

1. Submission Summary

This submission celebrates the strategic journey of the Primary Arts Network Ipswich (*PANI*) from its conception; its development; its milestones; the highlight and influence of the 3+6 Project and its future aspirations to build a Leading Learning Community.

2. Description

The PANI was established by one teacher /coordinator 2002 in the Moreton Region to meet the growing needs of teachers to understand and use the new arts syllabus and to learn how to plan and teach visual art skills and techniques in their classrooms.

PANI formed goals to address issues raised in the National Review of Visual Education's (2005) Discussion Paper by providing:

- Opportunities for teachers to network in a supportive and professional environment.
- Professional development workshops and in-service opportunities that facilitates worthwhile arts experiences, and improves all students' outcomes in The Arts.
- Leadership for the implementation of the current Arts curriculum and the sharing of best practice models.
- Identification of valuable resources and services to support arts teaching in schools.

From the first workshop of 15 participants PANI has delivered over 20 workshops and in-service programs that have been attended by over 900 teachers. This data demonstrates a growing number of teachers across a wider representation of schools See Appendix – 1.

From its beginning the reputation of the PANI has grown throughout the Education and Arts Communities as a network that provides high quality professional development, specialist art and artists-in-residence programs. Consequently PANI has become recognised as a leader and consultative body in Visual Arts Education throughout the state.

The rich stories of personal experiences articulate the personal growth of individual teachers and students:

"I have been a regular participant in the PANI workshops for about six years, since changing from Secondary to Primary teaching. I've found the workshops to be extremely supportive, not only of my own skills development, but also of my understanding of techniques and strategies relevant to the implementation of the Arts in the Primary classroom. Workshops are always very professionally organised, well resourced and productive. They are a wonderful opportunity to network with other teachers, artists and practitioners. Being hands-on and relevant, the workshops have certainly developed my knowledge and confidence to implement new and exciting ideas in the classroom; to plan activities and units of work, and to assess and report on the Arts". Gail Evans (Art Specialist Teacher).

More than half the teaching staff at Glenore Grove State School have been enthusiastic and regular participants at the workshops. We have valued the opportunity to increase our knowledge of and confidence in teaching the Visual and Performing Arts. The well organized "hands on" workshops have inspired the teachers who do not consider themselves "arty" or "musical". All activities have been teacher-friendly and able to be adapted to various year levels. After spending a very enjoyable couple of hours with our colleagues from other schools, we leave the workshops armed with planning documents and a desire to try our new skills in the classroom. Coralie Grant. (Class Teacher)

Strong links have been formed with the Early Childhood Task Force Ipswich Art Gallery (Ipswich City Council) and The Arts Implementation Committee (Moreton Region), Curriculum Branch -The Arts (EQ). The bringing together of these like minds has provided opportunities for partnerships to grow and future projects to develop.

In 2005/2006 the PANI changed its "Art" to "Arts" to address further professional development needs in all five strands of the arts. With the support of Moreton region the PANI expanded into a regional committee of six to address its priority - Sustaining The Arts in Moreton Region. Key personnel who demonstrated best practice and had individually influenced the culture of their schools around the arts were selected to represent the different strands.

The network has extended its realm of influence from 2 hour workshops in visual arts after school to student free day whole school in-service to district clusters of schools in Dance, Drama, Music, Media as well as Visual Arts education. See Appendix 1.

In 2006/2007 PANI initiated a joint project with Ipswich Art Gallery, Ipswich City Council to form an ongoing community partnership to develop projects that bring the arts and education communities together for mutual benefit. Thus the 3 + 6 project was established.

The 3 +6 Project

3 + 6 was an exciting and innovative Artist in Residence program that developed the arts learning outcomes for students. The dynamic "One plus One" partnership between The Primary Arts Network Ipswich (PANI) and the Ipswich Art Gallery, Ipswich City Council (IAG) provided unique and powerful learning opportunities for students.

In term 4, 2006 students from 6 schools worked with 3 artists to explore the visual arts through the use of recycled materials and found objects. Classes from each school investigated various units of work that informed the concepts behind the art making with recycled materials. From "Toys" to "Freshwater" the units of work were diverse. The integration of processes and concepts developed by students has produced truly inspirational outcomes.

In Term 1, 2007 the artworks created in the 3+6 project were featured in a formal exhibition of the highest standard in the Children's Gallery Ipswich Art Gallery. These spectacular works displayed the creativity of young people to the community and celebrated the innovative partnerships amongst IAG, PANI, artists, teachers and students.

In conjunction with the exhibition the project was extended to outreach all schools in the region through artist-run workshops.

3 + 6 has been the most ambitious project undertaken by PANI and IAG. In this project PANI, IAG and participating schools aimed to:

- Promote the value of arts education in primary schools to the wider community.
- Provide valuable learning experiences, approaches, and contexts in which the young people of Ipswich could demonstrate leanings in the arts in line with The Arts syllabus.
- Exhibit the works of primary school students in a formal gallery environment.
- Foster a connection between local schools and PANI and IAG.
- Promote IAG as an educational resource for students and teachers.
- Connect teachers, students and families with practising artists.
- Share skills amongst artists, teachers and students.

The Artist in Residence program was one facet of this unique project. It reached a diverse range of students in the following schools: Brassall SS, Fernvale SS, Ipswich West special School, Karalee SS, Kruger SS, Mount Marrow.

See Appendix 6 Schools / Teachers / Artists/ Principals/ Units of work and School Statistics.

Each participating school nominated a class to work directly with an artist and their class teacher. Students created 2D, 3D and media artworks individually and collaboratively from recycled and found objects and materials.

Selected works were exhibited in the IAG Children's Gallery from March – May 2007. In conjunction with the exhibition the project was extended to include:

- A professional development workshop for teachers in Appraising Artworks with Students.
- Artist run workshops including preview of the 3 + 6 exhibition followed by a hands on art activity exploring the processes and works seen in the exhibition for prep to year 7 students. All schools in the region were invited to participate in a program of workshops.

This project brought together students, teachers (and other school staff members), parents, artists, gallery staff and PANI members to develop a model of community partnership in the arts and education.

- This partnership was an invaluable opportunity for all to interact and collaborate on arts project that featured schools children's ingenuity, creativity and skills to the wider community.
- Artists were a vital part of the project as they shared with children their practices, experiences, expertise, skills and ways of working with materials.
- Teachers referenced The Arts syllabus as the planning framework for the Artist in Residence program to ensure that students developed the knowledge, skills and processes in The Arts learning outcomes. Students were provided with opportunities to demonstrate their visual arts learning within the context of their unit of work for term 4 2006.

In a spectacular fashion the 3 + 6 project celebrated the outstanding artworks, and partnerships developed through the project at two exhibition launches. The first launch on Saturday 3 March 2007 was specifically for students, their families, schools and Ipswich City Councillors. The event was child focused with art making activities led by the artists, school choral presentations and poetry recitals. The second launch on Tuesday 6 March 2007 was specifically for the education, arts, creative industries and council sectors. This event provided the opportunity to acknowledge the significance and success of the community partnership between PANI and IAG.

At this launch the IAG Director Mr Michael Beckman announced that the gallery will commit to continuing this partnership with ongoing projects bi-annually.

See Appendix 7 Financial Commitment details.

This total commitment ensures that students and teachers in the Moreton Region will have future opportunities to develop high quality and continued improved outcomes in their arts learning and practices through real life experiences.

The project has established a cultural community within the schools involved. Individually these schools have profiled their successes to their own school communities and the wider community through the public exhibition of their student's works.

These occasions provided an opportunity to develop an understanding of best practice amongst parents and the greater community as well as the promotion of excellence in teaching and learning in The Arts within Education Queensland.

3. Connection to QSE – 2010, Destination 2010 and/or Education and Training Reforms for the Future:

One plus One Together = 3 + 6 and Beyond

Demonstrated Connections to Destination 2010.

SCHOOLS:

Schools and Community:

- Embraced a new innovative model approach to arts education that is underpinned by clear arts educational rationale and responds to the distinctive needs of students.
- Communicated best practice through the exhibition of student's works.

Schools and Clusters:

- Developed and built cooperative alliances and planning processes between primary and special schools.

Community Engagement:

- Broadened the reputation of the PANI as an accessible quality asset to the art, education and wider communities.
- Has become hub for learning and community engagement.
- Has developed sustainable collaborative relationships with parents, schools, artists, councillors, arts, industry and local business communities as well as the general public.

LEARNING:

Literacy:

- Demonstrated connections for those reluctant students to participate in visual literacy activities and improve their outcomes.

Inclusive Practices:

- Embedded inclusive practices and educational adjustments to ensure success for individual students.
- Provided students with many opportunities to extend their artistic abilities and talents.

Early and Middle Years Phases of Learning:

- Aligns with the strategies of the Middle Phase of Learning Action Plan.
- Aligns with the eight principles for the Early Phase of Learning.

WORKFORCE:

Teacher Professionalism:

- Provided professional development for teachers as well as artists in planning and working collaboratively.
- Developed the skills, knowledge and abilities of teachers and revitalized their confidence to improve their practice in arts education.

Leadership:

- Provided a platform for the PANI to drive educational reform, support productive relationships and promote innovation in the arts.
- Enabled the PANI to provide support, supervision and leadership to guide participating teachers in becoming leaders of arts education within their own schools.

4. OUTCOMES OF THIS INNOVATIVE PROGRAM INCLUDE:

SUSTAINABILITY

- IAG has announced that due to the success of the partnership that this project will be held again next year and then bi-annually and have pledged financial commitment to the project.
- 40 participants including teachers from different educational sectors in the region as well as gallery staff attended a professional development workshop on Appraisal of Students Artworks in the gallery.
- The arts are now embedded in the curriculum of the participating schools.
- The opening launch of the exhibition was attended by 1135 persons who took away with them a greater understanding of the importance of education in the arts for children.
- Broadened the experiences of many students and their families through visits to the arts gallery.

TRANSFERABILITY

- In the future the project will be extended to different schools in the Ipswich area.
- The partnership will employ various artists and their expertise in future projects.
- Workshops held by artists outreached 524 of students and 134 accompanying adults.

- Representatives from other regional galleries attended the launch to view 3 +6 as an example of best practice of how schools and galleries work together. The intention being they will transfer the learning from this successful project into their own context.
- The model this project has developed is transferable to the other strands of the arts.
- The transference of knowledge, skills and practice from artist to teacher has built the capacity of teachers to share new expertise with colleagues and networks.

INNOVATION

- Collaborative planning to marry the practices of artists with the teachers' understandings and knowledge of the student outcomes in the arts.
- The bringing together of different groups of professionals including artists, teachers PANI and gallery project managers to engage with one another.
- Artists worked in schools with primary aged students to facilitate the creation of works of exceptional quality required for a stand alone exhibition in a regional gallery.
- This approach immersed teachers and students in artists and gallery practices.

INCLUSIVITY

- Students from Special Schools and students from diverse social and economic backgrounds participated in the program.
- Students were represented from a diverse range of ages and school contexts.
- Students from home schooling programs, early childhood programs, primary and special schools attended the exhibitions and artist workshops during the exhibition.

5. EVIDENCE SUPPORTING THE OUTCOMES OF THIS INNOVATIVE PROGRAM INCLUDE:

- Qualitative data is captured through personalised stories from teachers, artists and students to illustrate the improvement in personal and social outcomes. Example "I wake up in the morning and I realize it's Thursday and I think WOW ITS ART DAY!" Allanah. Age 8.

Student Level Outcomes:

- "Students engaged in levels 3 and 4 outcomes during the making, displaying and appraising of images and objects. Discretionary outcomes included working with artist and public audience, working collaboratively within a multi-age group and exploring media, techniques and tools beyond core outcome levels". Gail Evans. (Art Specialist Teacher).
- "Very appropriate; it challenged both their concepts and their skills and had them searching for answers at every turn". Susanne Kelly. (Class Teacher).
- "Students within the special school setting demonstrated their arts learnings according to Levels 2 and 3 this was articulated in students' semester 2 reports". Lee Fullarton. (Art Specialist Teacher).
- "The dynamics of the relationships between artist, teachers and students improved student outcomes, in the making, displaying and appraising of works of an outstanding quality – beyond my expectations". Lee Fullarton (Art Specialist Teacher).
- The children felt successful and important. Some of the children's' writing skills improved as they wanted others to read what they had to say. The children now see themselves as artists and their individual flair and style has been showcased". Heather Stubbs. (Class Teacher).

Student Personal outcomes:

- My favourite part of the day is when I see Velvet. We get to put what ever we like on our playgrounds because we are never wrong". Erin. Age 8.
- When ever it is Thursday it a fun day. We get into everything and get messy and have a great time". Ryan
- "I think it was fun because we had a REAL artist". Sharn.
- "I liked that they could give good advice and if you followed that advice you will end up with great art work". Jenna.
- "I felt proud to work with an artist at our school I felt like I was a leader". Brittany. Age 11.
- "I learnt that a lot of people can be good at art and as well as myself I've learnt self esteem while doing this program also". Telisha. Age 11.

- “I also learnt that you don’t have to be good to do art” .Connie.

Student Social Outcomes:

- “A wonderful opportunity that built awareness and pride in our student’s abilities”. Gail Evans.
- “Across the Groups the response was extremely positive and enthusiasm and engagement were at a high level most of the time”. Gail Evans.
- “It’s very interesting and you get to meet other people”. Zivalina.
- “They can go back to class and tell friends and they go do it at home”. Kanisha.
- “It was great and I learnt that team work is great and gets the job done a lot faster. I also learnt that art is really fun and exciting too.we also learnt to respect others”. Megan.

SCHOOL BASED ARTIST IN RESIDENCE PROGRAM:

INDICATION OF PARTICIPATION LEVELS INCLUDE:

- 160 students were engaged directly with artists.
- 2613 Students of the six schools were exposed to the art works created in the project, the artists and the significance of the project within their school community.
- 113 Classroom teachers experience to best arts practice and the value of arts education.
- Students were required to complete and evaluation form. See Appendix 7 for student recommendations.
- Students completed an evaluation form responses as tabled.

School	Percentage of students recommending project
Kruger	84%
Karalee	92%
Fernvale	100%
Mt Marrow	92%
Brassall	100%
Ipswich West Special	100% (verbal response)

- “Having an artist actually brought the community into our classroom. The children are so excited and overwhelmed at the prospect of an art exhibition where people will see their work”. Heather Stubbs. (Class Teacher).
- “My own personal development has been of great benefit. I will use many of the skills and strategies to enhance my program..... Next year I will feel confident to run a meor comprehensive program”. Heather Stubbs. (Class Teacher).
- Lindy Montague-Pope (Class Teacher and HOC)learnt a great deal from this project in her school and from the other artists and their projects. “ Thanks to Sara I have many new ideas that I know I will use. I have also loved the sharing of ideas amongst schools – This has been invaluable PD”.
- project enhances the teachers understanding of key concepts of the arts curriculum “Yesand highlighted the benefits of a strong arts program in all KLAs. Watching another teacher / artist gave me plenty to consider in my own practice”. Susanne Kelly (Class Teacher).
- “As art specialist teacher the opportunity to work with the artist in the project gave me opportunity to develop greater understanding of their practices in their expertise and skills and visa versa”. Lee Fullarton. (Art Specialist/HOC).

The 3 + 6 Exhibition Outcomes

The 3 + 6 program extended far beyond those directly involved in the project.

See Appendix 8 for Details of Impact Statistics and Benefits to IAG and PANI.

6. PLAN FOR THE FUTURE

The PANI and IAG partnership is currently planning its future. The biennale projects of collaborative project will now be known as **Primary Focus**.

In **2008** the Artist in Residence Program in Schools will be conducted by international artist Amanda King. It will feature her renowned Rangoli installations.

PANI aims to capitalize on the success of a) the model of the partnership as well as b) the model of professional development, teaching and learning to expand into the other Arts strands.

PANI's future aspirations and goals are as follows:

2008

- Primary Focus.
- Statewide PAN (Primary Art Network) Conference-Brisbane Convention Centre.
- Regional workshops in all arts strands.
- Establish partnerships with key arts bodies in Media, Dance, Drama, and Music within the Moreton Region.
- Liaise with EQ, Ipswich City Council and Arts Queensland to establish a Centre of Excellence in the Arts in Moreton Region.
- Source funding opportunities.

2009

- Regional workshops in all arts strands.
- Artist -in -Residence Project in Dance, Drama and Media.

2010

- Primary Focus
- Collaborate with other networks and the Ipswich Community to broaden the engagement of all children in arts experiences.

PERSONNEL INVOLVED IN THE PROJECT

Primary Arts Network Ipswich

Coordinator: Lee Fullarton.

PANI Regional Committee: Cheryl Charlton, Susanne Kelly, Lee Gerchow, Alaana Liiv, Robynne Hay.

Ipswich City Council Ipswich Art Gallery

IAG Gallery Director: Michael Beckmann.

IAG Public Projects Manager: Ingrid Hedgcock.

Ipswich City Council: Charlie Pisasale.

Schools/ Artists:

School	Teacher	Artist	Principal
Karalee State School	Lindy Montague Pope	Sara Butcher	DP: Cheryl Charlton
Kruger State School	Gail Evans	Sara Butcher	Desley Brassington
Fernvale State School	Susanne Kelly	Dona Spencer	David Raine
Mt. Marrow State School	Lee Gerchow	Dona Spencer	Lee Gerchow
Brassall State School	Heather Stubbs	Velvet Pesu	Peter Doyle
Ipswich West Special School	Lee Fullarton	Velvet Pesu	Neil Larter

1 + 1 Together To 3 + 6 and Beyond

List of Appendices

Appendix 1- History of Primary Arts Network Ipswich

Appendix 2 - Statement from the Principal - Neil Larter Ipswich West Special School

Appendix 3- Letter of support from P and C – Ipswich West Special School

Appendix 4 - Letter of support from Dr. Barbara Piscitelli

Appendix 5 - Letter of support from Cr. Charlie Pisasale

(Open with Microsoft Photo Editor)

Appendix 6 - Schools / Teachers / Artists/ Principals/ Units of work and School Statistics

Appendix 7- Financial Commitment Details

Appendix 8 – Impact Statistics and Benefits to IAG and PANI

Appendix 1 - History of Primary Arts Network Ipswich

Year	In-service / Workshop / Presenter	Number of Teachers Attending	Number of schools Represented including state and private	Focus Strand	Total Attendance
2002	Established Primary Art Network Ipswich				
2002 – Term 3	Mannequins – Dona Spencer	15	7	Visual Arts	
2002 – Term 4	Christmas in Colour -	36	8	Visual Arts	51
2003 – Term 1	Grapple - IAG	12	6	Visual Arts	
2003 – Term 2	Ocean Drawing – Dona Spencer	16	8	Visual Arts	
2003 – Term 3	Clay for Primary Students Stephanie Outridge Field	33	14	Visual Arts	
2003 – Term 4	Creative Christmas Sara Butcher	44	16	Visual Arts	
2003 _ Term 4	Evelyn Roth Exhibition - IAG	36	15	Visual Arts	
2003 – Term 4	Angel Costumes – Lee Fullarton	14	1	Visual Arts	155
2004 – Term 1	Rubbish Recycling as Art- IAG – Sarah Butcher	32	9	Visual Arts	
2004 – Term 2	Sculpture with Julie Carney	27	8	Visual Arts	
2004 – Term 3	Doorways – Book week Presentations by Teachers	50	18	Visual Arts	
2004 – Term 4	Early Childhood Art – Michelle Bugler	45	18	Visual Arts	154
2005	Name Change to Primary Arts Network Ipswich				
2005 – Term 1	PFD Visual Arts Inservice IAG / PANI	32		Visual Arts and Curriculum	
2005 – Term 1	Colourful Kites – Dona Spencer	45		Visual Arts	
2005 – Term 2	Underwater Collections – Susan Llamo	64		Visual Arts	
2005 – Term 3	Creative Ideas for Book Week – Guest Teachers	50		Visual Arts	
2005 – Term 3	Artists Books – Adele Outtridge	45		Visual Arts	
2005 – Term 4	Cane Sculptures and Lanterns – John Fitzwalter	41	18	Visual Arts / Drama	277
2006	Formation PANI Regional Team				
2006 – Term 1	Home Island Home Country – IAG Dona Spencer	31	12	Visual Arts	
2006 – Term 2	Dance – Barbara Snook	31	15	Dance	
2006 – Term 2	Masks – Karen Hannay	32	13	Visual Arts / Drama	
2006 – Term 3	What the Sky Knows - PANI Regional Team	38	16	Dance/ Drama/ Vis Arts / Media	
2006 – Term 3	Animation – Glenn Searle	30	13	Media	
2006 – Term 4	Drawing with Scissors	47	18	Visual Arts	209
2007 – Term 1	Appraising Art With Students- IAG Lee Fullarton	41	20	Visual Arts	
2007- Term 2	Talking Books – Glenn Searle	32	15	Media	73
2007 – Term 3	PFD The Arts In-service – Arts and Assessment	150 Expected		Dance/ Drama/ Media/ Music/ Vis Arts/ Curriculum	
2007- Term 4	Celebrations and Festivals – Kylie Woodham			Dance / Drama	

Appendix 6: schools / Teachers/ Artists / Principals / Units of work / School Statistics.

The Artist in Residence program was one facet of this unique project. It reached a diverse range of students in the following schools:

School	Teacher	Principal	Artist
Karalee State School	Lindy Montague Pope	DP: Cheryl Charlton	Sara Butcher
Kruger State School	Gail Evans	Desley Brassington	Sara Butcher
Fernvale State School	Susanne Kelly	David Raine	Dona Spencer
Mt. Marrow S.S	Lee Gerchow	Lee Gerchow	Dona Spencer
Brassall State School	Heather Stubbs	Peter Doyle	Velvet Pesu
Ipswich West Special	Lee Fullarton	Neil Larter	Velvet Pesu.

Statistical information about Schools:

School	Band	Unit of work title	Total number of students	Total number of teachers	Total Students Working with Artist
Karalee S.S.	9	Leadership	480	19	26
Kruger S.S	10	Transformations	854	34	30
Fernvale S.S.	8	Freshwater	432	18	30
Mt.Marrow S.S	5	Creepy Crawlies	55	5	21
Brassall S.S.	10	My Space My Place	751	30	30
Ipswich West Special .S.	8	Toys	41	9	20

Appendix 7: Financial Details.

IAG - Approximately \$30 000 for artists' fees, launches, photography, and promotional/print material.
IAG – Additional costs included staff hours on this project for project coordination, label writing, editing, proofing, formatting, art work registration, exhibition design, exhibition installation, design and production of exhibition furniture etc.

PANI - \$600 (\$100 per school) for materials

PANI - in kind members' hours on this project, materials, transport to school visits.

SCHOOLS – Class teachers' voluntary hours on this project to attend meetings.

Appendix 8: Impact Statistics and Benefits to IAG and PANI

3 + 6 EXHIBITON

- 1135 persons from Ipswich Community attended public launch and enjoyed the interactive program associated with the exhibition.
- 200 persons from education, arts, council, business and arts industry attended private launch.
- 524 students who participated in gallery workshops viewed the exhibition.
- 134 teachers who participated in gallery workshops viewed exhibition.
- 29 teachers and 11 gallery guides attended workshop viewing of the exhibition.
- Persons from other regional galleries viewed the exhibition.
- Visitor numbers to date:

2007	March	April	May	Total
Visitor Statistics	5009	5285	3018	13312
Tour Statistics	835	386	2935	4156
Functions	217	366	712	1295
Total	6 061	6 037	6 665	18 763

- “The parents have been interested and excited. Cr. Cheryl Bromage (ICC) wrote the school a letter of congratulations and support”. Heather Stubbs. Class Teacher.

BENEFITS TO THE IAG:

The gallery has stated that all aims of the project as outlined previously were achieved. In addition they identified the following benefits:

- IAG audience development
- Development of professional relationship between PANI and local Primary school teachers.
- Consolidation of the network of artists, educators and gallery staff.
- The opportunity to exhibit artworks by local primary school students.

PROFESSIONAL DEVELOPMENT

- 40 teachers (state and non state) and Guides of the Gallery attend the workshop on Appraising Artworks in the Gallery
- PANI has educated 900 teachers over 7 years.
- “My own personal development has been of great benefit. I will use many of the skills and strategies to enhance my program...Next year I will feel confident to run a more comprehensive arts program.” Heather Stubbs.
- Lindy Montague Pope learnt a great deal from this project in her school and from the other artists and their projects, “Thanks to Sara I have many new ideas that I know I will use. I have also loved the sharing of ideas between schools – this has been invaluable P.D.”. Lindy Montague Pope.

GALLERY BASED ARTIST WORKSHOPS:

- 524 students participated in the gallery based workshops.
- 134 teachers worked with the artist in the gallery based workshops.
- parents supported students
- parent educated through involvement
- “Wow we will be able to do this at home in the holiday”. Parent.