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Asking difficult questions in perilous times: early career teachers, art practice and the questioning stance.

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iJade, Peace, 9 November, 2024.

Brennan, V. (2023) *Button badge* [photograph].

Propositions

- Peace is an action, not a destination
- Asking questions is fundamental to understanding
- Art teachers and their students are uniquely capable, through their various acts of inquiry, reflection and creation, of working to create peace

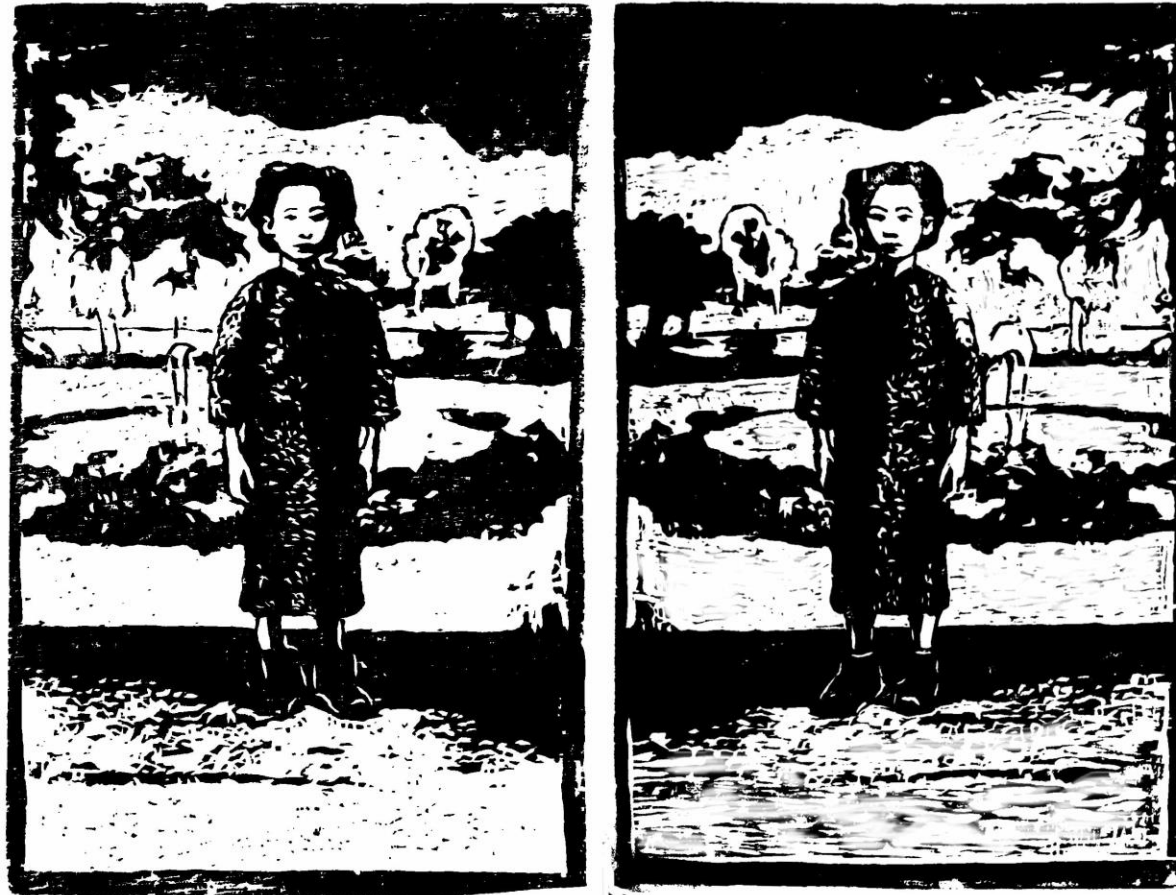
Guiding principles from UNESCO Recommendation on Education for Peace (2024)

Instilling an ethic of care,
compassion and solidarity

Equitable, inclusive and respectful
of diversity

Promoting the co-creation
of knowledge

1. Assumptions are dangerous: ‘So, where are you *really* from?’



Brennan, V. (2014) *Untitled* [woodblock prints].

Strategies for addressing bias in Initial Teacher Training:

1. Role-model inquiry and self-reflection
2. Establish a community of sharing and mutual respect
3. Encourage and support discussions based on personal experiences and bring in authentic voices

2. The art classroom as art studio/space of inquiry



Art teachers and their students are uniquely capable, through their various acts of inquiry, reflection and creation, of working to create peace.

Brennan, V. (2014) *Captains of Art* [photograph].



Islamic Art
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Morris, N. (2023) *Islamic Art* [digital collage]



Islamic Art
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Strategies for asking questions in the classroom:

1. Keep your questions fresh
2. Reach outwards and inwards
3. Look for connections
4. Enjoy surprises and challenges
5. Build opportunities for all learner voices to be heard and valued

3. Transformation – the artist-teacher identity

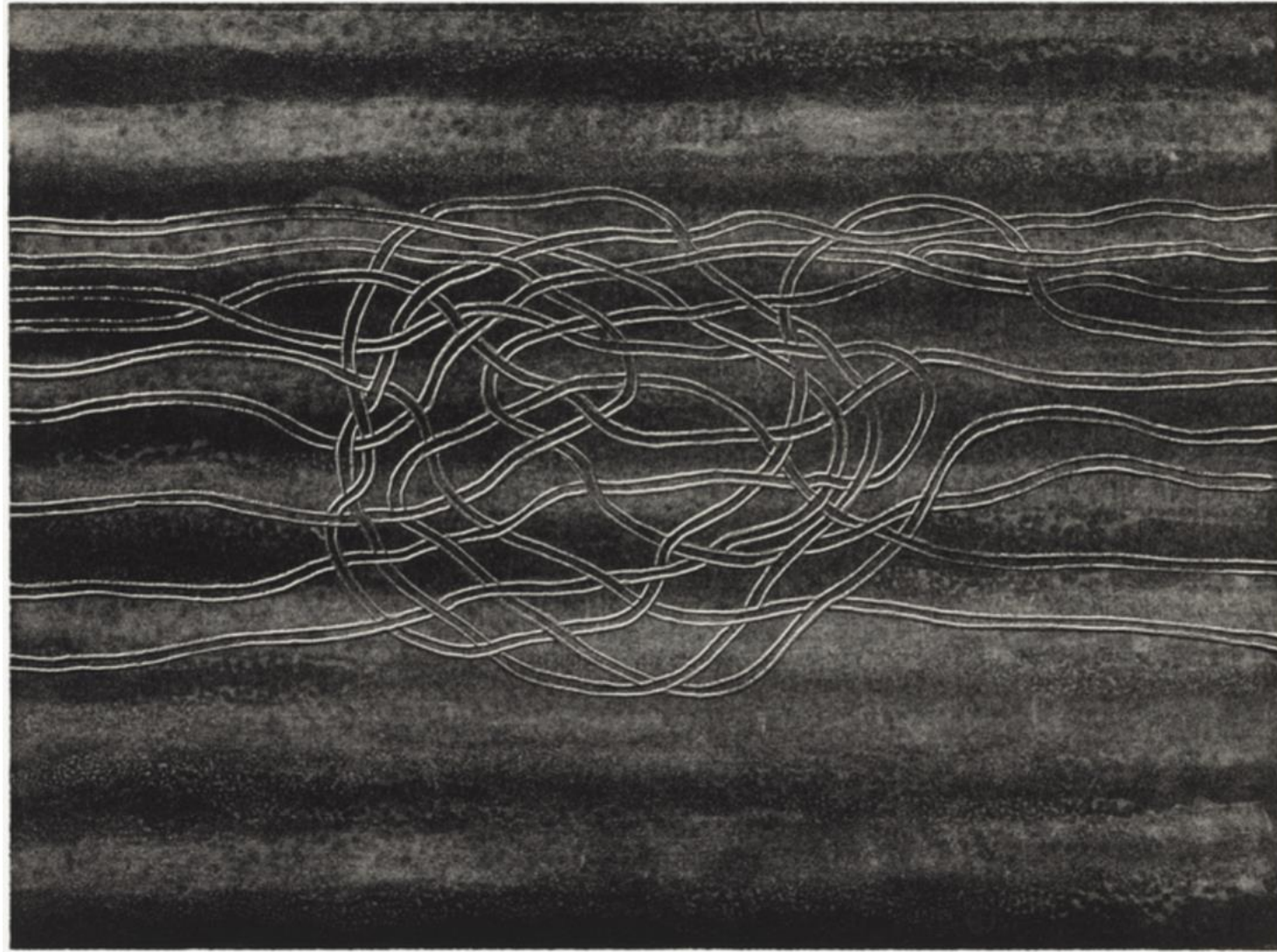
ARTISTIC LICENCE	No 325
No	ARTISTIC LICENCE
DATE	This licence entitles me,
NAME
REASON	[print name]
	to call myself an artist.
	I authorize myself to create art.
	I give myself permission to:
	<input type="checkbox"/> <i>observe</i> <input type="checkbox"/> <i>play</i> <input type="checkbox"/> <i>develop</i>
	<input type="checkbox"/> <i>reflect</i> <input type="checkbox"/> <i>explore</i> <input type="checkbox"/> <i>connect</i>
	<input type="checkbox"/> <i>discover</i> <input type="checkbox"/> <i>experiment</i> <input type="checkbox"/> <i>investigate</i>
	Signed date
	Permission granted to transfer, copy & / or alter this licence.

Brennan, V. (2019-ongoing) *Artistic Licence* [letterpress printed ephemera].

Anni Albers (1937):

...most important to one's own growth is to see oneself leave the safe ground of accepted conventions and to find oneself alone and self-dependent. It is an adventure which can permeate one's whole being. Self-confidence can grow. And a longing for excitement can be satisfied without external means, within oneself; for creating is the most intense excitement one can come to know.

Anni Albers, *Line Involvements IV* (1964),
Lithograph, Whitney Museum of Art





Cannell, K.
Top: Textiles (2023)
Left: Slideshow presentation
(2024)



Benefits of being an artist-teacher:

1. Artist-teachers ask the same questions of themselves that they ask of their students
2. Artist teachers participate in the wider art world
3. They understand journey that children embark on as artists
4. They recognise art practice in its widest sense
5. They ensure the ongoing validity of their teaching through making art, and vice versa

4. The outward turn



Brennan, V (2024) PGCE students presenting teaching resources for Karen McLean's *Stitching Souls*, Walker Gallery [photo].

**what
is
stopping
you
?**

Brennan, V. (2022) *What is stopping you?* [Letterpress printed postcard].



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