

A community of people who 'think like artists' – pursuing understandings of who we are and who we could be through meaningful engagement with art

VISION

OPEN

EMPATHETIC

CURIOUS

RESILIENT

CREATIVE THINKING PROCESSES

REFINE

EVALUATE

EXPERIMENT

INTERPRET

CRITICAL THINKING PROCESSES

EXPLORE

DESCRIBE

RISK TAKERS

REFLECTIVE

COOPERATIVE

PURPOSE

To help young people develop thinking processes, attitudes and values necessary to 'think like artists'.

AUCKLAND ART GALLERY PRINCIPLES
ATTITUDES AND VALUES

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acknowledging and catering for the unique bicultural and multicultural nature of Aotearoa New Zealand through our pedagogical approaches, collaboration with experts, and use of relevant original works of art

ATTITUDES AND VALUES

pursuing best practice through research, reflection and collaboration

A community of people who 'think like artists' – pursuing understandings of who we are and who we could be through meaningful engagement with art

VISION

WE WILL ACHIEVE OUR PURPOSE BY:

drawing on students' prior experiences and knowledge to make connections with new learning

creating programmes that provide scaffolded opportunities for students to work collaboratively as well as independently

ATTITUDES AND VALUES

actively encouraging all students to share their perspectives, listen to the perspectives of others and consider the impacts of this on their own meaning making

EMPATHETIC

seek to understand and appreciate the perspectives, ideas and feelings of yourself and others

OPEN

remain open to multiple perspectives, ideas, values and new ways of working, and be able to live with ambiguity while understanding the importance of process, not just results

CURIOS

persist with your own lines of inquiry and study, to pursue your wonder

REFINE



remain open to **regeneration** while engaged in this process of refinement
edit and **refine** work to more deliberately reflect a stated intention
synthesise explorations and experiments to create options for a new work
select key ideas and processes to refine

evaluate the effectiveness of a text against a stated purpose

synthesise the ideas that have been developed, both within and beyond the text to create new ideas

summarise the text's main ideas using descriptions, interpretations and contextual information as evidence

hypothesise by putting forward an educated guess for testing through description and interpretation

EVALUATE



explain reasoning behind descriptions and interpretations

compare and contrast with other texts to refine your understanding of ideas communicated

connect descriptions together with prior knowledge to **infer** meaningful personal conclusions

INTERPRET



compare and contrast between different texts to identify different concrete characteristics

make connections using prior knowledge look closely and **describe** what you notice

DESCRIBE



EXPERIMENT



explain the effectiveness of the different experiments
experiment with multiple ways of engaging with the ideas and processes explored

explain reasoning behind descriptions and interpretations

compare and contrast with other texts to refine your understanding of ideas communicated

connect descriptions together with prior knowledge to **infer** meaningful personal conclusions

RISK TAKERS

take risks with your learning, and explore new territory and ideas

EXPLORE



investigate a range of different ideas and processes, and use or adapt the critical thinking process to help with this.

COOPERATIVE

seek to understand what you and others can contribute when working and learning together as part of a team

REFLECTIVE

reflect on your developing knowledge, skills, attitudes and values.

using transparent frameworks that encourage habits of critical and creative thinking, and positive learning attitudes and values

PURPOSE

To help young people develop thinking processes, attitudes and values necessary to 'think like artists'.

using a variety of teaching techniques, including hands-on experiences, to challenge and extend thinking, and to encourage students to pursue their own lines of inquiry