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Fostering Belonging in the Art Classroom



Meet the Team



Hazel Cullen
Senior Leader



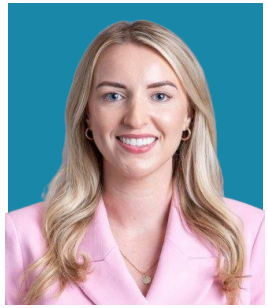
Stephanie Hodgers
Professional Learning Leader



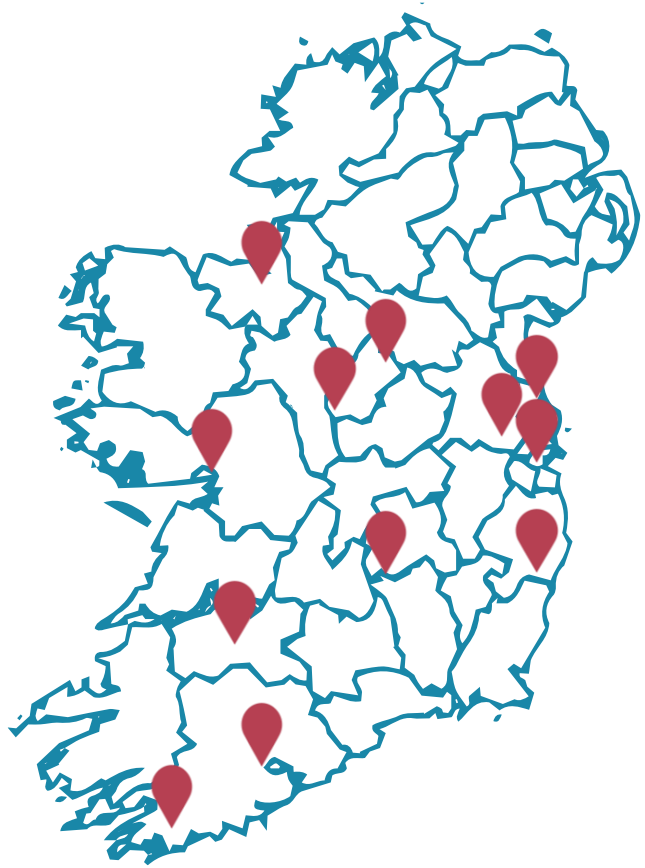
Roisin Rouse
Professional Learning Leader



Emma Glennon
Professional Learning Leader



Aoife Comerford
Professional Learning Leader



& Associate teachers from around the country

Today we will

Deepen our understanding of learner diversity, inclusion, belonging and reflective practice

Develop an understanding of the Senior Cycle Level 2 Learning Programme Visual Art Elective Module

Collaboratively design a unit of learning and identify actions to enhance inclusive art department practices

Expectations for the Day

Today we will work together in a culture of…

Collaboration

Respect

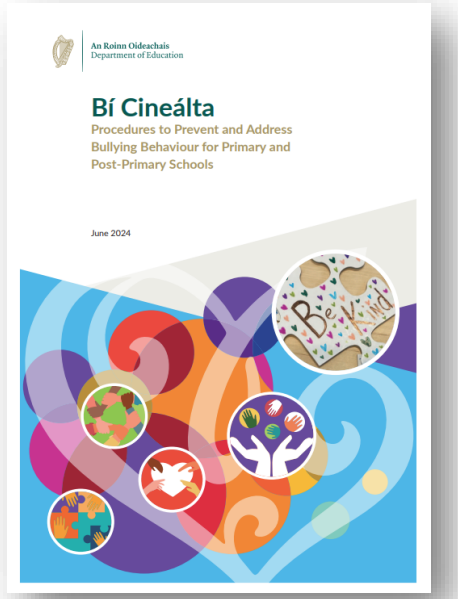
Integrity

Participation

Support

Connection

Bí Cineálta
Be Kind

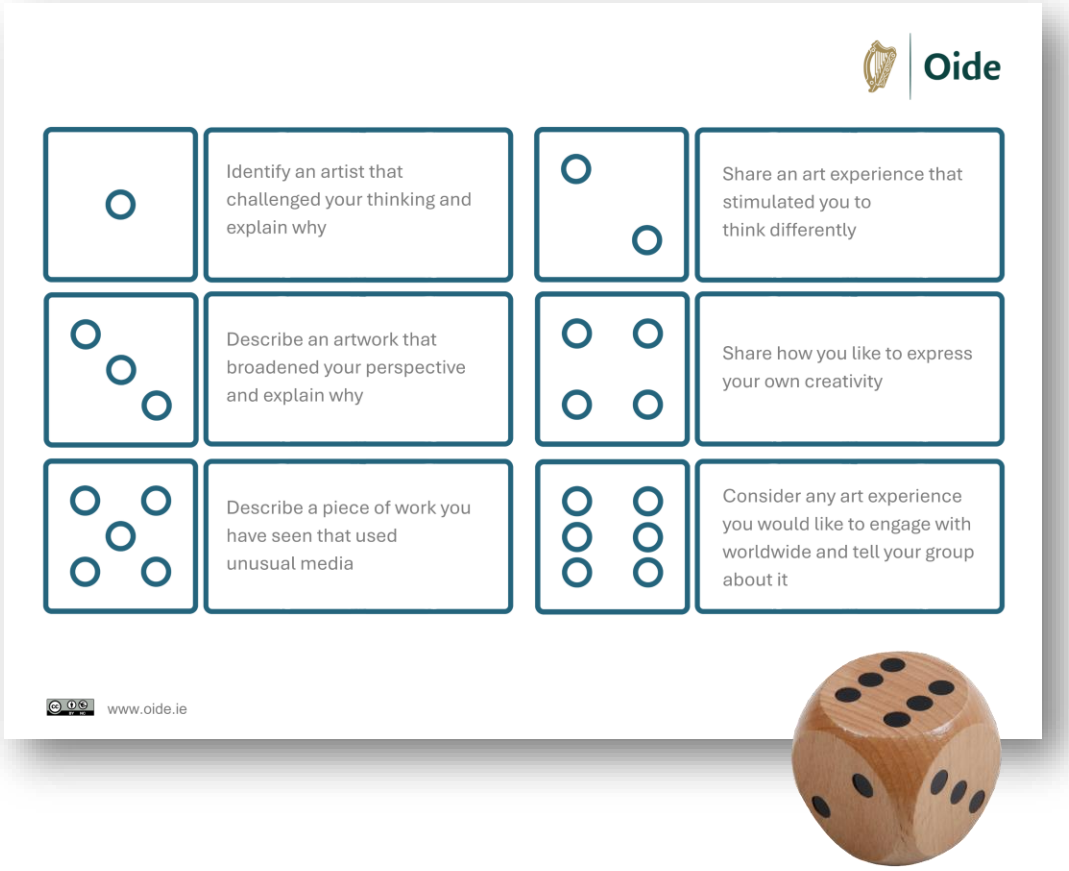


Department of Education and Youth, 2024, Bí Cineálta Procedures p.33

Getting To Know Me

Introduce yourself and share the school you teach in with the group.

Roll the dice and take turns answering the corresponding prompt question.



In this Session we will

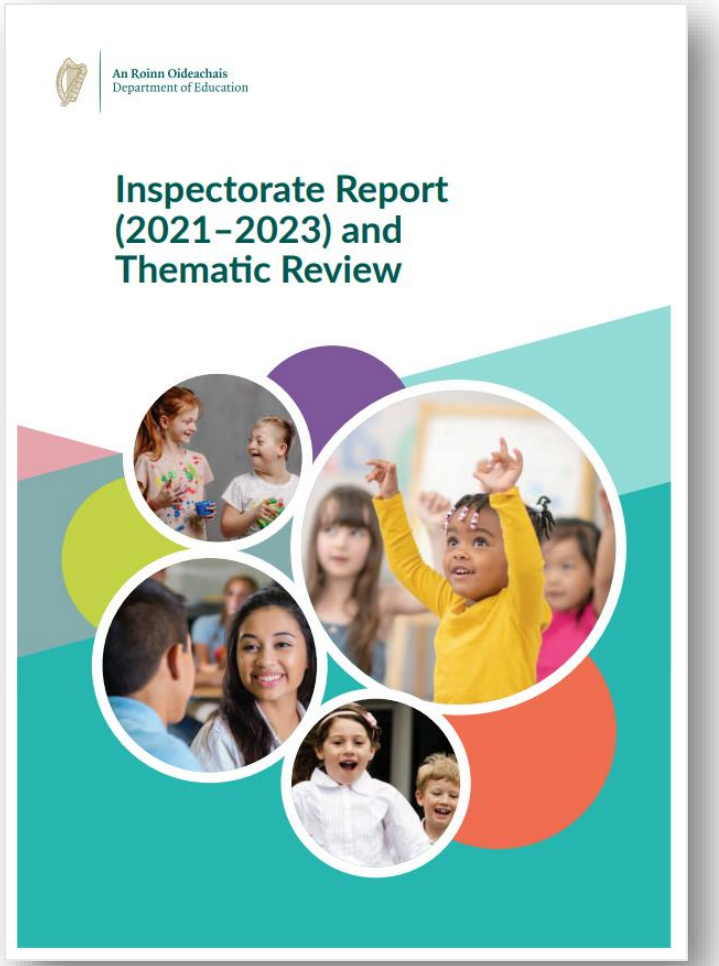
In session one we will…

Further develop understanding of the diverse needs, experiences and identities of our learners in the art classroom

Reflect, discuss and explore assumptions and biases to build empathy.



Inspectorate Report



‘An environment where all children and young people feel welcome and respected, where they are engaged and where they **experience a sense of belonging** to the wider school community, is a **foundation of inclusion.** This, fundamentally, **is about respect for diversity** according not only to special educational needs, but also, among other things, gender, ethnicity or race, language, health status, economic status, religion and lifestyle.’

Inspectorate, 2024, Inspectorate Report (2021–2023) and Thematic Review *p.82*

Inclusion Makes the World More Vibrant

Take note of thoughts that come to mind.



Video Source: Unite, Inclusion makes the world more vibrant, 2018
www.youtube.com/watch?v=QXY5TyCUTlo&t=2s

To access and watch the video use the link provided within the professional learning materials

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Inclusion Makes the World More Vibrant

What thoughts came to mind?

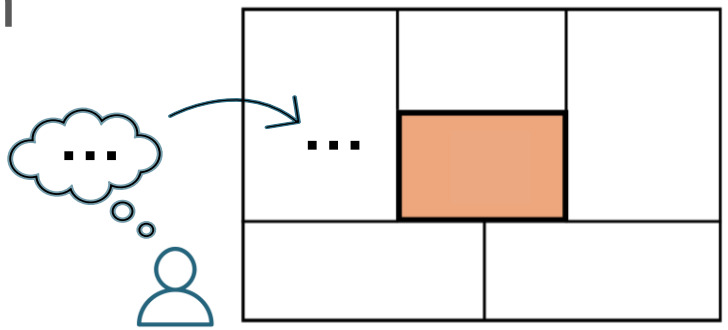


Video Source: Unite, Inclusion makes the world more vibrant, 2018
www.youtube.com/watch?v=QXY5TyCUTlo&t=2s

A Shared Understanding of Inclusion

Individually…

Step 1: Note words or phrases on your section of the placemat that come to mind when you think of **inclusion in the school context.**

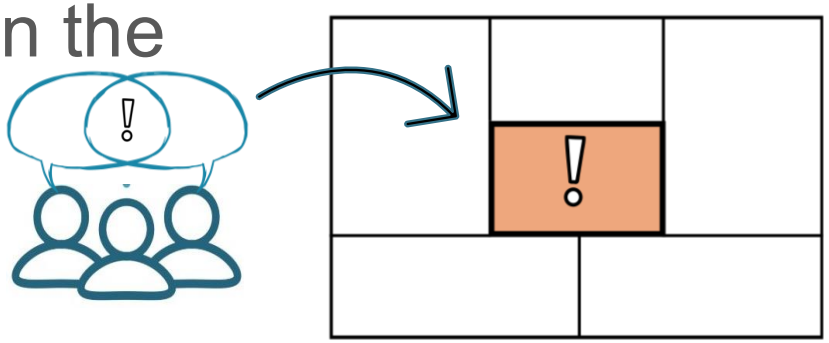




A Shared Understanding of Inclusion

Step 2 : Discuss your responses with the group.

Step 3 : Agree a shared understanding of inclusion in the school context and record in the center of the placemat.



Nominate a speaker



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Share your group's understanding of inclusion



Leaving Certificate Art Specification

‘Visual Studies refers to the study of the visual expressions of all aspects of culture, created by past, recent modern and contemporary societies. It opens the vast world of culture and developments in art through the work of artists, past and present. It enables us to gain an understanding of how many cultures have represented our internal thoughts and ideas in an external way across time**. The common language of Art enables people from different backgrounds to share in each other’s customs and traditions and find common ground and understanding.’**

NCCA, 2019, Leaving Certificate Art Specification p.6



Diversity in Art Activity

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Individually…

Step 1: Select an artwork that sparks your curiosity



In your group…

Step 2: Share and justify your choice

Diversity in Art Activity

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Individually…

Step 3: Look at the additional information on the back of your card



In your group…

Step 4: Share how your interpretation of the artwork has changed

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How did your experience challenge or expand your thinking?



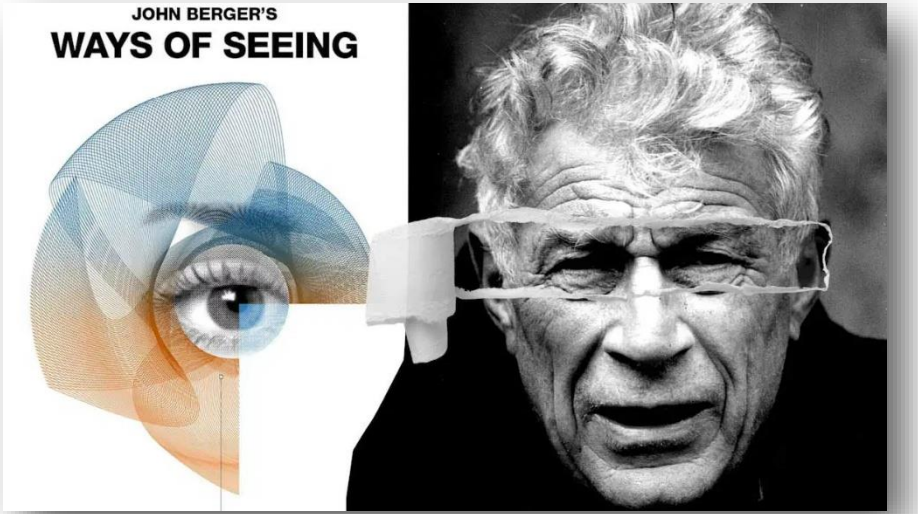
Curation of Artworks

What other artists or artworks could have been included in our selection?



Ways of Seeing

The way we see things is affected by what we know or what we believe.



What meaning does this have for us as teachers?

J. Berger, 1972, Ways of Seeing p.8

Diversity

'Diversity is about all the ways in which people differ, and how they live their lives as individuals, within groups, and as part of a wider social group: for example, a person can be classified, or classify themselves, by their social class, gender, disability/ability, as a returned Irish emigrant, family status, as an inter-country adoptee, or from a different family structure, including foster care. They can be seen – or see themselves – as part of a minority group, a minority ethnic group or part of the majority/dominant group.'

Dept of Children and Youth Affairs, 2016, Diversity, Equality and Inclusion Charter for Early Childhood Care and Education p. vi





Diversity Walk

Diversity Walk

Reflect on your assigned student scenario and respond to the prompt statements.





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Take a step if…



What are your takeaways from this experience?



Understanding Our Students

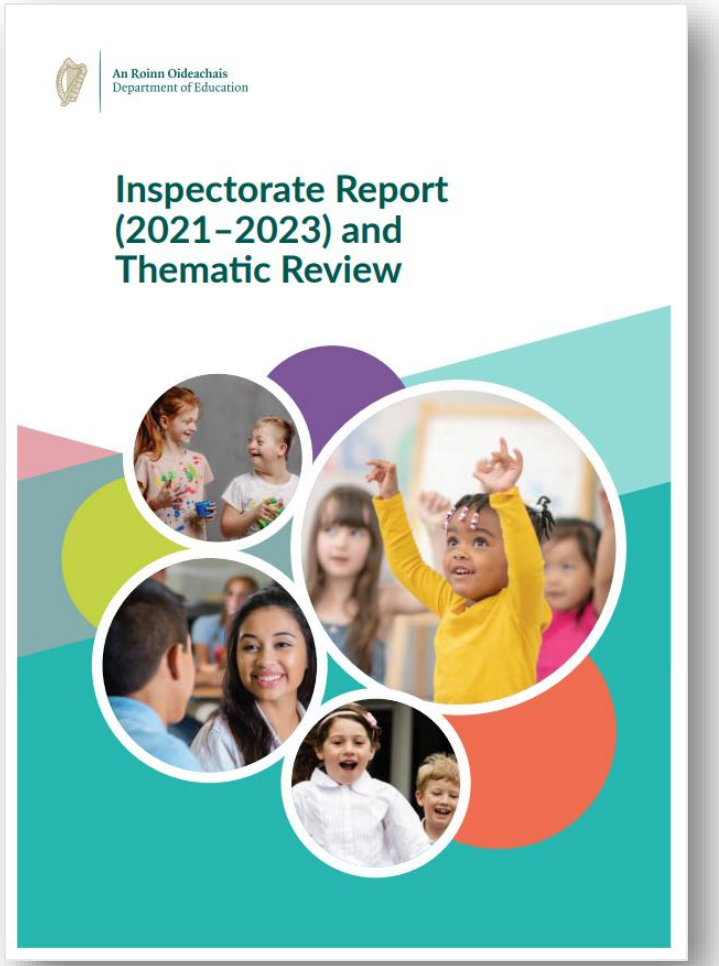
As educators what do we need to consider in terms of diversity?



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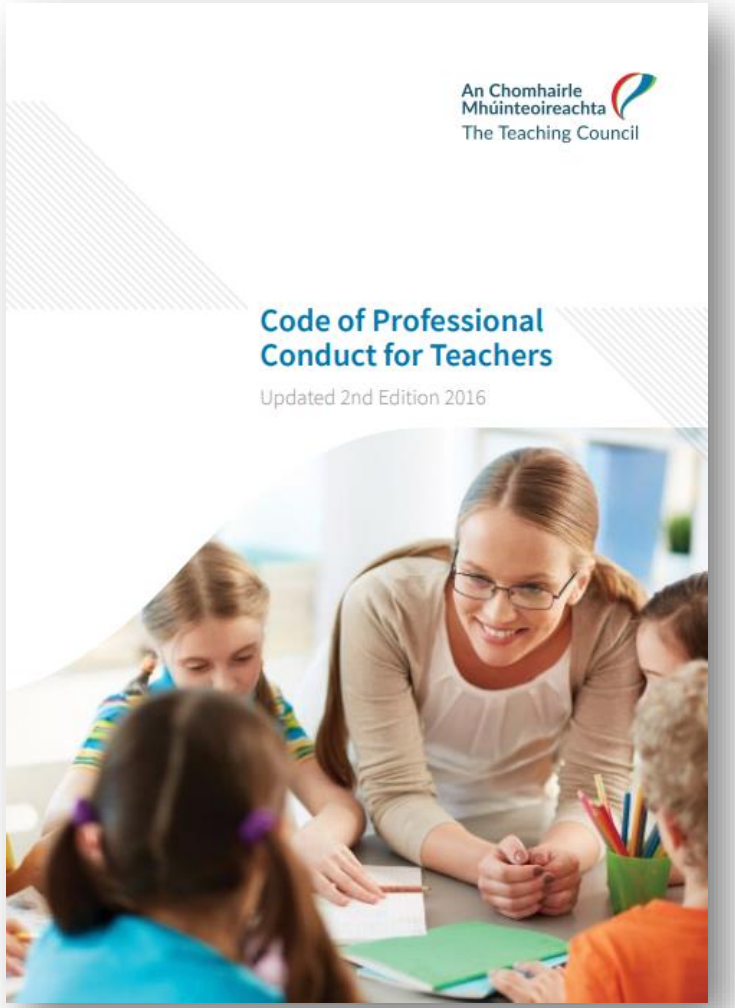
Inspectorate Report



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Inspectorate, 2024, Inspectorate Report (2021–2023) and Thematic Review *p.82*

Accommodating Diversity



'Teachers should:

1.3 be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status.'

Teaching Council, Code of Professional Conduct for Teachers updated 2nd edition, 2016, p.7

In this Session we have

In session one we…

Further developed understanding of the diverse needs, experiences and identities of our learners in the art classroom

Reflected, discussed and explored assumptions and biases to build empathy.



Session Reflection

Keep: What is working well?

Adapt: What could be adjusted or refined?

Archive: What could be set aside?

Introduce: What could be implemented?



Tea /Coffee



Harriete Estel Berman, Consuming Conversation, Conversation 5, 2001
Conversations: Harriete Estel Berman – Teacups
Photography Philip Cohen