

Appendices

Appendix 1: Coming to know self as a visual arts teacher: the collation of personal reflections

Teacher	Prior view /experience (tacit knowledge/theories)	Key shifts	Emerging/consolidated beliefs and understandings (explicit theories)	What contributed?
Teacher 1	Not enjoyable drawing experiences Amazement at and connectedness felt with Maori art Unsure/afraid – no talent	Confidence Enjoyment/excitement Interest in art experiences	About supporting the process rather than focus on representation Art is about individuality Teacher role is to support children in their explorations through art and art processes Teachers and children are both learners and teachers – it is a shared relationship	Participation with children Own enjoyment Watching the centre as a whole develop Conversations with peers and parents Trying things out, watching others
Teacher 2	Compared self against competent family members Self as arty – not artist Limited school influence “Passion, time and technique are ingredients of an artist”	Increased knowledge Confidence Enthusiasm Enjoyment Relaxed in attitude and responses	Art and being an artist is for everyone Being an artist can look different for everyone Art is a social activity based on relationships and learning from/with others Art is fun – you want to share the experience Art shows a feeling The process is a joy – the product can also be	Listening to others Reading literature Participating with children Art workshop - having a go
Teacher 3	Schooling and holiday programmes contributed to positive view Access to resources at home	Confidence	Art is a social activity of this community Gain learning and development (in other areas) through being creative Not always only about the process but sometimes needs to be the product – valuing the product alongside the visual art process	Participating with children Prior experience and training

	<p>2 years art school</p> <p>“How good painting and being creative makes me feel and develop as a person”</p>		<p>Child develops sense of self (inner development) and enjoyment of their achievement</p> <p>Art is a child directed exploration – pursuing own ideas, goals and voice</p> <p>Based on relationships of respect and honesty</p> <p>Visual art experiences require time</p> <p>Sharing photographic record can better capture sense of enjoyment/excitement</p> <p>Teachers need to recognise own strengths and pass on what they enjoy</p>	
Teacher 4	<p>Feeling of being hopeless in comparison to family – no innate ability</p>	<p>Developed understandings about copying</p> <p>Teacher initiated and led art experiences are not beneficial to children’s learning</p> <p>Relaxed</p> <p>Confidence</p>	<p>Teacher’s role is to support and extend children’s art experiences</p> <p>Children are wonderful teachers for others (role models)</p> <p>Both process and product are important</p> <p>Benefits to both teacher and children if children determine the direction</p> <p>Copying can be a valid technique – there are benefits to both copier and the copied</p> <p>There is a subtle distinction between copying the idea and copying the product – the first feeling more comfortable</p> <p>Working with small numbers preferable to larger groups</p>	<p>Participating with children</p> <p>Enjoyment of the process</p> <p>Reflecting on own learning stories</p>
Teacher 5	<p>“Eye for detail and beauty part of my personality”</p> <p>Fond memories from kindergarten through primary but not high school</p> <p>Enjoyed again once left school and during training</p>	<p>Comfortable</p> <p>Free to explore</p> <p>Enjoyment</p>	<p>Children need opportunity to develop competence in use of skills, processes and media.</p> <p>Teachers need to value visual art – to be shown in their practice with children.</p> <p>Time is necessary for children to make decisions.</p> <p>Teachers need to be knowledgeable enough to be able to confidently communicate, guide and teach skills</p>	<p>Confronted by differing practices - reflection</p> <p>Reading literature</p> <p>Conferences/workshops</p> <p>Discussion with others</p>

Teacher 6	<p>Self love of art and creativity</p> <p>Involvement throughout personal and professional life</p> <p>“Through art/creativity you gain the knowledge, skills and ability to be able to relate to the world around you”</p> <p>“In every person there is creativity – it is our gift within”</p>	<p>No-one needs to be the same or do things the same way</p> <p>Teachers have differing prior experiences and knowledge to draw from</p>	<p>Children’s work and space needs to be respected</p> <p>Some children need uninterrupted space and time to work while others need safe space to socialise and appreciate</p> <p>Children display their competence through guiding others</p> <p>Through participating in a wide range of experiences children build up a large skill base that can be confidently taken into all other areas of learning within and beyond the centre</p> <p>Time to watch and learn from others is a valuable part of the learning process</p> <p>Use of ‘real’ media and resources contributes to sense of pride and respect – early childhood is not a practice run for learning</p>	<p>Strengthened relationships with others</p> <p>art workshops, working together.</p>
Teacher 7	<p>Positive family role models – mother artist</p> <p>Fifth form art tedious</p> <p>Art history enjoyable</p> <p>Artist friends, travel, Reggio Emilia influences</p>	<p>Working alongside children rather than just presenting the materials</p> <p>Confidence in verbalising what I am doing when working alongside children, what I like about my work or the work of others</p>	<p>When my interest is there the children become more engaged</p> <p>Using a more abstract style seems more inclusive to the children’s work</p> <p>Teachers have different strengths or enthusiasms – this encourages others to explore further</p> <p>Visual art is a part of infant and toddlers’ everyday experiences</p>	<p>Reading and discussing literature.</p> <p>Participating in workshops</p>
Teacher 8	<p>Have strengths in performing art/music</p> <p>No interest in visual art so didn’t see need to view myself as an artist</p>	<p>Confidence in ability to articulate and justify practices with parents</p> <p>Not so concerned with mess</p> <p>Aware of own and others preferences</p> <p>Valuing product alongside process</p>	<p>Being caught up in routines and concern for things like messy clothing can limit, impede or deter participation for both children and adults - teacher motivation overcomes this</p> <p>Although the process of a child’s art experience is the most important part of visual art, it is important to value the product</p> <p>There are times when art is about the end product</p> <p>Individual teachers’ preferences of media can be complementary and offer the children a wider range</p>	<p>Reflecting on collection of stories</p> <p>Participating in workshops</p> <p>Challenged self through engaging with media not so fond of</p>