The InSEA round table for Leaders in Art Education August; 9th, 2017, DAEGU /35th InSEA Congress

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**Discussion points**

1. **What are the roles of Art teachers Organizations for Advocacy/research/praxis in art education in your country/state/region.**

   The associations represented in the meetings have different *modus operandi*, but all of them promote education through the arts.

2. **Can they become more powerful through InSEA?**

   It was observed that InSEA could help the associations by
   - Sharing and promote praxis and research about visual arts in education
   - Advocate for visual arts in education.
**ACTION:** A **JOINT document** to be initiated by the group /write a manifesto about the common values of visual arts in education to be used by affiliated organizations.

**VISUAL REPLIES**

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<td><strong>Artist:</strong> Logan Pasishnik, <strong>Title of Artwork:</strong> <em>Window to the Soul</em>. Digital photo using photoshop manipulation of a double photographic portrait. <strong>Description:</strong> Technology</td>
<td><strong>Postcard for the InSEA International week of Arts Education, 2015.</strong> Design Angela Saldanha. Photo from art education activist project in a fisherman village, Portugal, APECV2014</td>
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**Note:** All images and artwork mentioned are for educational and cultural purposes only. The descriptions and credits are注明来源 from the respective organizations or artists.
breaks through the outer shell of contemporary youth and becomes part of the inner workings of us

C3, Spain
Postcard for the InSEA International week of Arts Education, 2014. (image base offered by Xesus Carballido, sentences collected with InSEA members).

KOSEA, Korea
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<th>Ministry of Education and Higher Education for visual arts teachers in the State of Qatar</th>
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Replies from the Organizations who could not attend the meeting

State of Qatar: Ministry of Education and Higher Education for visual arts teachers
The first issue:

About the roles of the Ministry of Education and Higher Education for visual arts teachers in the State of Qatar:

The Ministry of Education and Higher Education in the State of Qatar has developed an innovative framework for the standards of visual arts to be applied to the educational stages, and that take into account the student's right to knowledge and is age-appropriate.

The visual arts standards aim to enable students to practice art through the three axes (culture and visual language, aesthetic and aesthetic criticism, artistic expression and creative production).

Mechanisms of the Ministry of Education and Higher Education for supporting art teachers:

1. New Approaches:

The Ministry of Education and Higher Education in the State of Qatar has set up committees to prepare modern curriculum in the form of standards for each stage of study that illustrate the requirements, competencies and fields of teaching. The ministry also supervised the training of all visual arts teachers in public schools on the new visual arts standards and how to prepare plans based on their three axes and teaching strategies with emphasis with the fact that this subject should be an interactive one concerned with creativity, problem solving and develops the cognitive, aesthetic and technical aspects.

2. Goals and future plans:

The Ministry of Education and Higher education plans to publicize the experience of teaching the new visual arts standards at the secondary stage, following its success in primary and Preparatory schools, and implementing modern arts activities for teachers and students such as the "Art Students Biennale". It also works to intensify international partnerships, both technical and research, for teachers and students.

3. Activities:

The Ministry of Education is interested in educational and recreational activities for students, and has also activated the role of activities for teachers through the launching of many competitions for students and teachers, and the annual exhibition of teachers and students "Exhibition of the creators of visual arts", which gained a wide interest and attention from teachers, society, media, the school and local through publishing it on the website of the Ministry of Education and Higher Education - Department of Arts and Theatre.

The Ministry of Education is also keen to provide the arts teachers with what’s new in the field through participating in various local and international competitions and exhibitions.

4. Research:

The Ministry of Education provides an opportunity for both teachers and students to participate in the scientific research competition including arts. The competition is adjudicated by professional judges and the best researches are rewarded.
The Ministry of Education and Higher Education organizes an annual international conference entitled "Education Conference" for all fields, including arts. It is adjudicated by international judges and the best researches are discussed through presentations.

5. Continuous professional development:

The Ministry of Education and Higher Education provides training and continuous professional development opportunities for teachers through programs in schools in the various training centers on regular basis. These programs include specialized art development programs, modern art teaching strategies concerning teaching art and modern art fields.

6. Professional Licenses for Teachers:

The Professional Licensing System for Teachers is a system in the Ministry of Education and Higher Education that includes all teachers. This system works on the development of the teachers in a comprehensive way where the teacher is to prepare a professional portfolio which includes different aspect of their career (teaching and professional development and the results of tests and achievements ). The licensing system increases competition among teachers to move from one stage to the next.

7. Museums:

Partnership programs between the Ministry of Education and Higher Education and Qatar Museums provide a range of many activities, opportunities for continuous training and development of teachers and students, and arrange continuous visits and updates on museum exhibitions and workshops in drawing, painting and various branches of art.

8. Partnerships with institutions:

The Ministry of Education and Higher Education is keen to establish partnerships with local community organizations and other ministries that work to foster the employment of graduates, exchange experiences for teachers and students, and open up new areas of partnership and development.

The Ministry of Culture and Arts provides workshops and various programs in the field of performing arts and theater (within the partnership of the Ministry of Education and Higher Education and the Ministry of Culture to develop the teachers of theatrical education)

9. Standards of theatrical education and the weekly activation the Theatrical Club:

The Ministry of Education has established the "Theatrical Club" in the primary and preparatory schools, and employing the standards of theatrical arts developed by experts in education and performing arts. The theatrical club plays an important role in building the personality of the students and fostering the gifted ones in the performance arts through the writing, acting and directing drama artistic performances by students. These performances integrate with the other the other school subjects. Competitions and theatre festivals are activated. The Ministry of Education and higher education worked to develop the knowledge and experience of teachers by engaging them in continuous courses.

Second issue :

The possibility of increasing the effectiveness of art and art teachers through affiliation with the InSEA organization
Belonging to the INSEA Organization of the Arts will certainly increase the effectiveness of art teachers.

The Department of Arts and Theater in the Ministry of Education and Higher Education organizes workshops for teachers on the importance of participation in the exhibition and the presentation of technical and teaching experiences and outputs to the international community in the teaching of arts.

The Department will also look at the latest developments, both from the technical experiences and modern methods of art teaching, researches and solving problems related to teaching arts through looking at the international experiences.

The periodic publications of the achievements of the arts projects in schools in Qatar for InSEA, will increase and raise the competencies of teachers and students through innovative technical projects for international competition and the reliability of the experience.

The Department will also encourage taking part in artistic research and art teaching methodologies by both teachers and students.

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**Czech Section of INSEA**

1. **What are the roles of Art teachers Organizations for Advocacy/research/praxis in art education in your country/state/region.**

The situation in the Czech Republic (and before in Czechoslovakia) is specific because it has been the national section of InSEA that has played the role of an organisation uniting art educators and art education specialists since 1967. Even though it has always been a specialised organisation rather than an organisation of teachers (after 1989 it was joined by the Association of Art Educators with which we cooperate), as an organisation, it has always had the biggest influence in the CZ. This year, which marks the 50th anniversary of the Czech Section of INSEA, we aim to find the answer to the question of what role it should play. For this purpose, we have also realised a survey in which not only our specialists and teachers participated but also the representatives of InSEA – Teresa Torres de Eça and Carl-Peter Buschkühle – for which we are much grateful. According to this survey, which will be included in the almanac published within the anniversary of the Czech Section of INSEA, our organisation should:
1. contribute to the development of art education as a field as well as all art subjects; it should be a catalyst which empowers and enriches the communication within the field and creates opportunities to discover something new;

2. play the role of a ‘bridge’ between theory and praxis in both the national and international context;

3. contribute to the lifelong endeavour made to redefine the objectives of our field in light of the challenges of the time, invest efforts into transforming the fundamental from the field of art into education, and to find ways in which this can be applied in praxis.

At the same time, it cannot be perceived as an organisation which plays a predesigned role or defends some given views. It is a community of living people and their ancestors – which means that the organisation is just the way these people are (and were). It should be a place for everyone who is interested in discussing and sharing ideas. In this way, the Czech INSEA is foremost a platform and a network of personalities, by definition, it is a non-political non-governmental think tank within which views on the subject of our interest, that is, education through art are discussed and shared.

2. Can they become more powerful through InSEA?

The 50-year long history of the Czech Section of INSEA shows that the power of our community and the results of its efforts are most of all influenced by the international community of InSEA. It was INSEA who gave us invaluable moral support in the difficult time of totalitarian regime. To art educators behind the iron wall, InSEA meant a connection with the world, support and hope.

I am writing these answers after returning from a summer art camp which was attended by fifty children ranging from the youngest up to teenagers who we took care of together with my colleagues. The attached photograph is from this project. I am full of new experiences and optimism because art education – when realised in the most sensitive and open approach – simply ‘works’. It is a great way in which to accompany children on their path through life. Yes, also children of the Z generation, who grow up surrounded by digital technologies, with their mobiles in their hands, and their heads in the virtual world, like to think, perceive, create, express themselves with a line, colour and material. They do not lose their sensitivity, they may only focus it in a different direction; they do not lose their creativity nor do they lack hunger for creative experiences and new knowledge. To the Czech and international community of InSEA, I would like to wish for the future, may it be successful in finding various ways in which to support our field so that as many people as possible – from the youngest to seniors – can have the opportunity to get to know the ‘good’ art education, to be enriched by it, and to get ‘infected’ through this art education with the desire for creative style of life.

Petra Šobáňová,
head of Czech Section of InSEA
HKSEA, Hong Kong

HKSEA (The Hong Kong Society for Education in Art) provides professional art education training to local art teachers, so as to enhance the quality and diversity of art education. We invite local and overseas art educators for courses, workshop, talks and publications. These activities and publications cover knowledge in various art forms, teaching plans, as well as ways to stimulate aesthetic and creativity. HKSEA also acts as a platform for exchanges of ideas and experiences. Sharing sessions and forums are held in order to encourage peer learning for art teachers.

Since being a member and affiliated organization of InSEA, the art education projects of HKSEA have started to attain awareness and spotlight overseas. In recent years, art educators and researchers from USA, Canada, Japan, Singapore and other countries have made mutual effort with HKSEA on different art education projects and researches. And through these collaborations, local teachers are brought international lens in discovering the global trend.