Professor Stuart B. Hill 'Social Ecology' PowerPoint presentation ABSTRACTS

All are downloadable from: www.stuartbhill.com [note: there is much overlap between presentations]

Underground Ecosystems and the Subconscious:
Their Neglect and Potential to Save Us

(presented in honour of leading soil scientist and humanitarian **Professor Fred Bentley** at the University of Alberta, Canada; 18 October 2007. Fred and his extended family attended the lecture; he died on 12 April 2008, aged 94)

Too often it is 'the bits that we don't see', and are unaware of, that enable most systems to function. Yet society tends to focus just on the most attractive visible bits, neglects the rest, and is frequently surprised by the increasingly common expressions of system breakdown. This may be recognized at every level, from the individual to the biosphere, and from the local to the global. Examples of soil within terrestrial ecosystems and the subconscious within the human mind, and the complex interrelationships between them, are used here to illustrate this. Because such neglected resources (in fact, most of what is!) offer enormous opportunities for improved use, the future may be much more hopeful than is generally imagined. This potential may only be realized, however, through a radical paradigm shift in our thinking – indeed, only by taking the next step in our psychosocial evolution as a species: from an economics-obsessed, socializing (manipulative, controlling) culture to a higher values-based, life-enabling one. The late Australian farmer P.A. Yeomans' ability to 'create an inch of topsoil in three years' is used here to illustrate the potential of such a change. Benefits may include genuinely sustainable managed ecosystems, conservation of biodiversity and maintenance of ecosystem services, wellbeing and meaning, non-violence and peace, and climate amelioration. The challenge facing us all at this time is how to best enable such a cultural transformation: from the 'letting go' of the fateful familiar, to the 'letting come' of the emerging new unfamiliar and often paradoxical ways of understanding and acting. This presentation covers the theory and practice of such a cultural transformation, with special reference to soil and psyche. It focuses on the processes involved in change, from the personal (psychology), to the environmental (ecology), to the socio-political (human, social and cultural ecology); and on small, meaningful initiatives that each of us can take in our various areas of influence in support of such a cultural transformation.

Taking Appropriate Next Steps to Progressive Change:
A Social Ecology Perspective

(presented at the Natural Resources Institute, the University of Manitoba, Canada; 22 October 2007)

In most 'modern' societies environmental governance (for responsible 'environmental maintenance') remains a minor concern, an add-on, or minimalist, 'shallow' (green-wash) program, designed to avoid litigation and voter disquiet. It is the poor cousin of economic governance (for ongoing growth in productivity, profit, and associated inequitable access to power by the few).

The roots of this situation may be traced to our history of collective personal distress and oppression, associated compensatory behaviours, institutional accommodation of and support for this, and beliefs in futures based on extrapolation, substitution, control and curative product- and service-based responses to crises. This defensive, reactive, expert-based, back-end, problem-solving focus contrasts with our need for imaginative, proactive, front-end, design and redesign approaches to personal to planetary health and wellbeing.

Social ecology (Australian version), with its focus on the interrelationships between the personal, social, ecological and the 'unknown' (for some, the 'spiritual'), and sustainability, wellbeing and change, provides an effective, inclusive, evolving framework for reconceptualising our political structures and processes for enabling improved futures, and for supporting the ongoing psychosocial evolution of our species.

Appropriate next steps are deeply personal and highly context specific. This is why formulaic, centrally-directed and imposed change always fails to achieve its stated aims and invariably causes

more problems than it solves. Consequently, the collaborative task is to design and implement institutional and community structures and processes that can enable all of us to take those appropriate next steps, and to evaluate, celebrate and learn our way forwards as we go. This presentation was designed to support this process through challenge, inspiration and the sharing of relevant stories, theory and practice.

Psychological Roots of Sustainability:
The Basis for Achieving Personal, Community and Planetary Wellbeing

(presented to McGill University and John Abbott College in Ste-Anne-de-Bellevue, QC, Canada; 25 October 2007)

We must recognise that the numerous crises and challenges facing the planet, our communities, businesses, families and ourselves are interrelated; and that the dominant fragmented and curative (back-end) problem-solving approaches must give way to integrated, proactive (front-end) approaches that aim to design and manage systems to enable wellbeing at all levels; and our ongoing psychosocial evolution as a species.

To achieve this we must expand the boundaries of our habitual thinking and acting, and be open to major paradigm shifts and the transformation of all of our institutional structures and processes (particularly in relation to business, government, and our health and education systems). Achieving this as a species, and within our nations, communities and families, will require us to engage in profound personal change. This, in turn, will require the provision of more opportunities for transformative learning, and access to healing therapies, supportive spaces and initiatives that enable us to act on our potential.

P.A. Yeomans' 'Keyline' approach to sustainable landscape design and management provides a powerful example of the kind of creative and courageous thinking that is required. The needed changes can be achieved by gaining a better understanding of the processes involved, by engaging in doable meaningful initiatives, and by celebrating the outcomes so that we may be inspired by and learn from one another.

This presentation provides relevant maps, models and case studies from over 40 years of experience by the presenter in over a dozen countries.

Youth Creating Sustainable, Meaningful Futures

(presented at the Illawarra & South Coast Youth Services Conference at Coolangatta Estate, NSW, Australia; 8 November 2007)

Our young people are our hope for the future. Youth that have rebelled, because they have rejected the *status quo*, are paradoxically the ones most likely to be both open to the much needed new ideas, and most committed to implementing the change required to achieve wellbeing for all; and to take the next step in our psychosocial evolution as a species. But our youth need to know this, and to have access to relevant programs and supports to enable them to rise to this challenge and opportunity. This will require a radical reframing of those aspects of youth work that have been over-focussed on problems and on having our young fit-in and go along with the flawed systems that have got us into our present problems.

This challenge is presented in relation to alternative visions for the future, root-level understanding of present systems and future possibilities (from the psychological to the political), and particularly with regard to the effective enabling of sustainable progressive change.

The Peckham Experiment in the UK provides an example of what can be achieved with this sort of thinking and acting: over 1,000 families having access to a particular kind of community centre over a 12-year period, with no bullying, little interest in competition, and high levels of wellness, creativity and caring. This gave us a glimpse of the next stage in our own psychosocial evolution as a species.

This presentation provides a framework for designing similarly progressive projects here and now

Social Ecology Alumni and Friends Talk

(presented at the Lawson Community Centre, Blue Mountains, NSW, Australia; 5 April 2008)

This presentation was announced in our local newspaper (the Blue Mountains Gazette: **http://bluemountains.yourguide.com.au/**) as my 'last lecture' (at the time I was on long-service leave from the university and preparing to retire). Most attending were Alumni of the **Social Ecology** postgraduate programs at the University of Western Sydney (**http://future.uws.edu.au/postgraduate_study/soc_sci/arts_social_ecology**), plus friends and local residents. The topic was my **10 Common 'Mistakes' to Avoid, & 'Needs' to Meet, When Seeking to Create a Better World** (also available at this site as a shorter PowerPoint presentation). This was written in response to the Commonwealth Government's announcement of the **Australia 2020** Summit in Canberra (19-20 April, 2008: **http://www.australia2020.gov.au/**). It also covered my version of a Social Ecology approach to understanding the state of the world, and how we might go about improving things. The lecture was followed by a workshop designed to enable participants to focus on meaningful personal projects and their implementation.

Bringing about Meaningful Change

In 2007, after years of facilitating processes to vision and implement 'progressive' change, and continuously aiming to achieve better outcomes, I designed a paradoxical approach that has proved to be amazingly effective. It is based on 'boldly lying about a change that one has implemented' (that one has not, in fact, implemented). I repeatedly find that whereas visioning about 'improved' futures tends to be compromised by one's accumulated (unhealed) psychological wounds, and vulnerability to current contextual limitations, this kind of ' bold lying' invariably by-passes these undermining influences, and generates futures thinking that is closer to the participant's 'real' (deep/core) values and priorities. Through questioning, these creative ideas are then connected to actual past initiatives, and next, doable steps are clarified and planned (in great detail); and a commitment is made <u>re</u> a meaningful 'guaranteed' (doable) first step to implementation. At subsequent meetings, progress is celebrated and any difficulties resolved.

Enabling Scientific Understanding:
in Me, You, and our Young People

(presented as a keynote to the Western Sydney Primary Principals Association Regional Conference, 'Rocket with Science' in Wollongong, NSW, Australia; 23 May, 2008)

All of us have a natural curiosity to understand, explain, create, and act in ways that are supportive of personal, social and environmental wellbeing. This curiosity needs to be nurtured in our homes, schools, and communities. Gaining competencies in **Science** (systematised knowledge derived from observation, study and experimentation), and **Arts** (which nurtures our creative skills), can enable us to develop our understanding of ourselves, and our relationships with one another, other species, and the environment.

Because of various historical and socio-cultural processes, the common perception of science has become narrowed and distorted; and, for some, it may have a variety of negative associations, eg, with being a nerd, left-brained, the oppressive control of nature, naïve magic-bullet responses to problems that have harmful side-effects, war and violence, and disconnection from values, compassion and the 'spiritual' and mysterious. Furthermore, student teachers, and students in general, often have to choose between studying either **Arts** or **Science** subjects; and in most programs for primary teachers, **Science** receives much less emphasis than the **Arts**.

In this presentation I examined ways to reclaim and reframe Science; and to integrate our new understanding of it into all **primary teaching and learning**.

The talk was illustrated with stories from my own learning journey; and I related the teaching of Science in Primary Schools to more effectively addressing the challenges and opportunities for our species, both now and into the future.

10 Common 'Mistakes' to Avoid,
& 'Needs' to Meet,
When Seeking to Create a Better World

Because of the holistic nature of the approach being advocated, all of the areas below overlap & are highly interactive & interrelated. This was written in response to the Commonwealth Government's announcement of the **Australia 2020** Summit in Canberra, ACT (19-20 April, 2008: **http://www.australia2020.gov.au/**).

1. **Getting the usual 'experts' (mostly older males) together to talk & plan**
   - always leads to tinkering with existing (flawed) plans – ['rearranging the deckchairs on the Titanic']
   - excludes most, including those affected by such plans & their fresh ideas

   Need
   - involve mostly 'different' people, including (if possible) those most affected
   - start by focusing not on plans, but on values, beliefs, worldviews & paradigms
     - then feelings & passions
     - then, emergent from these, hopes, dreams, visions, imaginings, & creative thoughts
     - only then can 'design/redesign-based plans' be enabled to emerge (these proactively enable systems [structures & processes] to meet long-term to short-term, & broad to specific, goals, & to make systems as 'problem-proof' as possible)
     - then critically analyse, integrate, & flesh these out, etc
   - detail participatory opportunities, responsibilities, time lines, resource & support needs, means for monitoring outcomes (feedback), tracking progress, & for ongoing redesigning & fine tuning

2. **Emphasising problem-solving approaches** (back-end, reactive/responsive, curative)
   - these tend to focus on symptom management & neglect the need to address the underlying maldesign & mismanagement roots of all problems [trying to make systems work that can never work!]
   - they typically over-focus on measuring problems (a main strategy for postponing action - by those who benefit from the *status quo*),
   - & on efficiency & substitution strategies, eg, improved application of pesticide & on finding less disruptive (but still purchased) substitutes, such as biological controls & genetically modified organisms
     same story in other areas: medicine, energy, etc

   Need
   - redesign existing systems (& design new systems) to make them as problem-proof as possible
   - & to enable effective change from flawed/defective systems to significantly more improved ones

3. **Getting stuck in activities 'pathologically' designed to postpone** (feared) **change**
   - particularly measuring problems ('monitoring our extinction')
   - endless over-collection of data (often 'justified' by arguments for 'evidence-based [vs. responsible] approaches')
   - hearings, committee meetings, report-writing, etc [appointment to such committees may be to limit one's influence]
   - most such preoccupations have NO follow-through, & usually only lead to more of the same

   Need
   - postponing pathologies must be recognised, exposed, contradicted & addressed; by taking responsible, timely, appropriate, collaborative action

- access to relevant data is needed to make responsible decisions; however, adequate data are often already available from other places, in other languages etc
- globally, billions of dollars are wasted annually unnecessarily repeating studies in new locations or with mischievous intentions (often related to perceived threats to existing commercial advantage)

4. **Trying to solve problems within the disciplines or areas responsible for creating them**; or with multidisciplinary teams of selected experts/authorities from favoured disciplines, with others excluded

   Need
   - genuine transdisciplinary, trans-competency & multi-experience teams, able to access disciplinary & specialised knowledge as needed
   - include competencies relating to holistic approaches to design, sustainability, wellbeing, meaning & effective change processes

5. **Patriarchal** (them doing things to/for us, & us doing things to/for them) **& 'driven' do-good approaches** are rarely exactly what is needed
   - these are generally not embraced by those being 'helped', or sustained after the helpers leave
   - also, they invariably have diverse negative unexpected consequences

   Need:
   - inclusion of those most affected by proposed 'improvements'; as primary collaborators in change processes; & from beginning to end
   - enables ownership, relevance, achievability, ongoing improvement & openness to unforseen/surprise benefits

6. **Planning 'Olympic/mega-scale', heroic initiatives** (from hearings to projects**) with no follow-through or provision for ongoing support** (more than just funding)
   - these invariably only reach the analysis, planning & preliminary stages; & then are abandoned
   - most have unforseen numerous long-term & widespread harmful side-effects

   Need
   - diverse, mutually supportive, doable initiatives that have long-term support
   - consideration of opportunities for ongoing improvement & learning our ways forward collaboratively towards improved futures

7. **Over-focus on knowledge & data, & neglect of wisdom & experience** (most 'wisdom' cannot be supported by data; it involves working with the 'unknown' – most of what is – not just the limited 'known' – often in ways that rely on intuition, 'right brain' & gut feelings, etc)

   Need
   - to be much better at recognising, valuing & involving the wisest & most experienced in our society, & not so obsessed with 'cleverness' (whereas <u>wisdom</u> enables us to work with the 'unknown' & 'know', <u>cleverness</u> is limited to working with the miniscule 'known')

8. **Over-focus on 'productivity', profit & quick dramatic results**
   - predictably leads to burn-out, only short-term, limited benefits, & often unexpected disbenefits (additional problems that are often initially unrecognised)

   Need:
   - much more focus on 'maintenance' activities [sustainable 'productivity' is a by-product of this]
   - caring for one another (& other species & the environment)
   - celebration
   - venting feelings, & access to 'healing' support, etc
   - prioritise time & resources for these activities
   - sustained productivity is emergent from the effective maintenance of whole systems

9. **Homogenisation tendencies**
   - these tend to result in construction of currently favoured 'norms' (for people, structures, processes, etc)
   - failure to consider diversity & 'alternatives'
   - creation of in-groups & out-groups
   - also, inclusion, exclusion & blaming
   - failure to benefit from the creativity that resides at the margins & in the borderlands of society

   Need
   - openness to appreciation of the value of hererogeneity & 'functional' diversity within all systems, with its opportunities for synergy, mutualism…
   - lateral & paradoxical thinking & acting
   - extension beyond the usual competencies
   - relevance to core needs & possibilities (plus, 'Testing Questions' & 'Integrator Indicators' for these]
   - a sense of inclusion, ownership, & a sense of place, etc

10. **Neglect of the arts**, or only token involvement
   - over-focus on the sciences, technologies, business, politics, the professions, the media, & the other major institutions within our society
   - as a result, the arts are poorly supported, regarded as a luxury or optional extra, an afterthought, or even irrelevant

   Need
   - recognition of the arts, in its broadest sense (including humour), as being an essential part of both the foundation & means for implementation of all efforts to achieve genuine & sustainable improvement

Shared – dare I call it – WISDOM

(these were compiled in 2005, based largely on my university and international development experience
over the past 60+ years, as possible **'testing questions'** for all theory & practice)

- Ask of all theory & practice – what is it in the service of? – before supporting or copying it

- Work mostly with 'small meaningful achievable initiatives' vs. 'Olympic-scale projects' (most of these are abandoned or fail, & have numerous negative side-effects)

- Don't get stuck in endless 'measuring studies' ('monitoring our extinction') – these are often designed to postpone change that is perceived as threatening to existing power structures

- To achieve sustainable progressive change, focus (at least first) on enabling the 'benign' agendas of others vs. trying to impose on them your own 'benign' agendas

- Focus on enabling the potential of people, society & nature to express itself – so that wellbeing, social justice & sustainability can emerge (in integrated, synergistic ways)

- Collaborate across difference to achieve broadly shared goals – don't end up isolated, alone in a 'sandbox'

- Don't let 'end point'/goal differences prevent possibilities of early stage collaboration

- Outcomes are only as good & sustainable as the people creating & implementing them – so start with the people; & remember that we are a relational/social species!

- Use the media – let me repeat – use the media! – such 'political' communication is key to change

- Work with business & the public/community; government will always follow, but rarely lead!

- Celebrate publicly at every opportunity – to enable the good stuff to become 'contagious'

- Keep working on & implementing – especially with others – your (shared) benign visions

- Most of what is remains unknown – which is what wise people are able to work with; so devote most effort to developing your wisdom vs. your cleverness, which is just concerned with the very limited pool of what is known (Einstein was clear about this!)

- Always be humble & provisional in your knowing, & always open to new experiences & insights

- Take small meaningful risks to enable progress, transformational learning & development

- Devote most effort to the design & management of systems that can enable wellbeing, social justice & sustainability, & that are problem-proof vs. maintaining unsustainable, problem-generating systems, & devoting time to 'problem-solving', control, & input management

- Work sensitively with time & space, especially from the position of the 'others' (ask: who, what, which, where, when, how, why, if & if not?)

- Act from your core/essential self – empowered, aware, visionary, principled, passionate, loving, spontaneous, fully in the present (contextual) – vs. your patterned, fearful, compensatory, compromising, de-contextual selves

- See no 'enemies' – recognise such 'triggers' as indicators of woundedness, maldesign & mismanagement – everyone is always doing the best they can, given their potential, past experience & the present context – these are the three areas to work with

- Be paradoxical: ask for help **&** get on with the job (don't postpone); give when you want to receive; give love when you might need it, or when you might feel hate

- Learn from everyone & everything, & seek mentors & collaborators at every opportunity

Transformative Learning for Progressive Change

Transformative learning is learning that enables irreversible, profound, emancipatory change for the better – in our values, world views, beliefs, perspectives, understandings, and frameworks (or 'meaning schemes') for imagining, thinking, designing, planning and acting; and in our day-to-day living and relating (to self, others, and the built and natural world). It is the 'highest' level of learning: above "refining or elaborating our meaning schemes, learning new meaning schemes, [and] transforming meaning schemes" (Jack Mezirow 1994, Understanding transformation theory, *Adult Education Quarterly*, 44(4): 222-232; p. 224).

It is the sort of foundational learning that is needed globally to enable individuals to contribute significantly to addressing our many current crises and, more importantly, to enable us to progress as a species (and as communities, businesses, groups, families and individuals) towards ways of being and doing that are supportive of wellbeing, ecological sustainability, social responsibility, caring, meaning and joy.

It may be precipitated by a challenge or crisis not solvable by one's 'old approaches', or by a longer-term sequence of less challenging experiences that eventually cross a 'critical threshold of enough' to require such a profound change.

Such changes may be self-initiated or enabled by others (including trusted and caring family members, friends, mentors, teachers, therapists and personal development facilitators), directly and/or indirectly (through books, articles, the media etc). The environments, contexts and circumstances in which we live also play a major influencing role.

Depending on one's personality preferences and beliefs, such changes may be experienced as primarily involving thinking, feeling, behaviouristic, intuitive and/or spiritual experiences and processes. Thus, whereas some theorists have emphasised critical reflection as a core part of the process, others have documented the potentially equally important role of feelings, intuition and unconscious (and 'spiritual') processes. All agree that dialogue with others and deep reflection are essential parts of the process, as is deconstruction of the inadequate 'old', often involving a process of profound 'grieving', and construction of a more holistically enabling 'new'.

Such transformation often includes gaining a more profound understanding of the interrelationships between power, gender, work and play, biology and ecology, and psychology and sociology (including the full range of historical, linguistic, political, economic, scientific and technological aspects).

Decisions and transformations may range from all-encompassing values changes, to related acceptance of responsibility and letting-go, to the implementation of new initiatives and the abandonment of old no longer appropriate attitudes and activities.

Broader psychosocial outcomes may include a more aware, empowered, purposeful and discerning, grounded sense of being (living more proactively from the inside-out, and less reactively from the outside-in); also progress towards more holistic expressions of peace, caring, love, equity, community, wellbeing, meaning and joy (all in the broadest sense). This has most profoundly been described as progressing towards *being in a [co-evolutionary] process of mutual synthesis with one's [living and non-living] environment* (G Scott Williamson & Innes H Pearse 1965, 'Science, Synthesis and Sanity', Repr. 1980, Scottish Academic, Edinburgh, p. 23).

Teachers may best enable such transformation by providing a "sense of safety, openness and trust", and by supporting "autonomy, participation and collaboration", and "activities that encourage the exploration of alternative perspectives, problem-posing, and critical reflection" (Edward W. Taylor 1998, The theory and practice of transformative learning: a critical review, ERIC, Columbus, OH, pp. 53-4). My particular approach to this type of learning is described in more detail (as 'Learning Ecology') in Hill et al. (2004) and Sattmann-Frese and Hill (2008).

Hill, SB, S Wilson, & K Watson, 2004. Learning ecology: a new approach to learning and transforming ecological consciousness: experiences from social ecology in Australia, *in* EV O'Sullivan & M Taylor (eds), ***Learning Toward an Ecological Consciousness: Selected Transformative Practices***, Palgrave Macmillan, New York, pp. 47-64.

Sattmann-Frese, W & SB Hill, 2008. ***Learning for Sustainable Living: Psychology of Ecological Transformation***, www.lulu (http://www.lulu.com/content/2589181)

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Professor Stuart B. Hill is Foundation Chair of Social Ecology at the University of Western Sydney. At UWS he taught units on Qualitative Research Methodology, Social Ecology Research, Transformative Learning, Leadership and Change, and Sustainability, Leadership and Change (he retired in 2009 and is now an Adjunct Professor).

His PhD was one of the first whole ecosystem studies that examined community and energy relationships (1969); and it was the earliest such study conducted by a single researcher. For this he received the awards for Best PhD Thesis and Best PhD Student. In 1977 he received a Queen's Silver Jubilee Medal for his community and social transformation work.

In 1972, in Canada, he produced a report for the New Brunswick Government on *Energy and Agriculture* that detailed many of the resource, environment and climate issues that are at last being recognized today. Since then he has produced many more cutting edge reports, and has been an advisor to several ministers.

Prior to 1996 he was at McGill University, in Montreal, where he was responsible for the zoology degree, and where in 1974 he established ***Ecological Agriculture Projects***, Canada's leading resource centre for sustainable agriculture (www.eap.mcgill.ca).

His last PhD student at McGill was Ann Dale, who was on leave from the Privy Council Office, and who had played a major role in the establishment of the first 'National Round Table for the Economy and the Environment'. Her thesis, which has been published as a book (*At the Edge: Sustainable Development in the 21st Century*, UBC Pr, 2001) examines what is needed for governments to deal responsibly with sustainability.

Hill has published over 350 papers and reports. His latest books are ***Ecological Pioneers: A Social History of Australian Ecological Thought and Action*** (with Dr Martin Mulligan; Cambridge UP, 2001) and **Learning for Sustainable Living: Psychology of Ecological Transformation** (with Dr Werner Sattmann-Frese; Lulu, 2008).

More recently he has contributed groundbreaking chapters to five books: Enabling redesign for deep industrial ecology and personal values transformation, *in Industrial Ecology and Spaces of Innovation* (2006); Redesign as deep industrial ecology: lessons from ecological agriculture and social ecology, *in Industrial Ecology: A Question of Design?* (2006); Social ecology as a framework for understanding and working with social capital and sustainability within rural communities, *in A Dynamic Balance: Social Capital and Sustainable Community Development* (2005); Learning Ecology: A New Approach to Learning and Transforming Ecological Consciousness: Experiences from Social Ecology in Australia, *in Learning Toward An Ecological Consciousness: Selected Transformative Practices* (2004); and Autonomy, mutualistic relationships, sense of place, and conscious caring: a hopeful view of the present and future, *in Changing Places: Re-imagining Australia* (2003).

In Canada he was a member of over 30 regional, national and international boards and committees. He is currently on the editorial board of five international refereed journals, and until 2004 he represented professional environmental educators on the **NSW Council on Environmental Education**.

Stuart has worked in agricultural and development projects in the West Indies, French West Africa, Indonesia, The Philippines, China, the Seychelles, the UK, Canada, New Zealand, and Australia. His work in the Seychelles to make a whole coralline island completely self sufficient in food and energy is particularly significant.

His background in chemical engineering, ecology, soil biology, entomology, agriculture, psychotherapy, education, policy development and international development, and his experience of working with transformative change, has enabled him to be an effective facilitator in complex situations that demand collaboration across difference and a long-term co-evolutionary approach to situation improvement. These skills were used extensively in his recent role as **Provocateur** for the Victorian Government (for DPI & DSE: 2004-2005).

Recent Keynotes at National Conferences include the following:
Hill, S.B. 2006. Engaging Us: Ecological Thinking as a Basis for Community Change. Keynote to Enviro 06 Conf. & Exhibn.: **Building Sustainable Cities** [Melbourne; 11 May] [web; 14pp: www.enviroaust.net]

Hill, S.B. 2006. Taking Appropriate Next Steps to Progressive Change: Building on the Past and Risking Deep Transformation Towards More Sustainable Communities. Keynote to APEN '06 Int. Conf.: **Practice change for sustainable communities: exploring footprints, pathways and possibilities** [Beechworth, VIC; 6-8 March] [web; 18 pp: www.regional.org.au/au/apen/2006/keynote/4003_hills.htm]

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Latest YouTube: www.wakeupsydney.com.au/Interviews/The-SandboxSyndrome.aspx
Many pre-1993 publications: www.eap.mcgill.ca (choose 'Frames', then go to 'EAP Publications')