

HAVE YOU SEEN
THIS ARTIST?

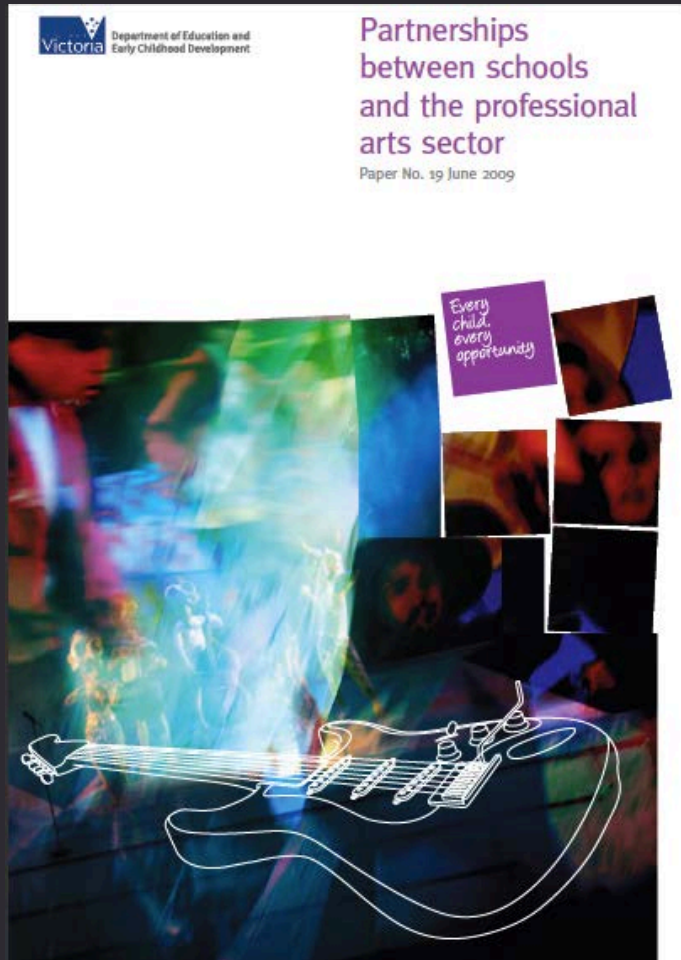


***Can teachers
be artists
as well?***

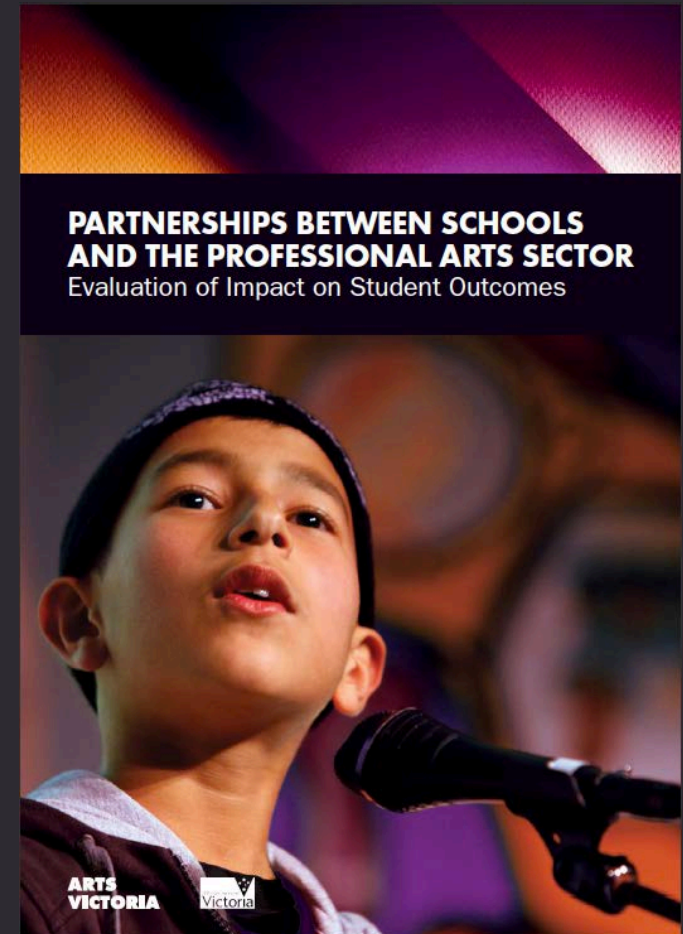
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Evaluation of the impact of artist-in-residence programs (on student learning, engagement, and development of arts related skills and knowledge).

Literature review (2008/2009)



Evaluation (2009/2011)



Many students were more engaged than usual



- Improved behaviour
- Greater attention span, persistence
- Improved response to challenges
- Increased confidence
- Increased active participation

There was also a noted increase in family involvement

Many displayed signs of improved 'student voice'



- Directed their own learning
- Displayed greater participation in discussions
- Were more likely to give opinions
- Took control of curriculum

Many displayed signs of improved 'social learning'



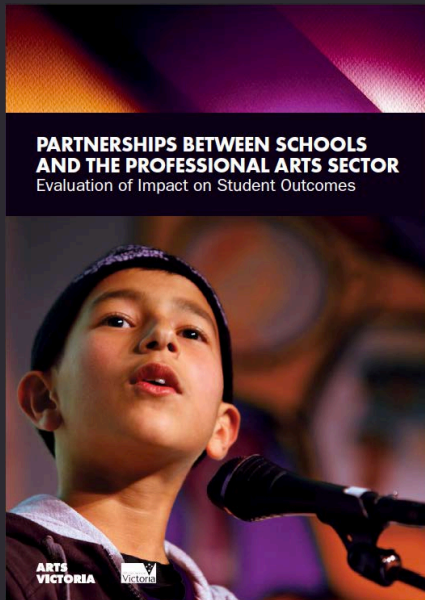
- Teamwork
- Collective problem solving
- Undertook tasks outside their comfort zone
- Development of collaborative skills

Many displayed signs of improved 'creativity'



- Used opportunities for original and divergent thinking
- Developing problem solving skills and the ability to find new solutions

Many displayed signs of improved 'arts-related knowledge and skills'



- Acquisition of specialised art skills
- Ability to conceptualise 'flow-on' application of what was learned
- Some (limited) improvement in conceptual learning

Why?



- Authenticity
- ‘Rock-star’ status (role-modeling)
- A highly specialised activity
- Opportunity for a “special” atmosphere for learning

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The issue?

- How can we increase practicing (visual) art teachers' personal art practice?
- Would this improve their teaching?

WORRIED? WELL...
ABOUT WHAT? I GUESS ABOUT MY FUTURE
WHAT ABOUT IT? I DON'T KNOW
I WANTED TO BE... **TO BE WHAT?**

THE GRADUATE

...DIFFERENT.



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- Longitudinal survey (repeated measures)
- Two participant groups, one with ‘support’
- Limitations?
 - Only Visual Art
 - Comparison of data limited at present

Do newly graduated teachers continue making art?

We looked at...

- Pre-teaching art output
- Compared it to art output once graduated
- Teachers' time commitment to art production
- Desire, frustration & enjoyment factors.



Do newly graduated teachers continue making art?

What have we found so far? Time commitment changed.

- Prior to teaching, 73% made art full-time.
- After graduation, 81% made art less than 5 hours per week.



- 50% of participants now spend between 45 and 60 hours per week on teaching.

Do newly graduated teachers continue making art?

What have we found so far? Identity as an artist changed.

- After graduation, participants identify themselves as artists (16%), an artist who teaches, (40%), a teacher who makes art (30%), a teacher (14%).

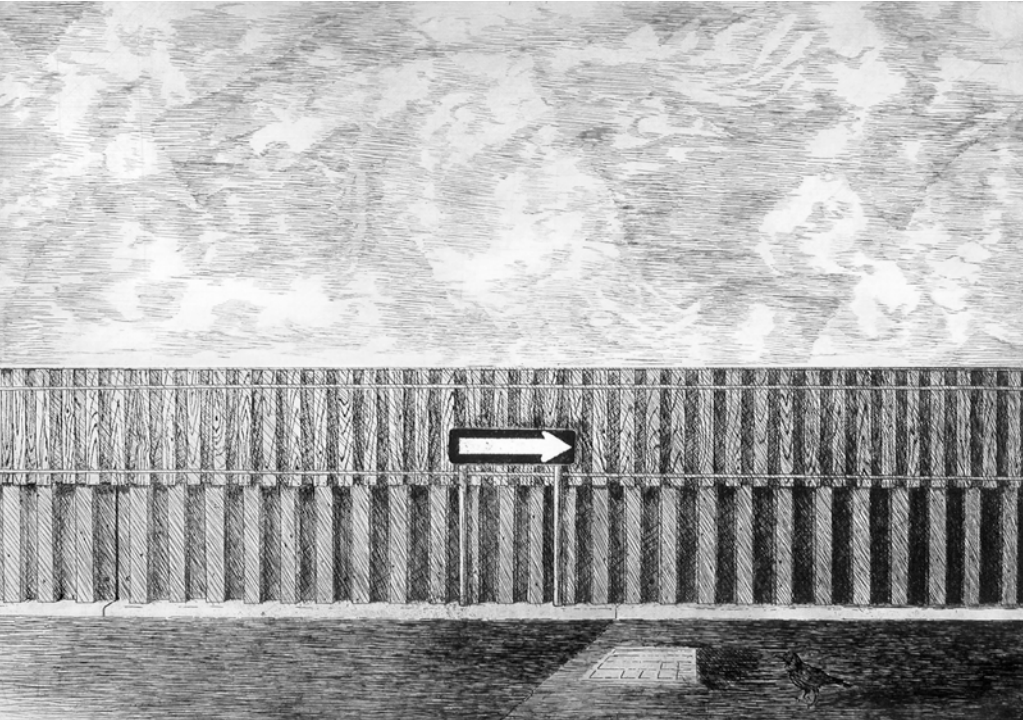


- When asked to realistically assess their identity over the past year, participants feel they have actually been an artist (22%), an artist who teaches, (6%), a teacher who does art (22%), a teacher (50%).

Do newly graduated teachers continue making art?

What have we found so far? Some common influencing factors.

- 73% believe to some degree that **their school does not support** their art practice.
- 74% believe **that teaching has impeded** their art production.
- Only 24% believe they currently have a **good art making routine**.



- But, 84% **expect to get satisfaction** from their art making.
- 60% have a **desire to pursue an art career**.
- 72% feel that **teaching inspires them** to make art.

Does making art improve quality of teaching?

We looked at...*

- Ownership of teaching goals
- Creating a supportive environment
- Fostering student independence
- Catering to individual student needs
- Facilitating deeper levels of thinking
- Bringing the 'wider world' into learning



* Adapted from 'Principles of Teaching and Learning' (PoLT),
Department of Education and Early Childhood Development,
Victorian State Government, Australia
[http://www.education.vic.gov.au/studentlearning/
teachingprinciples/](http://www.education.vic.gov.au/studentlearning/teachingprinciples/)

Does making art improve quality of teaching?

What we have found so far...*

- Common perceptions of 'Ownership of teaching goals – generally positive responses, identical from both groups.



Creating a supportive environment – similar between groups. The 'artist' group rated higher on 'promoting collaboration'. The 'teacher' group rated higher on 'intellectual; discussion' and 'facilitating positive relationships'

* Comparison between two groups: 'artists' & 'artists who teach' / 'teachers who do art' & 'teachers'

Does making art improve quality of teaching?

What we have found so far...*

- Fostering independence – the ‘artist’ group was slightly more positive than the ‘teachers’ group in terms of facilitating students’ sense of responsibility, and encouraging risk-taking.



- Student needs – the ‘artist’ group was significantly more positive than the ‘teachers’ group in terms of giving students choice, and embedding students’ topics of personal interest into programs.

* Comparison between two groups: ‘artists’ & ‘artists who teach’ / ‘teachers who do art’ & ‘teachers’

Does making art improve quality of teaching?

What we have found so far...*

- Facilitating deeper levels of thinking – the ‘artist’ group was more positive than the ‘teacher’ group in terms of encouraging different ways of thinking in students.



- Wider world – Little difference, with the ‘teacher’ group slightly more positive

* Comparison between two groups: ‘artists’ & ‘artists who teach’ (‘artist’ group); ‘teachers who do art’ & ‘teachers’ (‘teaching’ group)



Key points.

Teaching does hinder art production

- Reasons (motivations) for making art change quite dramatically once teaching.
- Rates (participation) of art-making decreases dramatically once teaching.
- Sense of ‘art identity’ changes quite dramatically once teaching.
- New teachers’ art-making is impeded by lack of time, the desire to be a good teacher, lack of support from the school, lack of access to appropriate materials and facilities.

Key points.

(However, teachers maintain a desire to produce art.)

- Believe that teaching actually inspires them to make art.
- Believe that they expect to gain future satisfaction from their art making.
- They want to make art, and see art production as integral to the quality of their teaching and their own sense of well-being.

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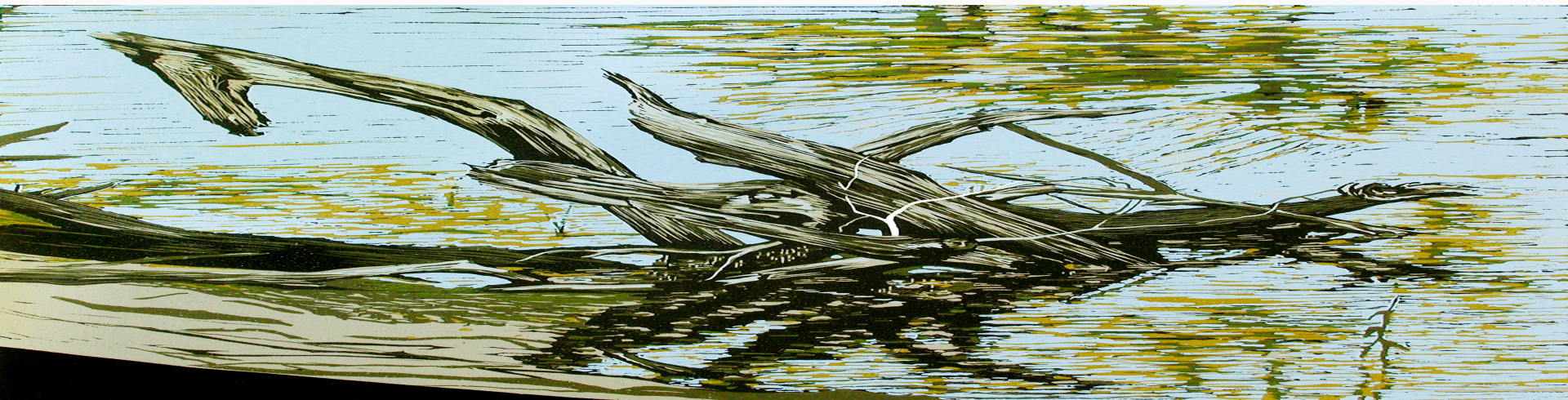


Key points.

Art-making (or not) did not alter perceptions of teaching well.

- Some evidence of minor differences along artist/teacher stereotypes
 - ‘artists’ better at facilitating risk-taking and collaboration
 - ‘teachers’ better at building student relationships
- Some evidence of a trend towards the mean scores widening over time, with ‘teachers’ self-evaluating themselves as better teachers

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Implications?

- Some early evidence that the two identities (teacher and artist) are not compatible.
- However, some evidence of an emerging 'professional' aspect. Desire to make art and desire to teach well are not mutually exclusive, in fact, they possibly feed off each other.
- What happens over time? Some evidence that significant changes in these results will occur once the 'teaching' identity is embedded.

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Strategies?

- Embed in art teacher training programs ample opportunity to study the concept of artist-as-teacher. Encourage an early-career focus on realistic career pathways to suit individual needs and aspirations.
- Seek strategies that will commit schools to support ongoing artistic practice in their art teaching staff.
- Seek ways to provide ongoing professional development for art teachers. Perhaps best provided by state/national professional support organisations.