

Luci Gorell Barnes  
[contactlucigb@gmail.com](mailto:contactlucigb@gmail.com)  
[www.lucigorellbarnes.co.uk](http://www.lucigorellbarnes.co.uk)



My practice is concerned with developing creative participatory inquiries with people who find themselves on the margins for one reason or another, and issues of inclusion and access are integral to my work. I am interested in finding flexible and responsive processes that allow us to think imaginatively with each other and ourselves and my practice contributes to a community of disciplines that embraces academic research, family support, health services, and education.

### Selected examples of work

Participatory practice and research

- 2021 - 2022 **VIP-CLEAR: Voices in a Pandemic: Children's Lockdown Experiences Applied to Recovery:** Co-researcher on AHRC funded project working with a team from UWE. I am leading on a 'creative diary' research process engaging young children and parents/carers in recording their experiences of pandemic related restrictions in order to understand impacts on their lives and learning and move towards recovery.
- 2021- 2022 Artist/Researcher on **Emerging Minds**, exploring the impact of racism on primary children to inform a tool kit for training teachers.
- 2020-2021 **Outdoor Learning Coordinator:** at Hedgeway School, providing flexible specialist outdoor education for children and young people aged 7-19 years old with communication and associated difficulties.
- 2004 - 2020 **Artist in Residence, Speedwell Nursery School:** My work includes modelling child-centred creative practice, outdoor learning, making learning visible, and creative learning support with socially vulnerable children.
- 2019 ongoing **East and Central Childminder Hub:** I co-design and deliver the Nature Discovery project that supports childminders to develop creative outdoor learning with and for their children.
- 2010-2020 **Branching Out, Speedwell Children's Centre:** A weekly open access group run for socially vulnerable families, including many refugees and asylum seekers. Participants collaborated in a wide range of creative projects with the aim of building confidence and a sense of belonging.
- 2015-2020 **Companion Planting:** Originally started as an action research into social inclusion, I developed a Council allotment as a space for families to participate in organic gardening, creative activities, and cultural exchanges.
- 2016-2018 **Commissioned artist on Hidden Rivers and Daylighting:** I designed and delivered narrative mapping and storytelling processes on the Bristol strand of AHRC Connected Communities Environments and Sustainability Large Grant: "Towards hydrocitizenship. Connecting communities with and through responses to interdependent, multiple water issues". Project outputs included an exhibition of participants' maps, project journals, two published papers and a narrative, digital map.

## Published work

- Forthcoming Gorell Barnes, L. The Welcome Banner: cultural exchange through creative collaboration (chapter) in Andrews, J. & Almohammad, M.(Eds) *Creating Welcoming Learning Environments: Using Creative Arts Methods in Language Classrooms*
- 2021 Contributor in Kirkpatrick, D.; Porter, S.; Speedy, J. & Wyatt, J. (Eds) *Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research*, Routledge
- 2020 McEwen, L., Gorell Barnes, L., Biggs, I. and Phillips, K. (2020) Reweaving urban water-community relations: creative, participatory river 'daylighting' and local hydrocitizenship in *Transactions of the Institute of British Geographers*.
- 2019 DRY: the diary of a water superhero. Illustrated and co-produced a book for KS2 about drought in the UK with researchers from the Department of Education and Childhood and the Centre for Water, Communities and Resilience at UWE. Silver award 2020 Geographical Association Publishers Award.
- 2019 Jones, O., Gorell Barnes, L., Lyons, A., (2019) Voicing waters: (co-)creative reflections on sound, water, conversations and hydrocitizenship in *Sounding Places: More-Than-Representational Geographies of Sound and Music*, Eds Doughty, K., Duffy, M. and Harada, T., Edward Elgar Publishing.
- 2018 Gorell Barnes, L. This Long River in Roberts, E. and Phillips, K. Eds. *Water, Meaning and Creativity: Understanding human-water relationships*: Routledge
- 2016 Gorell Barnes, L. and Hampson, S. *Working with small groups of children on the allotment*, Settings-based research, Bristol Early Years Research website.
- 2014 'She goes to pray' in anthology, *Teaching as a Human Experience*, Cambridge Scholars Publishing.
- 2013 Gorell Barnes, L. (2014) Writing from the margins of myself, *International Journal of Qualitative Methods* 13, 237-254.

## Mentoring and lecturing

- 2020 **Maynooth University:** Digitally delivered creative mapping workshops. One for PhD candidates to explore potential collaborative research methods in the lockdown situation, and the other for academics working as advocates in Social Justice Education to support them to consider adaptations to their teaching and research practice in lockdown situation.
- 2020 **Bath Spa University:** Digitally delivered session for MA Environmental Humanities students examining how I adapted my practice to continue provision in the lockdown, and how the importance of connecting with the natural world is being highlighted at this time.
- 2019 **Bath Spa University:** Field trip for MA Environmental Humanities students to examine how *Companion Planting* links creativity, growing and sharing of food, conservation and social inclusion.
- 2018 **Maynooth University:** Lecture on local food poverty and security as part of Food Sovereignty event.

- 2018 **University of the West of England:** Environment and Sustainability students, examining if and how the Companion Planting allotment project met any of the United Nations' Sustainable Development Goals.
- 2015 **Maynooth University:** Presenter and commissioned artist on creative documentation at Maynooth Educational Technology Showcase (METS)
- 2014 **University of Bristol:** Visual ethics and creative methods of documentation on the Visual Inquiry module of the Education Doctorate.
- 2014 **East Central Training Network:** Mentor on the East Central Training Network, supporting practitioners working in PVI settings to conduct their own research into children's creative learning, particularly in relation to outdoor learning.

#### Conference presentations

- 2019 **ECHO: The Voice of Early Childhood:** Presentation of Companion Planting, focusing on social inclusion through outdoor engagement.
- 2019 **RGS-IBG Annual International Conference:** *Creative participatory daylighting of local hidden rivers* co-presented with Lindsey McEwen.
- 2018 **RGS-IBG Annual International Conference:** *Net full of holes* in Community self-organisation and landscapes of food justice and sustainability, sponsored by the Food Geographies Working Group.  
*This is no place like home* in Place attachment in refugee resettlement: processes, politics and outcomes.
- 2018 **Liquidsapes: art.earth Creative Summit, Dartington Hall:** *Slow flow* talk and participatory map-making session in collaboration with Iain Biggs.
- 2018 **CASCADE: workshop on Civil Society, risk and climate change: science, perception, communication and exchange, UWE Bristol:** Presentation of 'creative daylighting' process and participatory map-making session.
- 2018 **Irish Geographers Conference: Maynooth University:** Presentation of *Companion Planting* allotment project in Art and Geography: The Earth as our Home session.
- 2018 **Festival of Food Sovereignty, Maynooth University:** Presentation of Companion Planting allotment project and participatory map-making session.
- 2017 **Co-creating Cities and Communities: Summer Forum and Being Human Festival:** Presenting outcomes of *Hidden Rivers and Daylighting* research strand, followed by an interactive session in which delegates map their personal landmarks.
- 2017 **Bristol Green Capital Partnership: Connecting Bristol's communities with the benefits of nature:** *Companion Planting* as an example of good practice of social inclusion. BGCP event organised in partnership with the Festival of Nature, Black2Nature and Bristol Multi-Faith Forum.
- 2017 **Look both ways Narrative and metaphor in education: Vrije Universiteit:** *Mapping our childhood places*, presentation on work with socially vulnerable groups using informal, narrative mapping processes to support participants to represent their sense of ownership and belonging in their local areas.

#### Education

2001-2004 MA, Fine Art in Context, University of the West of England

