
Members' e-newsletter December 2020

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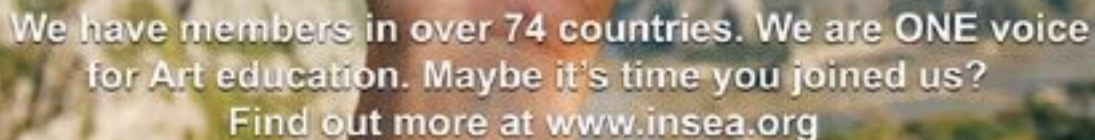


The worldwide community of education through art:

Official partner of UNESCO.

Established in 1954





We have members in over 74 countries. We are ONE voice
for Art education. Maybe it's time you joined us?
Find out more at www.insea.org

News

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- Call for Principal Editor - IJETA!
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Notes from the President

HAPPY NEW YEAR TO ALL OUR MEMBERS!

As we say goodbye to 2020 and hello to 2021, I look forward to working with you in supporting all aspects of education through art around the world. First I want to extend a warm welcome to those of you who are reading the e-news for the first time - our new members. Thank you for joining us!

Many dark clouds gathered during 2020; it was a challenging year for everyone and it looks like 2021 will continue to present significant issues for the Society as the coronavirus is far from under control. For that reason, we must plan on the basis of online and virtual events for everything including Regional and World Congresses. It may be that some people will be able, later in the year, to travel in which case we may be able to offer a 'blended model' to include online and some face to face participation, but default planning must be for online participation. I know this is not ideal, but

we must be realistic, many institutions and countries will not allow travel during 2021.

However, as the saying goes, every cloud has a silver lining. In our case, a silver lining has been the excellent participation in all of our activities. A series of events during 2020, including an amazing endorsed conference hosted by our colleagues in the Czech Republic (attended by more than 1,000) and the hugely popular Regional Webinar Series contributed to this. It was clear to me that many of those participating in these events were classroom (elementary and high school), teachers, community-based and artist-educators. We gained many new members from these events - parts of the art education community worldwide that we have not normally reached. Thank you to everyone who made the events possible, the feedback has been excellent. Although webinars were hosted by Regions, participants in many of them came from all around the world.

In 2021, each of the **six Regions will host three further webinars**, I know that planning is already underway for this and we will publish a calendar of events for members.

The themes for this year's webinars are:

1. **Learning Through Art**
2. **New Directions in Art Education**
3. **Voice: Its Place in Art Education**

The European Regional Congress postponed from July 2020 will now take place in July 2021 online. The Latin American Regional Congress postponed from November 2020, will now take place in November 2021 online. More details will follow in future e-newsletters and on our website.

We must continue with the services we provide for our members in all parts of the world. Our World Councillors are working hard to ensure that we all remain connected in these

difficult times.

Our new membership fees mean that joining InSEA has never been more affordable. We have yet again managed to avoid any increase in our fees and have also introduced new lower fees for many countries. NEW members joining this month will get an additional three months extra free. Please tell your friends and colleagues about InSEA - it's quick and easy to join online at [THIS LINK](#)

Finally, I want to thank you, the Executive Officers, members of the World and Regional Councils, Boards, Working Groups, Editors and Reviewers, together you turned a year of significant challenges into remarkable opportunities for our current and future members.

Once again, I want to thank the Executive Officers, members of the World Council and Regional Councils, Working Groups, Editors and Reviewers. Together with our members around the world, you make this global society successful! We are all art educators, working with and for art educators and we are all volunteers ...

Thank you and best wishes for 2021. Stay strong, safe and well,

Glen

Thank you and best wishes for 2021. Stay strong, safe and well,

If you have something that might interest other art educators around the world, tell us about it! Share your teaching or research.

We need a good quality image and brief text

(100-150 words) and any web links.

Send by email with E_NEWS in the subject line to the secretary.insea[at][gmail.com](mailto:secretary.insea@gmail.com)

Copy deadline for February 2021 issue: 1200 noon MONDAY 1 February 2021 (UTC)

Glen Coutts

President (2019-22)

The views expressed in this e-newsletter are those of the authors and do not necessarily reflect the view of the Society of any of our Boards. InSEA takes no moral or legal responsibility for the content hosted in this publication which is intended solely as a service to our members.

Permission has been granted for all screenshots.

Conferences



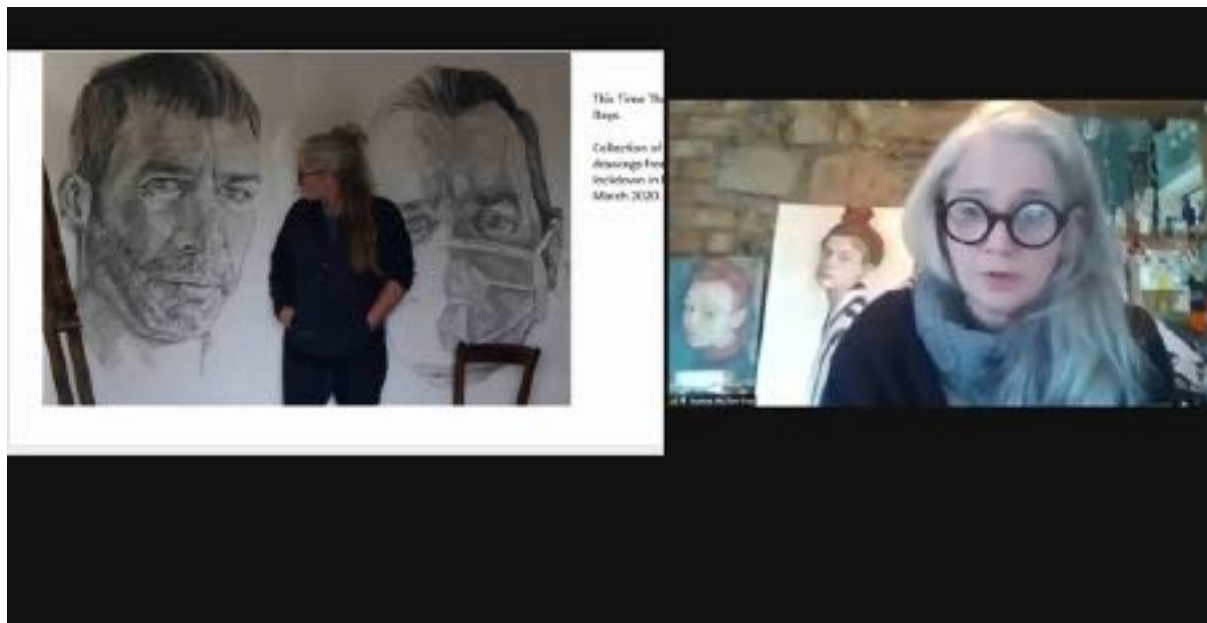
The European Regional Congress postponed from July 2020 will now take place in July 2021 online with the option of attending for those who are able to travel. More details will follow in future e-newsletters and on our website

FOLLOW IN FUTURE E-NEWSLETTERS AND ON OUR WEBSITE.



The Latin American Regional Congress postponed from November 2020, will now take place in November 2021 online with the option of attending for those who are able to travel. More details will follow in future e-newsletters and on our website.

Webinars



In 2021, each of the six Regions will host three webinars, Planning is already underway and we will publish a calendar of events for members.

The themes for this year's webinars are:

- Learning Through Art
- New Directions in Art Education

- NEW DIRECTIONS IN ART EDUCATION
- Voice: Its Place in Art Education

InSEA Awards



The InSEA Awards for Excellence in Praxis

This InSEA award is presented to an art educator or collaborative group at any level who is/are active member(s) of InSEA who has/have demonstrated a commitment to multicultural and cross-cultural educational strategies in their schools and communities that are evident in their teaching strategies. This/these art educator(s) should have actively implemented pedagogical and curricular approaches that

implemented pedagogical and curricular approaches that build respect for human dignity and diversity through art. The deadline has been extended to November 6, 2020.

Specific information about the submission requirements can be found at <https://www.insea.org/council/awards>

Specific inquiries can be sent to Steve Willis at [stevewillis\[at\]missouristate.edu](mailto:stevewillis[at]missouristate.edu)

DEADLINE 1 JUNE 2021

UNESCO



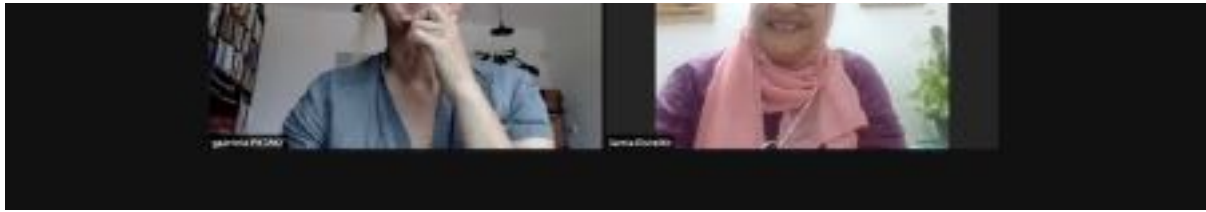
United Nations
Educational, Scientific and
Cultural Organization

UNESCO

InSEA is proud to be an official partner of UNESCO.

A **focus group** composed of InSEA World Councillors penned a response to the UNESCO consultation on the futures of Education. Broadly, UNESCO is asking 'What should be the collective purposes of education in 2050?'





Focus Group members. Kate Coleman, Glen Coutts, Teresa Eça, Sahar Khalil, Gabriella Pataky, Samia ElSheikh, Jonathan Silverman & Mira Kallio Tavin.

What should be the collective purposes of education in 2050?

The Focus Group has now submitted a detailed response to UNESCO



The Submission from InSEA to the World Alliance for Art Education was as follows (the full InSEA submission to UNESCO will be published later and will be the subject of discussions at our Congresses this year)

Focus Group members.

Kate Coleman, Glen Coutts, Teresa Eça, Sahar Khalil, Gabriella Pataky, Samia ElSheikh, Jonathan Silverman & Mira Kallio Tavin.

This submission summarises recurring themes discussed by an International Society for Education through Art (InSEA) focus group addressing what education may look like in 2050. The group reflected and envisioned possible social, cultural, economic, and environmental challenges in 2050 and focused on how the visual arts can meet these challenges. This brief summary outlines a number of recurring themes in the discussions of our focus group as we looked into the crystal ball and tried to imagine the circumstances in which education may take place in 2050.

InSEA was founded in 1954 and aims to promote a model of education first elucidated by Sir Herbert Read in his seminal book *Education through Art* (1943). More recently, our community of art educators has revisited Read's vision in our publications (Coutts & Eça, 2020; Coutts & Eça, 2019: *InSEA MANIFESTO*, 2018), which, we believe, encapsulate our philosophical stance - that visual art is a fundamental human right and of intrinsic educational value. Before we can write or communicate verbally, humans are making marks, we are drawing: a natural and universal human activity. one that is

...drawing, communicating and understanding the world, investigating, communicating and understanding. We believe that a broad and balanced education is the right of every human being and must offer learners of all ages opportunities to think through making, be curious and, importantly, make connections and collaborate with others in socially just spaces (Manifold, Willis & Zimmerman, 2016; Coutts, 2013). The collective purpose of education should be to help develop responsible and creative individuals who can contribute to the common good and visual art processes are a natural way to develop these attributes.

InSEA believes that in 2050 an industrial Western construct of education will be outdated. For example, the compartmentalising of disciplines, timeframes, assessment, age groupings and the colonisation of curriculum and didactic learning will no longer meet the needs of a global society. Education is not a business and learners are not products. In many, particularly Western European cultures, we have seen undue emphasis on assessment, league tables and competition of the worst kind. This unhealthy obsession with measuring and testing tends to focus on things that are easy to measure and therefore achieve a certain 'value' in political terms. In the visual arts, and particularly in design, traits and attributes that are much more difficult to measure, but will be very valuable to humankind, will be necessary as we increasingly deal with so called 'wicked problems' (Kolko, 2012); resilience, empathy, collaboration, tenacity, tolerance or happiness for example can be nurtured.

InSEA believes the collective purpose of education in 2050 should be to develop responsible and creative individuals who contribute to the common good and the preservation of our planet. A broad and balanced education is the right of every human being: the visual arts encourages learners of all ages and from all cultures opportunities to have multiple perspectives to apprehend the world; use their imagination in problem posing as well as problem solving; be resilient and tenacious as well as nimble as engaged learners; resourceful and multidisciplinary as researchers; and empathise, make connections and collaborate with others. Drawing and constructing are natural and universal human activities. Visual literacy will be indispensable in 2050 as global citizens will need to continue exploring the world, investigating, communicating, and expressing one's understanding and curiosity.

InSEA envisages innovative learning spaces or 'situations' (not 'schools' as we now think of them) where learners encounter and work together – even in intergenerational groups to further the common good. The ability to visualise in order to think, communicate and work together has been central to visual arts education for decades. InSEA's vision of 2050 education includes learning situations that embrace

2050 education includes learning situations that embrace inclusive, intercultural creative and critical thinking, where the learners co-create the educational experience. In our vision of innovative learning spaces, indigenous and traditional ways of learning and working will co-exist with whatever innovations may come along in 2050 and beyond. Fundamentally, we think that visual arts, visual thinking and making (Kallio-Tavin , 2018; Hetland et al, 2007) will help educate citizens of the world about living peacefully together and taking care of our world.

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- 8 October 2020

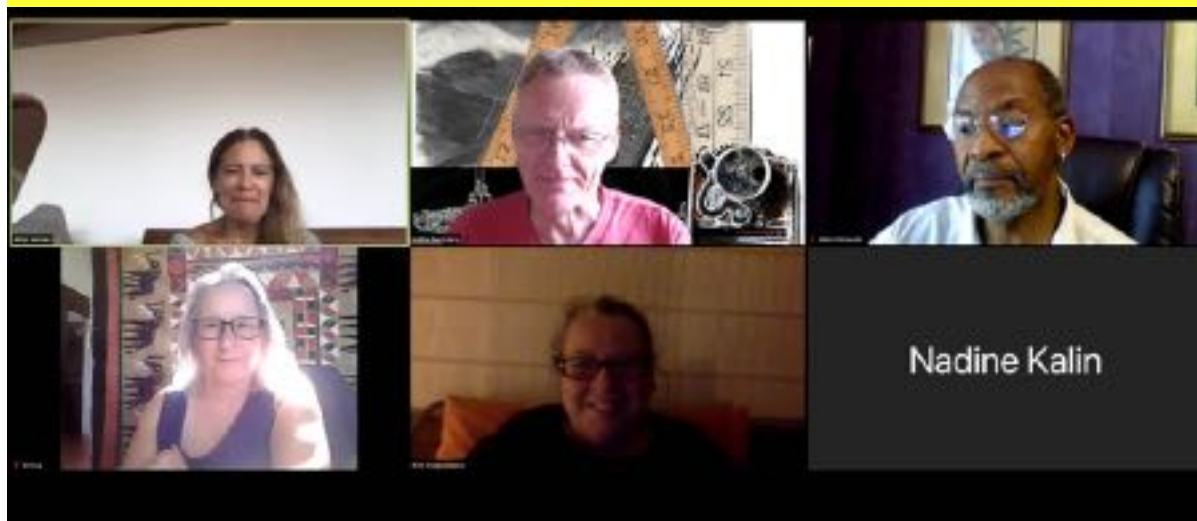




InSEA President's Cafes are back!

World Councillor coffee breaks take place on the last Tuesday and Wednesday of each month. World Councillors will be sent a Zoom invitation every month... Next Coffee Breaks are Tuesday 26 and Wednesday 27 January

InSEA Publications



After a very busy year and several publications now available (edited books, congress proceedings and catalogues), InSEA Publications is pleased to announce that the next Call for Proposals is now open.

Have you got an idea about education through art worth sharing?

Interested in publishing with us? Go to the Publications section of www.insea.org

PLEASE NOTE: The opportunity to publish is a

membership benefit and potential editors, authors, practitioners and contributing authors must be or agree to become, individual, professional members of InSEA.

Thank you, dear Editors!!

InSEA ART Education VISUAL Journal: IMAG

(IMAGe based Journal)

First published in 2014, IMAG has established itself as a well-respected and important source for reporting and disseminating in the field. International in scope and published online three times a year, IMAG promotes original ways of re-thinking the status of education through art and art education while addressing the role of teaching and learning in either formal or informal educational contexts. Making progress of that sort in the world of academic journals is no easy task; it takes an extraordinary team of dedicated professionals.

I have been privileged to be closely involved with IMAG since its first issue and, as Editors Dr Teresa Eça, Angela Saldanha, Ana Barbero and Bernardette Thomas complete their term of office, I want to pay tribute to each of them for the outstanding achievement that IMAG#10 represents. Editing a Journal is something that requires professional insight, sensitivity, dedication and enormous commitment.

Teresa, Ana, Angela and Bernadette - we thank you!

IMAG # 10 IS NOW PUBLISHED!!





MAKING/TEACHING ART DIFFERENTLY

Guest Editor: Steve Willis

December 2020

Guest Editor Steve Willis writes in the Editorial of this issue:

This special issue of iMAG is personal and powerful. By engaging with art educators globally, it changes what we think we know. It changes stereotyping and biases. As artists and teachers engage with their profession, studio practice, and inquisitive students, methods of delivering subject content has changed dramatically because of the pandemic. But, the desire to engage students at their highest level cannot and should not be limited to a historically seated, face to-face traditional form of content delivery. We can demonstrate our creativity and flexibility in the face of obstacles and adversity. We are artists and teachers!

Download your FREE copy from our website at **THIS LINK**



MONTH

RELATE NORTH

Tradition and Innovation
in Art and Design Education

Edited by Timo Jokela & Glen Coutts



Pleased to announce a new InSEA publication - Relate North: Tradition and Innovation in Art and Design Education.

InSEA Publications, 2020

The work of a diverse group of authors; researchers, scholars, artists and educators from Canada, Finland, Norway, Russia (Komi, Yakutia, Khanty-Masky), UK and USA (Alaska) is presented in this book. The shared focus is encapsulated in the title of this volume, the seventh in the Relate North series: Tradition and Innovation in Art and Design Education.

The multifaceted notions of 'tradition' and 'innovation' especially in the rapidly changing environmental and socio-cultural circumstances in the different countries and regions across the circumpolar North provide the reader with a rich tapestry of accounts of applied practice and context-sensitive research. Although principally concerned with research and knowledge exchange in art and design education in the North and the Arctic, the contributors investigate issues and topics that may have a wider interest, for example, the sociocultural and political dimensions of living in rural places and urban settings in remote and peripheral areas in other parts of the world.

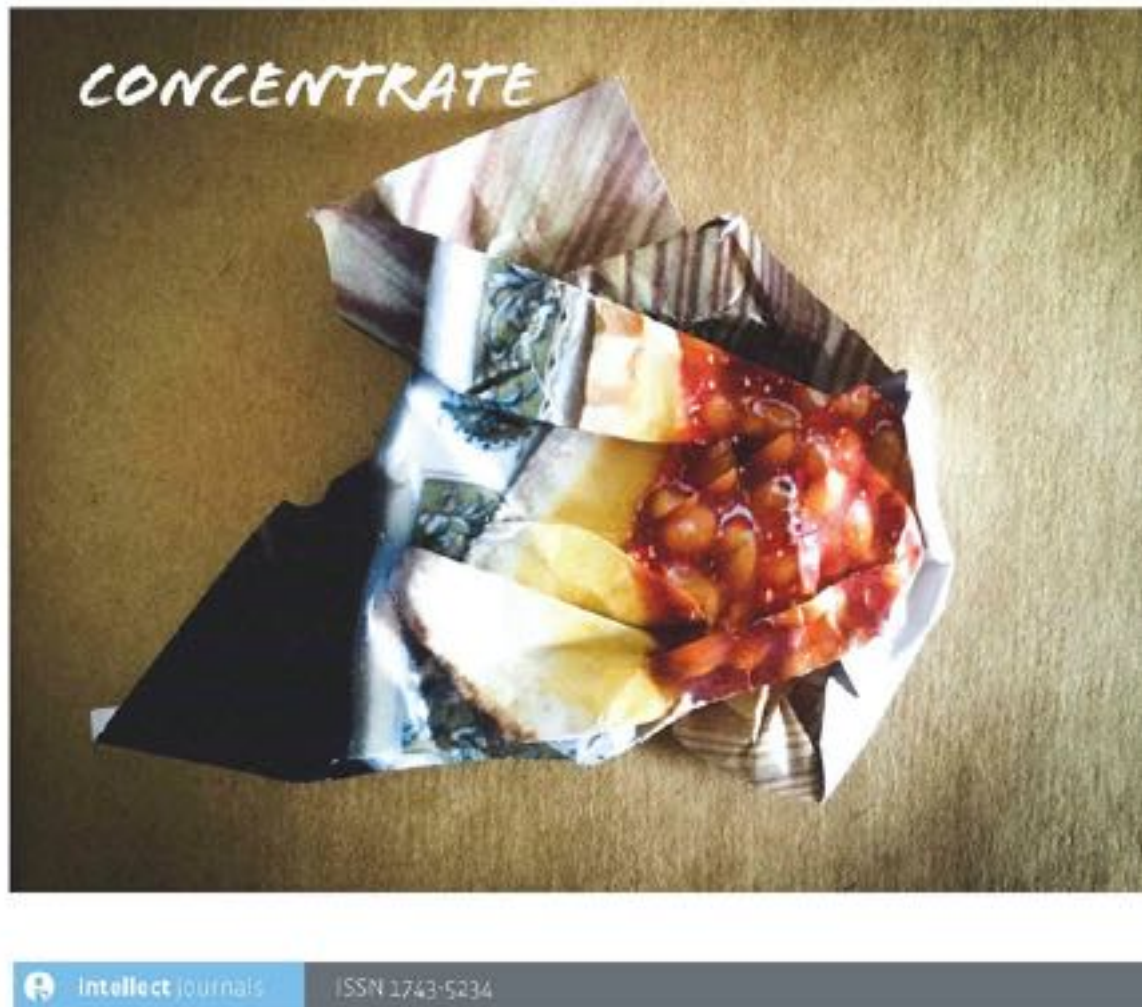
Download for FREE at <https://www.insea.org/insea-publications>

(PDF/A , 5,67 MB)



International Journal of Education Through Art

Volume 16 Number 3



CALL FOR PRINCIPAL EDITOR:

INTERNATIONAL JOURNAL OF EDUCATION
THROUGH ART (IJETA)

The International Society for Education through Art
is seeking a Principal Editor for the
International Journal of Education through Art

InSEA is seeking an energetic and committed Principal Editor for its highly regarded peer-reviewed journal, the International Journal of Education through Art (IJETA). As Dr Nadine Kalin, the Principal Editor of IJETA completes her term of office, InSEA is seeking a new Principal Editor to lead the Editorial Team from October 2022. The successful candidate will be responsible for the Journal for a period of three years (2022 to 2024) with an additional year (starting October 2021) as Principal Editor-elect during which time the successful applicant will work with the current Principal Editor in advance of becoming Principal Editor.

First published in 2005, IJETA has established itself as a highly respected and important source for research dissemination in the field. IJETA promotes original ways of re-thinking the status of education through art and art education while addressing the role of teaching and learning in either formal or informal educational contexts. The Journal is interdisciplinary in its reflection of teaching and learning contexts and also in its representation of artistic approaches and practices. It provides a platform to question and evaluate ways art is produced, disseminated, and interpreted across a diverse range of educational contexts. Formal and informal educational contexts, policy and practice, pedagogy, research, comparative education, and trans-cultural issues all are considered to disseminate research and raise debate in these areas.

Applicants for the position of Principal Editor should be experienced art educators with an interest in a broad

range of developments in the field of visual arts education. They must be current members of InSEA, hold an advanced academic degree, have a strong record of academic publishing with experience serving on editorial boards and/or reviewing work for publication. Ideally, they will have a profile of research, publishing at national and international levels.

Applicants must be familiar with working electronically, be prepared to work flexibly depending on the workload required across the publication cycle, and hold a vision for the future of the journal that takes into account the changing landscape of academic research and publishing.

The position is unpaid.

Duties of the Principal Editor shall include, but not be limited, to the following:

- o The Principal Editor (PE) is responsible for coordinating all editorial tasks including the online peer-review process and the timely publication of three issues of the Journal per year.

- o The PE will ensure there is an adequate number of qualified reviewers and that their selection follows the established selection and rotation process.

- o The PE should organise an Editorial Executive (2 editors, reviews editor, and an editorial assistant).

- o With the assistance of the Editorial Team, the PE will select and appoint people to take on specific tasks (for example, special issues).
- o The PE will lead the Editorial Team in their tasks, ensuring a sense of shared vision and cooperation. The PE will be responsible for managing the online peer-review process; keeping a log of acceptance and rejection; communicating with authors, guest editors, and reviewers.
- o Together with the Editorial Team, the PE will need to seek contributions and ensure sufficient high-quality material that maintains the international status of the Journal. All papers submitted to the Journal are subject to a double-blind peer-review process and the PE is responsible for organising this process professionally and promptly.
- o At the end of each year, the Society and its publisher will require a report from the PE on the number of articles submitted, accepted, rejected, and published; the country of origin of the authors of submitted and accepted articles; and manuscript time-lines.
- o The PE has final responsibility for the content of the Journal and for delivering the content of each edition of the Journal to the publisher according to the publication schedule. While the PE is responsible for communicating with the publisher, she or he should also

consult with the Chair of the Publications Board and the President of the Society about any major concerns or decisions.

- o The PE will lead the Editorial Team in shaping a vision for the Journal and will be instrumental in the process of planning the future development of the Journal.

- o Ideally, the PE will hold an annual meeting with reviewers and editors as well as an open meeting with Society members to discuss publication and other issues, at one of the Society's International Congresses.

- o While InSEA and the publisher are not in a position to provide financial support to the Editorial Team; the PE is encouraged to approach home institutions of these individuals to request some academic support.

Closing date: **Saturday March 27, 2021**

Although we are seeking a Principal Editor, we ideally seek a four-person editorial team (Principal Editor, two Editors, a Reviews Editor, and an Editorial Assistant. Please send a letter of application for the position of Principal Editor to:

Glen Coutts

President

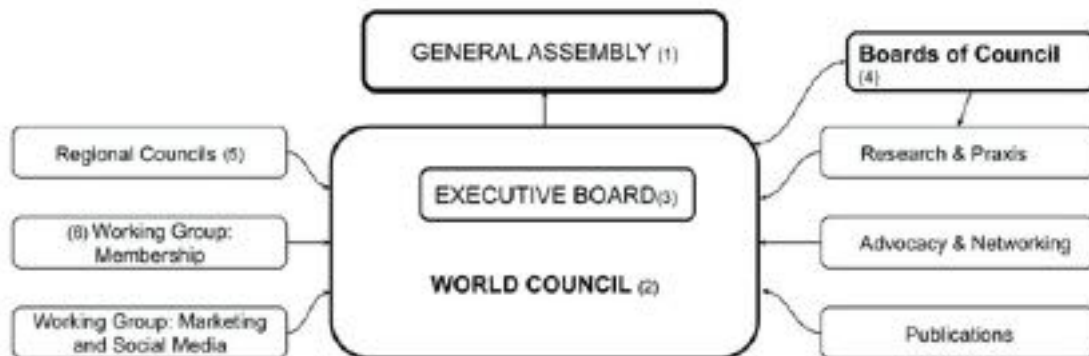
International Society for Education through Art

Email: [president.insea\[at\]gmail.com](mailto:president.insea[at]gmail.com)

InSEA management



InSEA Organisational Chart



Summary Notes on Functions (please refer to the Constitution for more detail):

1. The general Assembly consists of all members of the Society and determines the main lines of policy. It normally meets at the World Congress every two years.
2. The World Council (WC) consists of the officers of the Executive Board, elected World Councillors, ex-officio and co-opted members and is responsible to the General Assembly for the work of the Society. WC normally meets twice or three times per year.
3. The Executive Board (EB) consists of the officers of the Society; President, Immediate Past President; two Vice Presidents, the Secretary and the Treasurer. The EB normally meets at least 5 times per year.
4. There are three (2019-21) Boards of Council, each tasked with key aspects of the Society's work (click on the links for more detail)
5. Regional Councils may be formed and work to further the aims of the Society within the region. Of the six regions, there are two with Regional Councils; Asia and Europe.
6. Working Groups may be formed from time to time and may be tasked with advising the Society on key issues. These are small groups chaired by elected World Councillors.

This section of each e-news will provide details of how your elected officers, Boards, Editors, Working Groups, Committees and Regional Councils work for you. It is important to note that all these people are volunteers.- They all have busy jobs and give their time freely for the cause of education through art around the world. Each edition of the e-news will focus on the work of a different element of InSEA's management - starting here with the Executive Board.

Roles & Responsibilities - Executive Board 2019-22

President: Oversight of strategic planning. Chair: General Assembly, World Council & Executive Board.

Chair and lead: One of the three Boards of Council (currently Publications)

Ex-officio Member of all Boards, Working Groups and Regional Councils

Reports to General Assembly

Vice President (two posts): Deputise for President as necessary

Chair one of the three Boards of Council (currently Research & Praxis)

Chair one of the three Boards or Council (currently Research & Praxis Board; Advocacy & Networking Board. Other duties by mutual agreement with President

Reports to General Assembly

Secretary: All correspondence and record-keeping Oversight of Congress matters.

Main contact for Congress organising or planning committees.
Convener of the Learning Teaching & Professional Development Working Group

Other duties by mutual agreement with President

Reports to General Assembly

Treasurer: All fiscal matters and record-keeping. Oversight of membership matters. Chair: Banking & Finance Committee

Other duties by mutual agreement with President

Reports to General Assembly

Past President: Mentoring role to new president InSEA. InSEA representative to WAAE, lead contact for Website