

WORKSHOP

Student Voice

The Architecture of Mutual Holding in Practice: Architect + Inhabitant

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Building on the morning's moderated conversation, this session will move from theoretical introduction to practical application of *The Architecture of Mutual Holding*, through direct engagement with the *Student Voice*. This session will focus on the third mutual holding, the relationship between *Architect + Inhabitant*, which positions co-design as the methodology through which the theory becomes operational in higher education contexts.

Where the four Spatial Foundations (*Nature + Restoration; Inclusion + Access; Health + Space; and Behaviour + Belonging*) provide evidence-based design parameters, and where a *Pedagogy of Kindness* (Grant and Pittaway, 2025) shapes the *Building's Promise* to its users, Students themselves provide knowledge that cannot be inferred from theory alone. They know what does not work, where they do not feel they belong, and which spaces they avoid. Their voice tests whether the *Building's Promise* is kept or broken.

This session will open with a brief consolidation of the emerging *Architecture of Mutual Holding* theory, followed by an active participatory workshop. Participants will be challenged to translate one or more of the four Foundations into Spatial Proposals, working with Student perspectives as primary input. The format will draw on emerging co-design methods, where Architects and Architecture Students engage with Northern Territory communities whose remoteness, seasonal access, and connection to Country require approaches that conventional briefing processes do not accommodate.

Participants' contributions will be documented as part of the session, with the aim to contribute to the *Higher Education Spaces Development* project research, and which may also inform later publications. The session will position Student Voice not as 'consultation' to be ticked off a checklist, but rather, as a source of insight that often reframes what Architects and Academics take to be problems. This provides a critical reframing on which the *Higher Education Spaces Development* Symposium's question of *Convention or Risk*, arguably depends.