The Arts and Creativity in Education Research Network invites you to two presentations:

When: Tuesday 21 March, 3pm – 5pm. Afternoon tea will be served.
Where: Room 612, Education Building A35, The University of Sydney

**A case in point: Working backwards from successful music education practice**

Dr Millie Locke

This presentation presents findings from recent doctoral research in music education. Taking into account the widely acknowledged inconsistency in the quality, or even existence, of music programmes in the New Zealand state school system, this study investigated the impact of workshop-based professional learning upon the provision of music education programmes in schools.

In order to access the wealth of knowledge and know-how that teachers develop in their everyday work-lives, this study, involving 9 Aotearoa/New Zealand music teachers, employed mixed data collection methods in the form of questionnaires, observations, interviews and a focus group discussion. Results indicate that the impact professional learning experiences in the Orff approach lay in the way teachers constructed and/or reconstructed beliefs about what it means to be a musician and a music teacher. Changes in discursive practices led to the holistic construction of a teacher as artist identity, which merged the identities of ‘musician’, and ‘music teacher’. Professional learning in both workshops and subsequent adaptations to specific classroom settings could be seen as providing significant information in terms of Bandura’s (1997) four categories of self-efficacy for both aspects of teacher identity.

The study’s findings contribute to our understanding of the impact on teachers’ lives and work of professional development which invites teachers to ‘act as if…for example, they are a musician’. In particular, it highlights the consequences of the construction of music as a form of embodied behaviour available to all people, and offers some examples of specific ways in which pedagogical practices can reflect this belief.

**Biography**

*Dr Millie Locke has taught in early childhood, primary and university contexts as well as in music. She has worked with pre-service teachers at the former Auckland College of Education, and delivered postgraduate courses at the University of Waikato. She is regularly involved in delivering workshops to teachers under the auspices of both Orff New Zealand Aotearoa (ONZA) and Music Education News Zealand (MENZA).*
Creativity and the construction of knowledge in cross-curricular settings

Professor Terry Locke (University of Waikato)

This talk begins with a few reminders about the role of creativity in knowledge creation and then draws on some case studies from two projects which sought to build a culture of writing in the secondary school. These case studies, in particular, provide examples of how three teachers (two in Science and one in Technology) used creative writing to motivate students and help them build disciplinary knowledge. There are clear implications here that will be teased out at the end of this talk.

Biography
After 12 years secondary school teaching, which included roles as both a HOD English and HOD Drama, I joined the staff of Waikato University in 1997. For 6 of these years (2006-2012) I was Chairperson of the Arts and Language Education Department (now superseded by Te Hononga). My field is English Language and Literature Education, though I also have a strong interest in Arts Education and Arts advocacy, and have conducted music education research with my wife, Millie (Linda). I have pursued interests in the status and rationale of English as a school subject, the impact of curriculum and assessment reform on classroom practice and the professionalism of classroom teachers, the place of ICT in English, aspects of elearning, argument as a mode of discourse and how to teach it to secondary students, metalanguage and classroom talk, the teaching of literature in multicultural classrooms, and the teaching of writing across the curriculum.