



Creative Leadership: new ecologies of art teaching practice

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Never Stand Still

COFA

Art and Design Education

- Teachers lead their classrooms, they work on aspects of artistic assessment that mean something for individual students in the localized setting of the classroom. However, the system is unable to recognize these interventions.



- Conceiving the classroom as an ecosystem opens new possibilities in mapping art teacher case-based knowledge. My use of qualitative interviews with art teachers uncovers the mechanics and processes of artistic assessment as a powerful dynamic.



Concepts of Ecology

- In the 1970's Doyle and Ponder examined classroom environments especially features involved in understanding the classroom as a, “network of interconnected processes and events which impinges upon behaviour in the teaching environment” (Doyle & Ponder, 1975, 183);
- To understand complexity in developing ecologies and “practice architectures” of Preservice Teachers Kemmis and Stake (2011) extended this idea to encompass “ecologies of practice,” meaning: distinctive interconnected webs of human social activities characteristic arrangements of sayings, doings and relatings that are mutually necessary to order and sustain a practice as a practice of a particular kind and complexity (Kemmis and Heikkinen, 2011, 14).



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