



Contemporary Practices in Art and Design Education: A collaborative working framework

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Abstract

A university, school-based project was piloted in Initial Teacher Education (ITE) to foster innovative thinking in approaches to teaching the primary curriculum through the arts, together with promoting 'creativity' across the curriculum. The pedagogical model, implemented as part of the Bachelor of Arts with Qualified Teacher Status (BA QTS), identifies opportunities and processes for ITE institutions to work in partnership with students and other educators towards inter-professional working and learning.

The model promotes the notion of professional collaboration between the key players; schools, ITEs and creative/cultural organisations, in which each is a contributor as part of the integral educational programme. Subject-specialist teacher trainees of the arts assume the role of both 'artist' and 'pedagogue', with the aim to encourage collaborative practice between all players and to foster an essentially student-led, self-reflective enquiry approach to the sustainable integration of arts in the primary curriculum and within a variety of educational domains and settings.

The study investigated participants' views, including those of the pupils regarding the effectiveness and value of the programme and ultimately, whether the programme enhanced subject knowledge, skills and confidence in the arts, in promoting creativity across the curriculum.

Findings from the study indicate that the project had a positive impact on attitude of teachers with respect to how creativity may be conceptualised in the primary curriculum. The trainees, in their use of role modelling benefited schools with their subject expertise in offering direction for an integrated arts curriculum, improving subject knowledge and raising levels of confidence in teachers and teacher assistants, together with capitalising on the subject specialist expertise of students as 'artists-in-residence'.