



## **Reconceptualising Art Education in Initial Teacher Education**

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### **Abstract**

Recent practice-based research in Initial Teacher Education at Liverpool Hope University has been concerned with the development of contemporary pedagogical practices relating to evolving knowledge and competencies which improve students' capacity to teach the primary art curriculum. A new pedagogical model has been implemented which aims to develop students as 'active learners' and provide them with the capacity to incorporate new knowledge, skills, modern technologies and innovation to explore the aesthetic qualities associated with the visual arts, together with the underpinning pedagogy. This particular teaching and learning approach encourages students to develop a self-reflective and analytical approach to their professional development in art education through peer dialogue, research and self-study and through developing their own artistic ideas using digital technology.

A self-enquiry, student-led approach is one of the essential features of this innovative pedagogical model, which is designed to allow students to develop a line of inquiry according to a particular theme of interest. According to this approach, students are encouraged to develop their artistic ideas through practical and intellectual exploration. The model also promotes peer review and self evaluation, towards developing an understanding of how to apply these ideas to students' professional classroom practice.

The model implements the notion of 'continuous provision' and 'focused learning' and follows a personalised learning approach with guidance and instruction from the tutor in the development of a reflective Learning Journal of artistic ideas and images, together with the relevant pedagogical dialogue. Students are encouraged through this medium to develop a rationale for art education towards the completion of a group teaching and learning technology resource, which they present as a plenary activity during the final workshop session.