



<p><i>Like a Picture, Poetry: integrating visual arts into the English classroom</i></p>	<p>Marc Laureano (English, Northcote College) will facilitate discussions centred around teaching ideas and tasks which integrate Visual Arts in the process of teaching certain English standards (including the Writing portfolio and Create a visual/verbal text) for NCEA Level 2 and 3. The discussions are set up to provide a platform to exchange ideas and experiences while investigating answers to the following questions:</p> <ul style="list-style-type: none"> • How can we use visual arts to prompt and inspire work in different English strands? • How can the relationship between images and texts enable the exploration of meaning?
<p>Using Drama to Explore 'Identity' & 'Belonging' in Poetry</p> <p>Workshop based - 16 max</p>	<p>Kineret Yardena (English/Drama, St Cuthbert's College) will facilitate a practical workshop using drama-based conventions to explore questions of 'negotiating belonging' and 'negotiating identity' in two poems: Glenn Colquhoun's "Race Relations" and David Wagoner's "Lost". We will also look at how the Maori mythos of Tāwhirimātea can illuminate deeper themes of these works.</p> <p>The workshop will include strategies for using drama as a way into poetry deconstruction, creative writing, inter-cultural explorations, and art making:</p> <p>Exploration will be around:</p> <ul style="list-style-type: none"> - Demystifying drama for the non-drama teacher, to support students' meaning-making processes - Making texts and social issues 'come alive' through drama - Using 'role' as a catalyst for creative writing - Using Maori mythos to explore and illuminate poetic themes
<p>Cross curricular programming - making it happen</p>	<p>Sam Cunnane (Visual Arts, Fraser High School) will lead a discussion based on the cross-curricular project that produces Passionfruit Magazine at Fraser High School in Hamilton, and the development of a similar project for students who are talented musicians.</p> <p>http://www.passionfruitmagazine.co.nz/ http://curriculumintegrationproject.blogspot.co.nz/ http://elearning.tki.org.nz/Teaching/Curriculum/Passionfruit-a-</p>

	<p>curriculum-integration-project</p> <p>Discussion will be around:</p> <ul style="list-style-type: none"> • Why run a cross-curricular project? • Who do you need 'on board' to help get a cross-curricular project up and running? • What skills and aptitudes do students need to be successful in a cross-curricular project? How do we help them develop these skills? • What are the challenges of assessing cross-curricular projects? How do we overcome these?
<p>Student centred learning in music and beyond</p>	<p>Jeni Little (Music, Green Bay High School) will lead a discussion based on her experience and observation of music education over several decades. Her complete immersion into another musical culture, in the Cook Islands 25 years ago, has had a major impact on her understanding and approach to music making.</p> <p>The Steampunk Arkestra is a student centred co-constructed ensemble which is not dictated to, nor limited by, traditional music making concepts.</p> <p>Discussion is open to teachers from a range of subject areas, and will be based around:</p> <ul style="list-style-type: none"> • Why co-construct? • Meeting the needs of the department vs. meeting the needs of the students. Can you have it both ways? • But what about tradition? How to deal with parent expectations? • What are the challenges and risks in such a feral group? • What skills will be developed in this process and how do we support this learning? • Will anyone be left behind?
<p>Using artworks as a pre-teaching tool for developing visual texts</p> <p>Workshop based - 16 max</p>	<p>David Larsen (English, Western Springs College) will facilitate a session thinking about how to use artworks the art gallery as pre-teaching tool for developing static images. Session will involve a walk through of the gallery spaces and discussion, plus 40 minutes planning and discussion time, and will result in developing a resource or task sheet that scaffolds a visit to the Gallery.</p> <p>Attendants will need to bring examples of what they are already doing, so the group can explore modifications together.</p>
<p>Building student resilience and risk-taking through accepting mistakes</p>	<p>Andre Sampson (Visual Arts). In my artistic practice as a painter and printmaker, the 'mistake' is a catalyst for some of the most exciting creative outcomes. Mistakes are intrinsically bound together with risk-taking and a fear of failure.</p> <p>In my teaching, I have observed that one of the biggest limitations on a student's ability to generate and develop ideas, and to progress confidently, is a crippling fear of failure. These students usually have a pre-determined outcome in mind, as well as a belief in a brutal self-critic. They have a negative view of mistakes, perceiving them</p>

	<p>as failures rather than opportunities for success.</p> <p>In this session we will consider these questions:</p> <ul style="list-style-type: none"> • How do we shift from a view of ‘mistake as failure’, to ‘mistake as opportunity’? • How do we promote a culture of risk-taking and a preparedness for failure? • How do we enable our students to be self-reflexive? • How do we promote a classroom environment where mistakes are valued rather than dismissed?
<p>Bringing global awareness into teaching programmes</p>	<p>Sometimes it can feel like we only really have time in the year to teach to set assessments. Due to this, it can be hard to enlighten and inform students of important global issues, historic and current events vital for their awareness and knowledge of what is going on in the real world. Leonie Orsborn (Dance, Waitakere College) will talk about ways she has engaged her students in these issues in their dance studies.</p> <p>Shared conversation, inclusive of all subjects will consider:</p> <ul style="list-style-type: none"> • How can we bring the notion of global issues, historic and current events and varying cultures into our teaching programmes? • Is it even necessary to educate students of the ‘real-world’ in our subject areas? • How can we avoid those constraints of teaching to the standard and teach across curriculums to facilitate our student’s growth as a creative, analytical and problem solving thinker? • What are people doing in their own subjects that touch on other curriculum areas and/or support student’s education of the world outside their own?
<p>Appropriation vs Plagiarism - changing attitudes to originality</p>	<p>Lee Devenish (Visual Arts, Waitakere College) will facilitate this session. An examination of the evolution of appropriation in Contemporary Art, but also in popular culture, especially music, film and advertising.</p> <ul style="list-style-type: none"> • How do attitudes to plagiarism intersect with or contradict contemporary cultures’ love of appropriation? • Reference will be made to Kirby Ferguson’s “Everything is a Remix” film and the Girltalk documentary “RIP: A Remix Manifesto” Please watch these prior to the session. <p>Discussion will cover the implications for working with students to create work in Art, English, Media studies etc in this environment.</p> <p>http://everythingisaremix.info/watch-the-series/ http://ripremix.com/</p>
<p>English film study, art moving image</p>	<p>Led by Mike Nahu (English/Media, Albany Senior High School). Camera use in Photography versus Media studies production.</p>

<p>and media studies - common ground?</p>	<p>Key questions to be addressed:</p> <ul style="list-style-type: none"> • Which aspects of the Media production standards (through all levels) are cross-curricular? Is it just compositional aspects or are there other areas that cross over? • How do we encourage our media students to move from technical competence to artistic expression (taking risks)? <p>We will talk about idea/creativity generation for art and writing, and explore sharing basic resources from each discipline that have some type of applicability. Within the session we will watch a short film and then discuss how it could be used and analysed from different subject areas.</p>
<p>Love and Death - exploring timeless themes across the curriculum</p>	<p>Dorothy Vinicombe (English, Carmel College) will facilitate a discussion about ways to incorporate music, art, media studies and drama into the study of literary texts.</p> <p>Discussion will be around:</p> <ul style="list-style-type: none"> • Do classics like the Great Gatsby and Wuthering Heights continue to appeal to students today? • How can we link English texts to other subjects (and why should we)? • How can layers of meaning be uncovered or manipulated by taking a cross curriculum approach?
<p>School-Community Collaborations: Making Learning Authentic and Meaningful</p>	<p>Kineret Yardena (English/ Drama/ Future Problem Solving, St Cuthbert's College) will facilitate a practice-focussed workshop and discussion about how learning can be enriched for both students and teachers by using texts, class work, and/or achievement standard objectives to spark community projects and collaborations. The session will be in three parts: a short presentation will be followed by a hands-on workshop and culminate with a 'roundtable' discussion. All attending are encouraged to bring along texts, units of work, and/or social issues they would like to consider developing into community collaborations.</p> <p>Key questions we will explore:</p> <ul style="list-style-type: none"> • What key pedagogical values underpin community-based learning? • What are examples of meaningful school-community collaborations? • What were some the benefits, challenges, and key insights gleaned • What organisational and/or pedagogical strategies can teachers use for making links between coursework and community projects and/or organisations? • How can we anticipate and sidestep potential obstacles? • What support can teachers involved in school-community collaboration projects provide each other? Next steps?

<p>Critically responding to texts across subject areas</p> <p><i>Auckland Art Gallery</i></p>	<p>Christa Napier-Robertson (Schools Programme Co-ordinator) and Vivien Masters (Gallery Educator) will share techniques the educator team have found work well to encourage students to develop their use of rich critical thinking when working with visual artworks in our gallery based teaching sessions.</p> <p>http://www.aucklandartgallery.com/learning/schools/secondary-learning</p> <p>Open floor conversation will consider:</p> <ul style="list-style-type: none"> • How do different subjects approach the development of critical thinking? • Are there ways to strengthen learning in each subject by connecting with approaches used in others?
<p>Crossing curriculum boundaries through project based learning - Youth Media Internship</p> <p><i>Auckland Art Gallery</i></p>	<p>Meg Nicoll (Community Learning Coordinator) and Selina Anderson (Senior Gallery Educator) will share a project based learning initiative developed for secondary and tertiary students that operates annually during the Term 2 holidays.</p> <p>http://www.aucklandartgallery.com/learning/youth</p> <p>Shared conversation will consider:</p> <ul style="list-style-type: none"> • Why teach this way? • What is involved? • What other examples of project based learning are happening? • What barriers can be faced? How might these be overcome?
<p>Creative careers - creatives talk about how they came to do what they do</p>	<p>Creative people from our communities talk about how they came to do what they do now. Time for questions and discussion during the second half of the hour.</p> <p>Jeremy Leatinu'u – point A to point B</p> <p>http://www.tautai.org/assets/Uploads/Newsletters/Tautai-MARCH-2012-final.pdf</p> <p>Jeremy Leatinu'u is a visual artist of Maori, Samoan, Chinese and German descent. Jeremy's art practice integrates both video and performance to reflect our relationship with public spaces as symbolic sites, and how we negotiate these spaces with each other. He has exhibited at Artspace, St Paul Street Gallery and Auckland Art Gallery to name a few. Today I would like to share with you how got from point A to point B.</p> <p>Point A</p> <ul style="list-style-type: none"> After high school – Temp work Art or cars – Enrolling in tertiary education Art school – MIT and Elam Teachers college – Epsom Te Tuhi – Educator

	<p>Tautai Contemporary Pacific Arts Trust /The Roots Entrepreneurs /Otahuhu Arts and Culture Artist – Part time/full time/any time</p> <p>Point B</p> <p>Dr Clinton Watkins</p> <p>http://www.circuit.org.nz/artist/clinton-watkins</p> <p>Dr Clinton Watkins is an artist and lecturer at CoLab AUT working in areas of experimental time-based media and installation. His work investigates affect through the construction of immersive experiences using sound, colour and scale, by focusing on the characteristics, structures, phenomena, and processing of sonic and visual material. His installations incorporate found and custom-made audio and video hardware to create repetition, distortion, duration and form, distilled via a minimalist sensibility. He has exhibited in solo and curated group exhibitions throughout New Zealand, Australia, America and Europe, and is represented by Starkwhite Gallery, Auckland. At the Artlinks conference Clinton will present and discuss his career pathways as a practicing artist, musician and academic within the creative field.</p> <p>Bronwyn Bent</p> <p>Bronwyn Bent does a few things, but most of them involve people having a good time (not that kind of "good time", more the nice, platonic sort) together in public spaces. She produces and makes theatre and other live performance, makes and produces games, teaches drama to people with disabilities, plays the tuba in an amateur capacity, and sometimes designs sets and makes props.</p> <p>Tessa Priest</p> <p>Tessa Priest studied art at Camberwell School of Arts and Crafts before her undergraduate degree in Drama at the University of Bristol, England. She Tessa is primary school teacher trained and has also taught specialist subjects in high school, environmental education (CERES Melbourne) and adults creative writing and processes. Her passion is for whole person education so that creativity and imagination are foregrounded in a co-creative learning environment.</p> <p>Tessa has been in New Zealand for seven years, and recently completed her Masters in Creative Writing from Auckland University. She will share her recently completed experimental novel – VENUS IN TIME. The text is made of stories, poetry and a play accompanied by images and spoken word/music. These interweave a narrative in 12 sections which follow and lead stories of migrations and landings from the 1870's to 2013.</p>
<p>Organisations share motivations, experiences and</p>	<p>A quick-fire session where each participant will speak for six minutes about exciting projects they have been working on. Time for questions and discussion during the second half of the hour.</p>

learnings working in multi-disciplinary ways outside of school settings, with secondary and tertiary students

Monica Evans: *Toi Ora Live Art Trust*

<http://www.toiora.org.nz>

Express Yourself is a pilot community arts project for young people facing challenges in their lives. The project aims to foster resilience and encourage a positive sense of self. Through dynamic and interactive creative processes, participants learn tools for emotional wellbeing, gain new skills and confidence, and connect meaningfully with their peers. In this talk we will discuss key learnings from the project so far and consider how we might work with schools more effectively in future.

Zoe Hoeberigs: *Media Design School*

<http://www.mediadesignschool.com>

Working as Media Design School's Domestic Relationships Manager, Zoe Hoeberigs has had the opportunity to cultivate exciting collaborative projects that span multiple curriculum areas within the creative industries. Projects this year include providing educational support for 48Hours Furious Filmmaking, developing a character design competition with a 3D model outcome and facilitating an all-girl gaming event that looks at the complete game design process including concept art and computer programming. These projects aimed to develop skills and nurture creativity while providing a deeper understanding of the possibilities outside the classroom.

Media Design School feeds growing creative industries such as game development, animation, interactive design and visual effects, with qualifications that reflect the changing landscapes of modern technology and design while ensuring a solid academic foundation.

James McCarthy and Jeremy Leatinu'u: *Te Tuhi Centre for the Arts*

<http://www.tetuhi.org.nz>

Te Tuhi LEOTC

James McCarthy is Director and Jeremy Leatinu'u is the Schools education Manager at Te Tuhi, a public art gallery in Pakuranga Auckland. Te Tuhi is a hub for creativity, being a place for quality contemporary art, art workshops and classes as well as a venue for community events. Today we would like to share with you some of our thinking around art and education and cross-curricular work through previous youth orientated projects, exhibitions and workshops.

Overview

- Artist in residency
- Exhibition and education

- Youth initiatives
- Virtual world

Vanessa Zigliani and Susan Nelson: *NZTrio*

<http://www.nztrio.com>

NZTrio is New Zealand's leading piano trio, performing dynamic and eclectic contemporary classical programmes to both national and international audiences. The trio were recently the subject of a paper on relational dynamics by senior staff at Massey University. This study prompted the development of a new schools' initiative linking arts and management studies: *NZTrio Live!*. Vanessa Zigliani, NZTrio Manager, will discuss the programme set to launch next year which reinforces the power of live performance, informs students about the contemporary classical world, and places creativity and the integrity of relationships at the forefront of successful entrepreneurial endeavours, using the trio's approach to their work, both on and off the stage, as a model.

Christa Napier-Robertson: *Auckland Art Gallery*

<http://www.aucklandartgallery.com/learning/schools/secondary-learning>

Christa will share examples of cross-curricular programming happening currently at the Gallery with schools. She will also speak about a Gallery vision for future engagement with schools across a multitude of subject areas.