

## **Moving Beyond the Power of One: Finding collective perspectives of (quality) within pre-service art education in Victoria, Australia**

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As the importance of arts education is diminished in school contexts, a similar phenomenon appears to be occurring in the tertiary sector in preparing pre-service teachers. As a group of lecturers from various universities in the state of Victoria, Australia who work in the field of visual arts education we have come together to consider how we foster visual art confidence and creative risk taking with our (mostly generalist) pre-service teachers in these changing times. Together we have a unique opportunity to consider, support and shape each other's practice and beliefs. As we ourselves form a community of learners to support the arts in our various contexts, we ask how in turn our pre-service teachers and students can reflect on their own art contexts. How can they too undertake collaborative mediation and explore the diversity of learning available in the arts. We ask where this support is for our pre-service teachers and students. Some questions are: What opportunities might be fostered so that pre-service teachers and art students may explore and reflect on artistic practices and processes as well as the final result, art? What are the unique aspects of art and art education in the unique places and contexts for these teachers and students? And how can we utilize this knowledge to make art education more relevant for the identities and cultures of these places? Using fast paced techniques of Pecha Kucha, we will initially showcase a variety of perspectives on visual art education that have become part of our teaching repertoire. The series of Pecha Kucha presentations also provide the framework to further explore our varied teaching practices through a set of key tools derived from the 'Qualities of Quality' report into high-quality arts learning experiences (Project

Zero, 2009). Following on from the presentations an opportunity will be provided in the form of a 'fish bowl circle' for presenters to discuss issues of quality and what determines 'quality' within their own arts education contexts. The audience will also be invited to contribute broader insights into quality visual arts learning experiences through joining in this interactive discussion. Seidel, S., Tishman, S., Winner, E., Hetland, L. & Palmer, P. ( 2009). The qualities of quality: Understanding excellence in arts education. Project Zero/ Harvard Graduate School of Education, Harvard University Press. Retrieved 10 Oct 2013 from

<http://www.wallacefoundation.org/knowledge-center/arts-education/arts-classroom-instruction/Documents/Understanding-Excellence-in-Arts-Education.pdf> Pecha

Kucha: presentations that include 20 slides over 20 seconds Fish Bowl circles: Presenters and audience form two circles - an inner one (with presenters only) and an outer one with audience. The inner group has a discussion, surrounded by the larger group, who listens. At a given time participants from the outside circle are encouraged to tap-out a person in the fishbowl in order to swap places with that person and add their own insights to the discussion.