates that the built environment plays a significant role in supporting the opportunity for people to be healthy as part of everyday living. This is particularly related to being physically active for transport and recreation, getting access to nutritious food and connecting socially in a culturally inclusive way. There is also mounting evidence of the benefits of linking human health and environmental sustainability outcomes. Policy action to address climate change is increasingly been seen as a means of enhancing human health. Known as co-benefits, this is an approach to policy and practice that champions interdisciplinary work across health and environmental sustainability, and is the theoretical context for our paper. We examine the use of a local sustainability resource – Sydney’s GreenWay (http://www.greenway.org.au/) – to facilitate authentic learning in healthy planning and its close ally – urban sustainability. The GreenWay is a 5km light rail, active transport and urban environmental corridor in Sydney’s Inner West. The project is part of an undergraduate healthy planning interdisciplinary learning elective, undertaken by those studying for degrees in the built environment and health. Entitled ‘A Sustainable Place: Connecting the GreenWay to be inclusive, safe and walkable’, the assignment engages students in mixed disciplinary groups working together in the classroom and in the field. Following a summary of the broader curriculum setting, we describe the project logistics, its learning objectives centered on health and sustainable living, and the opportunity for the student work to be presented to state and local government officials, and the community. Student outcomes have the potential to be a catalyst for innovative government policy and action to enhance liveability and access to the GreenWay. In the final section of the paper we discuss student reactions to the project, particularly their response to the subject matter of healthy planning and the challenge of working in interdisciplinary groups. We also explore how students envision applying what they have learnt to future professional practice. Our paper argues that such engagement with multi-faceted real world projects is more important than ever in translating urban planning research and pedagogy into policy and effective practice. The aim is to prepare students in both built environment and health disciplines to embrace environmental sustainability healthy planning and interdisciplinary practice to ensure they are suitably equipped to deal with the sustainability challenges of the 21st century.

**From Activist Scholar to Activist Planner (and Back Again)**

Sue Vallance, A Dupuis and D Thorns

Lincoln University, Christchurch, New Zealand

In 2010 we embarked on a research programme based on two case studies that sought to better understand the implications of a planning framework that had become overly technocratic. The first case study – Greening the Rubble – centred on an organisation established after the Canterbury earthquakes to install pocket parks and other green enterprises on demolition sites in the CBD. The second case study was a Flood Working Group established to mitigate flooding in a small rural village. Both cases demanded a flexible and sensitive methodology, and a deep familiarity with the setting. Mindful of concerns about the conduct of research and the ‘deadening’ effect that orthodox research approaches visit upon that which should be most lively (Lorimer, 2005), we thought it most appropriate to adopt an iterative mix of research and analytic approaches. From different research traditions, but offering similar advice, Burns (2007) and Rappaport (2008) have developed an ‘orientation to enquiry’ which aims to make sense of a situation through experimental action or ‘activist scholarship’.

Both case studies provided ample opportunity to reflect critically both on planning practice in New Zealand and on the ethical pitfalls of activist scholarship. Vis-à-vis planning practice, the case studies highlight a) the disconnect between various tiers of government and b) the distance between ‘strategists/policy makers’, ‘planners’ objectives and rules’ and ‘consenters’ application and enforcement’ of them. The vacuum and clutter created as a consequence then raise some interesting ethical – and indeed, professional - questions about the transition from activist scholar to activist planner or, rather, ‘advocate’. We argue that by celebrating ‘facts’ as somehow value neutral, technocratic planning may actually endorse and enforce a particular ideological position.

**Participatory Action Research on Affordable Housing Partnerships:**

**Collaborative Rationality or Sleeping with the Growth Machine?**

Carolyn Whitzman

University of Melbourne

Participatory Action Research (PAR) is an approach that stresses working with communities to develop questions that are relevant to them, then working with them as co-researchers to develop answers to these questions. Generally, PAR is associated with a normative, if not radical, approach to empowering marginalized communities.

Arguably, PAR is closely related to deliberative/collaborative planning approaches, as developed by Healey (1997), Forester (2006) and Innes and Booher (2010). These approaches stress the importance of diverse and possibly conflictual actors working together to develop solutions to ‘wicked problems’. As part of this process, they often work together to generate and conduct research. However, collaborative planning has been criticized as post-political (Allmendinger and Haughton, 2014) and perhaps even feeding into a resurgence of ‘urban growth machine’ politics (Macleod, 2011). In contrast to PAR’s radical planning approach, collaborative planning is seen by some commentators as papering over difference, and possibly feeding into neo-liberal policy making.

Transforming Housing has been a three year research collaboration project (2013-15), funded outside national competitive grant schemes by the University of Melbourne’s Carlton Connect Project, along with private developers, local and state government, and philanthropic investors. The methodology has involved the researchers asking these actors, along with community housing providers and private investors, what they need to know in order to provide more and better affordable housing. This paper provides an overview of the process to date, with an emphasis on the theme of the conference: the ‘realpolitik’ of researchers engaging not only with governments, practitioners, and marginalized communities, but with big business.

**Performance Evaluation of Sustainability: Using the suburban garden to achieve sustainable cities**

Ross Wissing

School of Architecture and Built Environment, Deakin University, Geelong

The built form and associated infrastructure of cities has typically existed for decades and significantly impacts upon our built environment. Sustainability is a key component of planning practice and approaches in Australia. However, the influence of formal planning approaches as it pertains to sustainability, particularly in residential areas, is mostly restricted to the construction stage, or when renovations or other ancillary approvals are required. About 70% of the urban area of Australian cities is residential and is more often designed and managed by individual residents or developers, whose individual impacts are small but whose collective impacts are large. Over 90% of Australian residential areas comprise low density detached houses surrounded by gardens. Nearly all of these private gardens (front and back) are designed and managed by their owners and as a consequence gardening is one of the most popular leisure activities undertaken by Australians.

Legislative options are limited once cities and suburbs are constructed. The major focus of sustainability policy and outcomes more often involves a voluntary behavioural change by respective owners and developers. Over the past 40 years, Australia has constructed some of the best international precedents of turning neo-liberal and voluntary environmental planning and engagement theory into practice often through initiatives. Some, such as Landcare, Waterwatch and Sustainability Street, have been supported by state and local governments. Others like Permaculture, that emerged from academia and the alternate culture movement, and Community Gardens have evolved and remained at the grass roots level. All of these approaches scaffold and encourage land managers to engage more sustainably in the management of their land and water resources and assets through participatory behavioural change.

However, none of these approaches have achieved widespread acceptance and success in suburbia where most Australians reside and generate most of their ecological impacts. This is despite gardening being one of the most popular recreational activities of city dwellers and the outstanding success of initiatives such as Landcare in enabling rural and peri-urban landholders to better manage their land and water resources. This paper investigates and evaluates the theoretical underpinnings and practical learning’s of initiatives such as Landcare, Sustainability Street, Permaculture and Community Gardens to establish approaches to translate a societal love for gardening into the crafting of more sustainable cities.

**Applying practice experience to the social planning curriculum**

Alison Ziller

Department of Geography and Planning, Macquarie University, Sydney

Traditionally the social planning curriculum has focused on spatial and built responses to the ‘needs and aspirations’ of social groups, but within a limited scope of planning issues regarded as ‘social’, for example, affordable housing and community facility provision. This focus does not reflect the range of socio- spatial issues encountered in planning practice. These are as diverse as FIFO settlements, fast food outlets, mass gatherings (events), licensed premises and at the broad scale, public health and spatial segregation. The social impact realities associated with these planning issues often have less to do with needs and aspirations of social groups and more to do with the structure and content of planning instruments already in place, and their perverse social impacts. There is a wealth of information about these social impacts in social planning practice experience as well as the epidemiological and social policy literature. The relative emphasis on needs and aspirations and a lack of emphasis on perversities in planning instruments contribute to the poor cousin status of the social in planning. The paper provides several examples.