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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Prior view /experience (tacit knowledge/theories)</th>
<th>Key shifts</th>
<th>Emerging/consolidated beliefs and understandings (explicit theories)</th>
<th>What contributed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Not enjoyable drawing experiences Amazement at and connectedness felt with Maori art Unsure/afraid – no talent</td>
<td>Confidence Enjoyment/excitement Interest in art experiences</td>
<td>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</td>
<td>Participation with children Own enjoyment Watching the centre as a whole develop Conversations with peers and parents Trying things out, watching others</td>
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<tr>
<td>Teacher 2</td>
<td>Compared self against competent family members Self as arty – not artist Limited school influence “Passion, time and technique are ingredients of an artist”</td>
<td>Increased knowledge Confidence Enthusiasm Enjoyment Relaxed in attitude and responses</td>
<td>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</td>
<td>Listening to others Reading literature Participating with children Art workshop - having a go</td>
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<tr>
<td>Teacher 3</td>
<td>Schooling and holiday programmes contributed to positive view Access to resources at home</td>
<td>Confidence</td>
<td>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</td>
<td>Participating with children Prior experience and training</td>
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<tr>
<td>Teacher</td>
<td>Feeling of being hopeless in comparison to family – no innate ability</td>
<td>Developed understandings about copying</td>
<td>Teacher’s role is to support and extend children’s art experiences</td>
<td>Participating with children</td>
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<td>“Eye for detail and beauty part of my personality”</td>
<td>Comfortable</td>
<td>Children need opportunity to develop competence in use of skills, processes and media.</td>
<td>Confronted by differing practices - reflection</td>
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<td>Fond memories from kindergarten through primary but not high school</td>
<td>Free to explore</td>
<td>Teachers need to value visual art – to be shown in their practice with children.</td>
<td>Reading literature</td>
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<td>Enjoyed again once left school and during training</td>
<td>Enjoyment</td>
<td>Time is necessary for children to make decisions.</td>
<td>Conferences/workshops</td>
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<td>Teachers need to be knowledgeable enough to be able to confidently communicate, guide and teach skills</td>
<td>Discussion with others</td>
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</tbody>
</table>

- 2 years art school
- “How good painting and being creative makes me feel and develop as a person”
| Teacher 6 | Self love of art and creativity  
Involvement throughout personal and professional life  
“Through art/creativity you gain the knowledge, skills and ability to be able to relate to the world around you”  
“In every person there is creativity – it is our gift within” | No-one needs to be the same or do things the same way  
Teachers have differing prior experiences and knowledge to draw from | Children’s work and space needs to be respected  
Some children need uninterrupted space and time to work while others need safe space to socialise and appreciate  
Children display their competence through guiding others  
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  
Time to watch and learn from others is a valuable part of the learning process  
Use of ‘real’ media and resources contributes to sense of pride and respect – early childhood is not a practice run for learning | Strengthened relationships with others through art workshops, working together. |
|---|---|---|---|---|
| Teacher 7 | Positive family role models – mother artist  
Fifth form art tedious  
Art history enjoyable  
Artist friends, travel, Reggio Emilia influences | Working alongside children rather than just presenting the materials  
Confidence in verbalising what I am doing when working alongside children, what I like about my work or the work of others | When my interest is there the children become more engaged  
Using a more abstract style seems more inclusive to the children’s work  
Teachers have different strengths or enthusiasms – this encourages others to explore further  
Visual art is a part of infant and toddlers’ everyday experiences | Reading and discussing literature.  
Participating in workshops |
| Teacher 8 | Have strengths in performing art/music  
No interest in visual art so didn’t see need to view myself as an artist | Confidence in ability to articulate and justify practices with parents  
Not so concerned with mess  
Aware of own and others preferences  
Valuing product alongside process | 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  
Although the process of a child’s art experience is the most important part of visual art, it is important to value the product  
There are times when art is about the end product  
Individual teachers’ preferences of media can be complementary and offer the children a wider range | Reflecting on collection of stories  
Participating in workshops  
Challenged self through engaging with media not so fond of |
Appendix 2  Identity of visual art co-learners - behaviours indicative of each domain of identity

Communicator (Communication)
- Non-verbally communicating and expressing
- Articulates ideas
- Pursues ideas – makes them evident through actions
- Explains work or actions
- Describes story
- Visually represents ideas, understandings
- Asks for feedback
- Uses new terminology
- Willingly shares/displays work
- Listens to others
- Values opinion of others
- Shows respect for others work
- Shows appreciation of product

Dreamer and Player (Wellbeing)
- Joins in
- Responds to feedback and praise
- Is playful with media
- Enjoys friendships
- Is imaginative
- Takes time
- Questions
- Observes
- Shares enjoyment with others
- Gives it a go

Explorer (Exploration)
- Exploring with senses
- Engaged
- Experimenting
- Trying things out, testing
- Using books, models, pictures as resources
- Purposefully accessing resources
- Setting goals. Being prepared
- Pursuing ideas
- Making connections with prior experiences
- Learning a process
- Developing control and mastery of tools and resources
- Constructing
- Trying again
- Repeating process
- Copying previous experience
- Problem solving
- Borrowing ideas from others

Participant, Facilitator, Contributor (Contribution)
- Works with and alongside others
- Interacts with peers
- Borrows and shares ideas
- Co-operates, takes turns
- Co-constructs with peers and adults
- Asks for help
- Role models
- Shares expertise
- Shows others
- Teaches a process to others
- Encourages
- Assists
- Inspires others
- Values others contributions
- Shares ideas and suggests methods
- Includes others in experiences

Achiever (Belonging)
- Chooses to join in, participate
- Recognizes
- Plans, evaluates and critiques own work
- Has a purpose for completed product
- Completes own task
- Works independently
- Makes connections over time
- Continues, revisits
- Displays mastery
- Shares knowledge
- Displays satisfaction
- Shares completed work with others
- Initiates ideas