

Roles and Responsibilities

The intention of this essay will be to review the roles, responsibilities and boundaries as an art teacher in the terms of the teaching cycle.

For an art teacher, pupil engagement is at the epicentre of each lesson. Whilst teaching, I explore various creative methods such as painting, drawing, printmaking and using art history. This is in order to challenge the pupils critically to enhance and deepen their level of understanding. I believe I can achieve this through providing homework, recommended reading from books and journals and, other forms of media related to the school curriculum.

I also use a variety of resources for my pupils. This includes a monthly subscription of frieze magazine¹ and visiting national galleries within the United Kingdom for art lecturers. Therefore, the information that I provide is current and up to date and forms the foundation for meeting the learner's needs during lessons.

It is my role to design lessons that are practical in terms of using paints and brushes, which deal with the psychomotor factors that relate to movement in the conscious mental activity. This will also provide lessons that allow pupils to problem solve, participate in group discussions and find facts about art history such as who was Michaelangelo Buonarroti? This relates to the cognitive process of acquiring knowledge through thought and thinking. This enables me to assess the pupils throughout their academic year and during every lesson, formally and informally.

Ashan and Conway (1997) states that 'through interviews, questionnaires, and discussions with the student, the teacher can assess the student's understanding of what has been learned and how it has been learned'. (p.13)

My responsibility is to carry out different forms of initial assessments that will identify the learners creative needs, learning styles and academic ability. This will be carried out in terms of writing and reading to assess their skills to verbally express ideas, thoughts and feelings with work created by themselves or by someone within the group.

It is my role to create an enjoyable and relaxed atmosphere and a safe learning environment for the pupils. I provide this by checking that the lighting and heating in the classroom is in line with the Education School Premises Regulations 1999 and the Health Safety and Welfare Regulations 1992.

Whilst I am teaching it is an important responsibility to evaluate the knowledge and skills objectives and strategies. It is essential to process these objectives for the entire group to allow individual growth and, to look where improvement is needed, such as assessing myself and gathering feedback from pupils and delivery of the lessons. This will have a positive effect on my overall teaching and will be evident by the pupil's grades and school statistics.

Providing support for the advanced pupils and for those who are struggling with the work during class and tutorials are imperative to help the overall development of the learner. The role of the teacher is to allow the tutorial time to give constructive criticism regarding the pupil's academic and creative progress. Tutorials will also help the pupil to learn interpersonal skills, express creative ideas and give them the opportunity to ask questions that they are unsure about.

Cotton (1995) states that 'The tutorial gives the learner a chance to clarify areas of uncertainty and so the tutor should encourage the learner to talk through any difficulties'. (p.45)



As a teacher I understand the boundaries, legislation and policies set in place by the Local Education Authority and the London Child Protection Procedures for working in the school environment. The documents outline the responsibilities for schools and teachers within the United Kingdom. All pupils within my lesson have the right to be safeguarded from harm and exploitation regardless of their race, religion, language, gender, sexuality, health and disability.

There are also certain protocols and procedures within the classroom if the class becomes out of control. It is imperative that I do not touch any of the pupils, but the procedure would be to verbally break the argument up and immediately ask another pupil to go and get help.

Any physical or verbal abuse to the staff members or pupils should be reported to the head teacher. This involves setting clear boundaries at the start of every the lesson which will allow the pupils to know how to conduct themselves during class time and throughout the school period and will build a positive rapport between the pupils and teachers.

The main issues that have been addressed throughout this essay are reviewing my role, responsibilities and boundaries as an art teacher in the terms of the teaching cycle. The fundamental message is that the framework of this cycle should be used to form the foundations for the teaching role that will benefit both teachers for constant self-development and for the pupil's academic development.

¹ Frieze magazine was set up in 1991 and is the leading magazine of contemporary art and culture. Frieze is published eight times a year and includes essays, reviews and columns by today's most forward-thinking writers, artists and curators.

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