

The project approach

The role of the teacher in project-based inquiry

Dr. Gai Lindsay

A firm belief in the capable child

The child “is already **running over, spilling over**, with activities of all kinds.”

The child “is not a purely latent being whom the adult has to approach with great caution and skill in order to gradually draw out some hidden germ of activity. The child is **already intensely active**, and the question of education is the question of **taking hold of his activities, of giving them direction**”
(Dewey, 1915, p.36)





Moving beyond content 'facts'

*“While skills and content are certainly important, we believe if art educators are going to teach to meet the needs of the 21st Century learner and an ever-changing global society, **art education needs to move beyond teaching content and embrace creativity, process, and ideation** as an interdependent component in teaching and learning” (Ruopp & Unrath, 2019, p. 30).*

The role of the educator

- **Knowledge** (of child's interests and strengths / subject matter)
- **Experience** & empathy
- **Insight** – perceive potentials for learning and conditions for growth

...no right to withhold from the young ...whatever capacity for sympathetic understanding his own experience has given him.”
(Dewey, 1938, p.32)

...to **guide** the children and "**lend**" the **children their knowledge** without taking away the children's initiative..."
(Malaguzzi 1989, in Moestrup & Eskesen, 2004)

- ✓ Guide
- ✓ Role Model
- ✓ Facilitator
- ✓ Balance observation and intervention
- ✓ Support skills for graphic expression of ideas.

A/r/tography

- a/r/tographic communities of practice (Irwin, 2008)
- Explore the intersection of being artist / researcher and teacher
- What are your three intersecting identities?
- How could this support you to engage more actively and confidently in the arts with children?

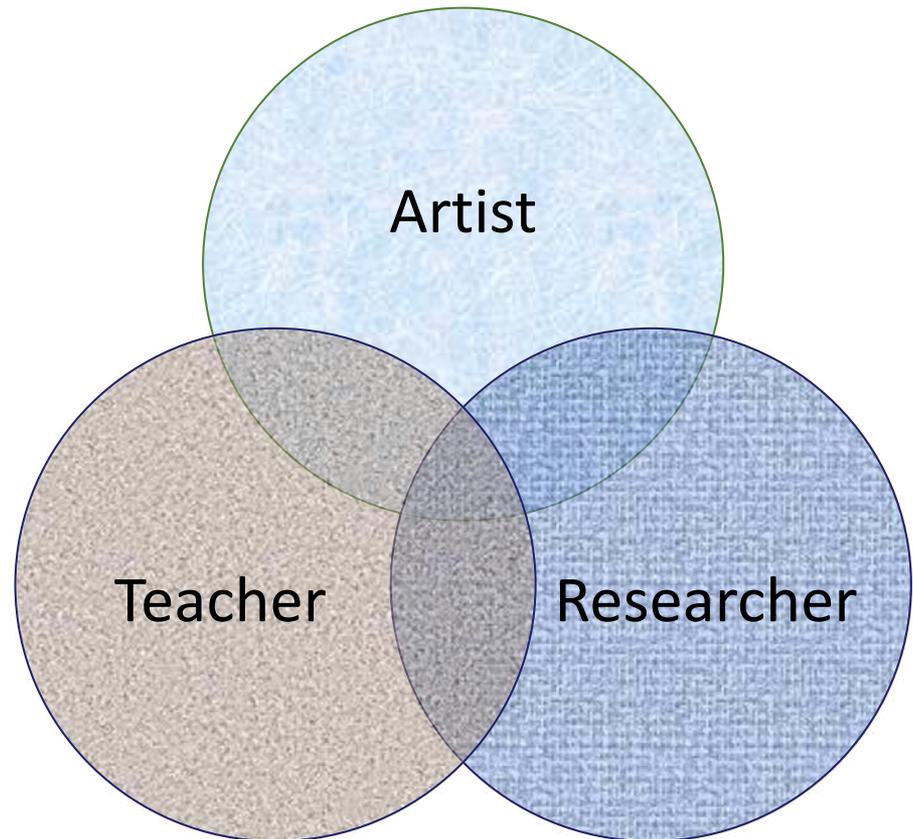


Diagram adapt from Burke, 2013, p.194

Role of the educator / teacher

Role of the educator as Artist

- Design environments that demonstrate aesthetic sensitivity and develop the '100 languages'

Role of the educator as Researcher

- Make children's learning visible
- Co-learner and co-constructor with children

Role of the educator as Teacher

- Develop a responsive curriculum that adapts content to children's interests
- Engage in meaningful experiences (that build on prior experience and lead to growth)
- Guide, extend, provoke and propose
- Teach skills, model techniques and lend assistance



Teachers as Artists...Learning Through play...



Curating materials and designing environment as the 3rd teacher



Quality materials and processes



Places for inquiry



Teaching indirectly through environmental design and material choices



Choosing aesthetics and beauty



Creating a context for wonder and beauty



Teachers as Researchers: Documentation & Pedagogical Reflection

Where to next?

As our love for our favourite book grew and grew, we wondered how we could extend the children's ongoing interest in 'Brown Bear' into other areas of our program, and bring the children together in new ways through their shared interest.

Discussing this further with our art teacher Ms Denise, we decided to focus on experiences that would bring the colours and characters of the book into the room; providing opportunities for the children to engage with these components of the book in new ways and in different contexts.



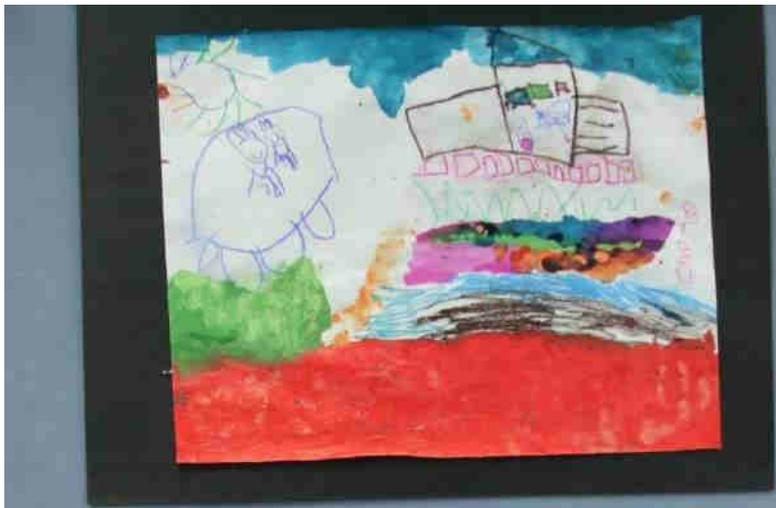
- Documentation should tell the story of the experience
- As an educator reflect on the learning:
 - did the experience lead to new understandings?
 - where the play/experience might go to next?
- Draw upon theory to support informed reflection.
 - Think about what worked, what didn't and what you would change next time you do an activity – this demonstrates your capacity to learn from experience.
- Co-learners, co-researchers and co-teachers with children.
- Support children to be seen as 'artographers' as well.



Real examples of documented learning offer the public a more particular kind of knowledge that **empowers and provokes** them to reflect, question and reconstruct the **image of the child** and the rights of children to quality education.”

Foreman and Fyfe, 256 in
The Hundred languages of
Children.





2010 Exhibition – “What does it mean to **belong**, **be** and **become** in the Shoalhaven?”



Teachers as Teachers

- What is your role in terms of **intentional teaching** and **scaffolding of skills** in the languages of art (and music and movement)?
- Are you a teacher or an entertainment director?
- Do you have a grasp of concepts in the domains of visual arts, music and movement and drama? (PCK)
- Can children also be teachers?
- What types of questions provoke and extend?

“Quality inquiry classrooms are places where highly intentional teachers work hard to grow the capacity of all students to learn. These teachers work diligently to help students know what to do when they don’t know, to develop deeper understandings of how the world works and to refine a set of skills and dispositions that will enable learning to continue life-long and life-wide” Murdoch, 2015 cited in Duncan, 2018, p, 12)

“We need a curriculum of big questions.

**We need a curriculum free of fear and focused on the magic of children’s innate quest for information and understanding”
(Sugatra Mitra, 2013, cited in Duncan, 2018)**



Aurora preschool of the arts HCMC



Thought Provoking Questions...

Why do you think that happened?

Why is the....?

What makes you think that...?

What do you think might happen next?

What would happen if...?

What is happening?

How could we find out more?

How could we...?

I wonder how we could...

What else could we try?

Where else could we go?

Who else could we ask?

How does the flower feel when?

What type of dance / what kind of song would the trees do when it rains?



Thanks for
listening and
thinking!

Ruopp, A., & Unrath, K. (2019). Making Artistic Learning Visible: theory Building Through A/r/tographical Exploration. *Visual Arts Research*. 45(2) Issue 89. pp.29-48.