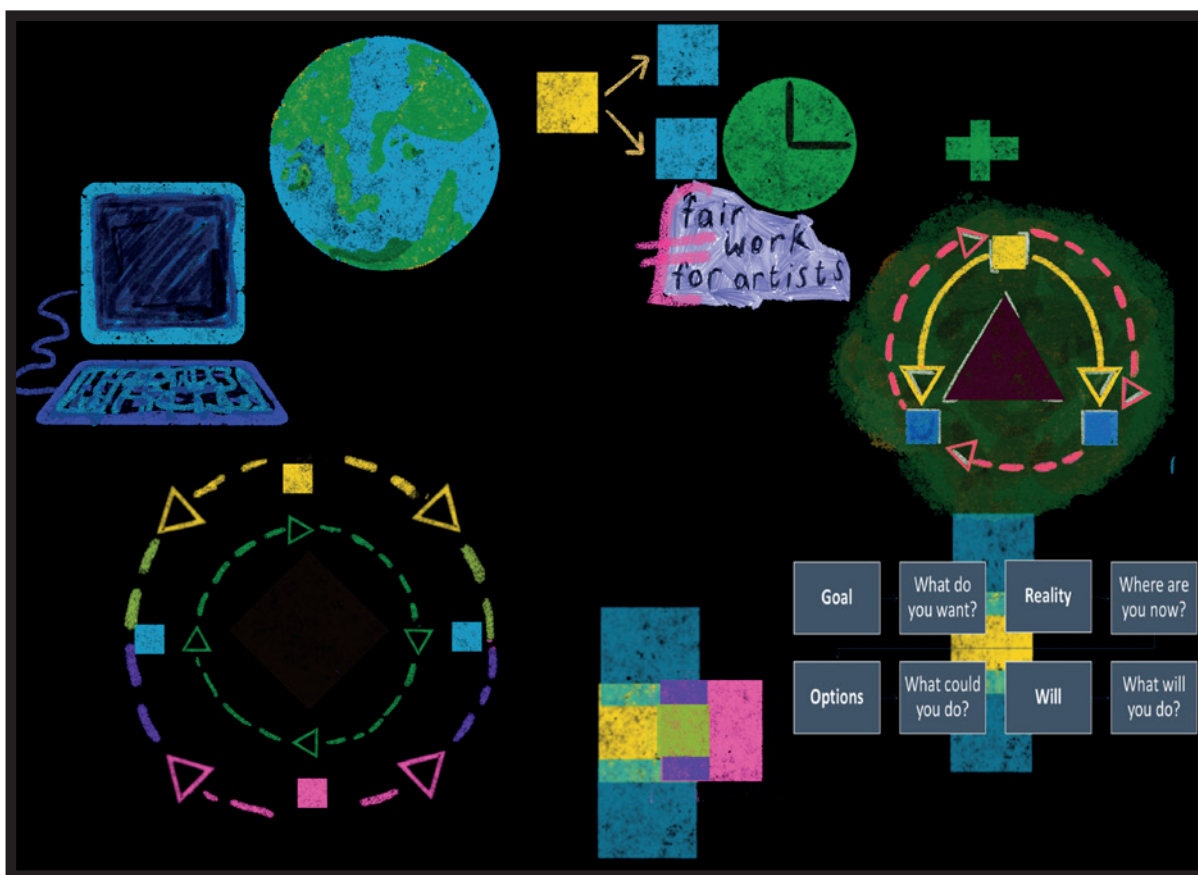
A large, solid blue circle is partially visible on the left edge of the page.

Putting The Power Of Pedagogue Back In Teaching Artist Hands

The Model



Putting The Power Of Pedagogue Back In Teaching Artist Hands

How do we see and understand the worth of our work?

Bridging is a peer to peer sharing experience. That allows for a non-elitist and inclusive sharing of pedagogical research by teaching artist for teaching artist. Allowing us to demonstrate the creativity and power of our work.



Research Phase

Diagram Key



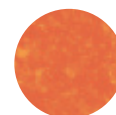
LEAD TEACHING ARTIST

Instigator
Leader
Driver
Reflector
Researcher



RESEARCH TEACHING ARTIST

Researcher
Reflector
Valuer
Presenter
Catalyst



GRAPHIC DESIGNER

Valuer
Reflector
Presenter
Catalyst

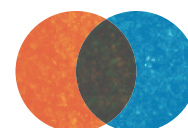
The Overlap of knowledge and exchange



Lead Teaching Artist &
Graphic Designer



Lead Teaching Artist
& Research Teaching
Artist

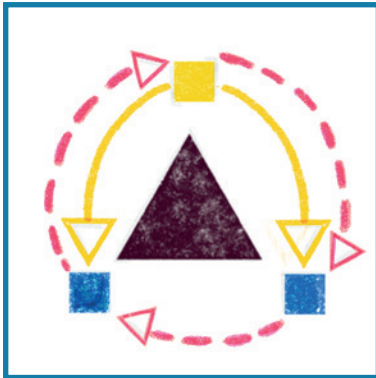


Research Teaching
Artist & Graphic Designer

Research Teaching Artist and global audience of Teaching Artist



Meeting One



Using Grow Coaching Model to focus research ideas in second meeting

Goal setting for the session

- What would you like to get out of this session?
- Can you set a goal around that?
- What would it be like if you achieved your goal?
- How would it feel?
- How important is this goal on a scale of 1 to 10?

Reality checking to explore the current situation

- What is the issue here?
- What challenges does it present currently?
- Who owns this issue?
- How might a trusted other view the situation?

Options and alternative strategies or courses of action

- What would make the biggest difference here?
- What could be the most useful action for you?
- What are your options here?
- And what else could you do?

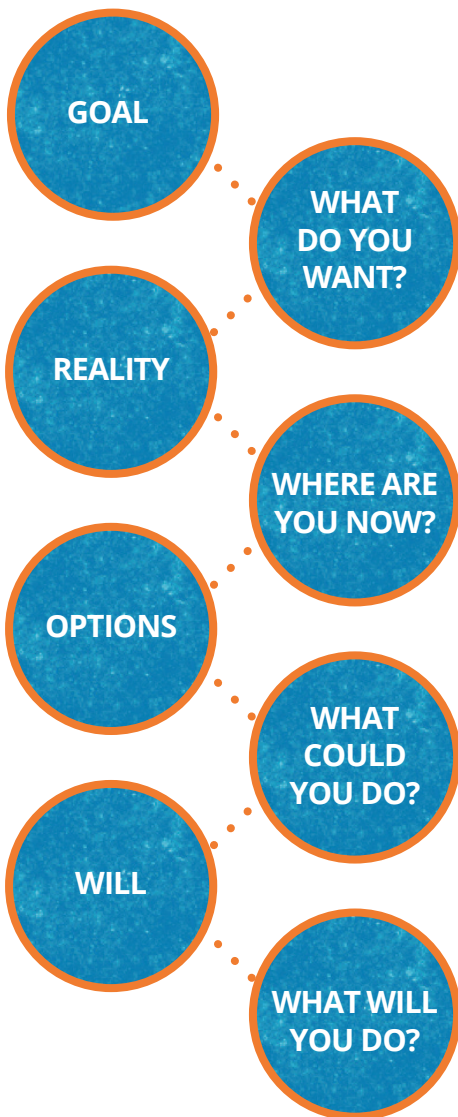
What is to be done, when, by whom and the will to do it

- What are you going to do?
- What is your first step?
- Is there anything you need to put in place first?
- Is there any support you need to achieve your actions?

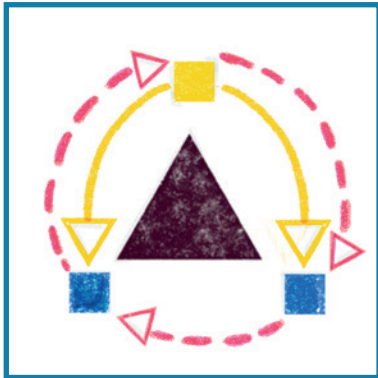
First Aid Questions which can be asked at any point

- What question would you like me to ask?
- What advice would you give to yourself at this moment?

Decided on how you would like to use the time.



Meeting Two



Research Teaching Artist presents findings and share research.

Lead Teaching Artist and Co-Researcher (if projects are running in tandem) reflect, discuss and question work so far.

Lead artist helps focus research. Goals are assessed and a new time-frame set.

Meeting Three



Teaching artist shares more focused research. At this point we take into consideration how they would like to present ideas and findings to a wider audience.

Additional meetings

Participants may need more meeting to support them through this process, these would be offered by lead artist.

For **Bridging #1** I found 'walk and talk' helpful if the Research Teaching Artist got 'stuck'. Revisiting theories from past training, short articles, films and online talks and lecturers.

Introduction of graphic designer

Meeting One We use this time to discuss the research and brainstorm how it could be presented. This is a fluid process, lead very much by the artists' research and creative style. ➡

Meeting Three Continued

Meeting two The designer presents a visual example of how the artist work will be displayed. They collect feedback to finalise the format.

Meeting three The project is presented on the website. Discussed again so amends can be made before sign off.

Conclusion



Presentation of research so far by zoom to wider audience.



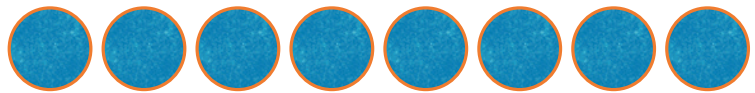


Fair pay for a set time

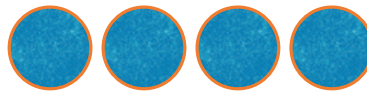
- 8 hours research
- research time is flexible to fit your schedule

Example of braking up time:

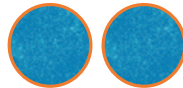
8 one-hour blocks at a specific time of day



4 two-hour blocks



2 four-hour blocks



Or 1 eight-hour day



The research blocks are taken over an agreed period. **Bridging #1** took place over one month, With three online meetings of a 1.5 hours. We had two Research Teaching Artists so each session was conducted as a trio.

We have also found it important to set a positive atmosphere at the beginning of each meeting. This is prompted by the Lead Teaching Artists, who will also provide a positive summing up, recapping and reflecting on the shared research. This gives the Research Teaching Artist an impression of the impact their research has and whether the intended ideas are coming across.

At the end of each meeting the Lead Teaching Artist should make sure the Research Teaching Artists are setting reasonable and achievable goals. ➔



The lead artist can also offer a focus for Research Teaching Artists to take forward. It is important to remind them this is just the start of their research journey, we hope to see ideas and research but not perfectly polished outputs. The research period will only allow them to dip their toe and start a conversation with themselves, their practice and with other teaching artist.

The Teaching Research Artist would then create a 1 hour online interactive research presentation.

This can be done in person, in a workshop, lecturer or by using an online meeting platform (which is a great way to reach a wider/global audience).

The online event is managed by the Lead Teaching Artist. Who will support the Research Teaching Artist in the process of presenting their work to a wider audience.

Event booking systems are great for in person or online events. You can set and manage numbers, have an idea of the demographic of the audience attending and any additional support requirement for participants.

The Research Teaching Artist may want to make the event more interactive so budgeting or making sure you have communicated with the audience is essential.

For **Bridging #1**, we decided to make the research presentation a free event. In our experience there was a high sign up, however we would suggest sending out reminders/engagement messages, connecting with the audience is the key to making sure people that book come along. ➡



We engaged a graphic designer for **Bridging #1** which we found to be an invaluable process. They were key in helping the Research Teaching Artist present their finding in a creative yet professional and clear format. At this point it would be beneficial to have a graphic designer attend the Research Teaching Artist presentation.

Development of research- zine

The research zine concept works for people that have been to the teaching artist talk but also people who are coming to it afresh. It should be an introduction, a jumping off point that could spark people interest, linking to own practice and teaching theories.

Having face to face or online meetings with graphic design is vital in developing the research zine. Three one-hour meetings bring together research and design, with the support when needed of the Lead Teaching Artist.

We would brainstorm solutions for presentation. When a solid route has been decided upon the artist would be asked to develop content and supply to the designer. This would come in the form of: Working title, a Word document with journal content, a folder of annotated images and videos, a short professional biography and head shot.

As **Bridging #1** progressed we found it increasingly important to allow each body of research an individual and flexible format reflective of the Research Teaching Artist theory. The website showcases our collaborating artist whilst linking them to the who, why and how of Bridging The Pedagogical Gap. We hope this has been interesting and inspiring. This is only the beginning but we are very excited. Please get in touch!



