



A MANIFESTO FOR ART, CRAFT AND DESIGN EDUCATION

NSEAD 2017

THE NATIONAL SOCIETY FOR EDUCATION IN ART AND DESIGN

Within the context of art, craft and design education the value, depth and breadth of the subject is challenged, by the consequences of government policies, in both formal and informal education.

The NSEAD Manifesto for Art, Craft and Design Education exists to celebrate, signpost and position our subject within the context of ten research evidenced policy proposals to ensure a world-class art, craft and design education for all our learners.

What do we want to achieve for art, craft and design education?

On behalf of our members and all those engaged in art, craft and design education at all stages, we want:

1. Acknowledgment that art, craft and design education is vital to our cultures, our society, our economy and ourselves

Art, craft and design education enables children, young people and life-long learners to think creatively and critically, equipping them with the knowledge and skills to participate in, experiment with, invent and create and engage with their own, and others', works of art, craft and design.

Art, craft and design education enables children, young people and life-long learners to contribute to and engage as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.

2. An inclusive curriculum across all phases and levels, and in all schools and settings that is inspirational, aspirational and makes explicit the distinct value and relevance of the subject

Art, craft and design is unique within curricula in developing visual literacy and perception, and in clarifying the interplay between the intellectual knowledge of the natural, virtual and made world, with the tactile and intelligent making skills formed through direct engagement with materials, tools, design skills and processes.

Both a practical and academic subject, art, craft and design is also cited as a right under the UNESCO Convention on the Rights of the Child: *'Children have the right to relax and play, and to join in a wide range of cultural, artistic, and other recreational activities.'*

We want an art, craft and design curriculum that embraces the historic, the critical, the contemporary and the future; and signposts participants to potential further and higher education and career choices and opportunities within the visual arts and creative, digital, new media and heritage and cultural industries.

3. A universal entitlement to a high quality of subject-specific professional development for teachers and educators

High-quality subject-specific continuing professional development is key to addressing recruitment and retention issues within the education profession and to the quality of teaching and learning in formal and informal education.

We know an annual entitlement to high-quality research and informed professional development programmes will support subject leadership in art, craft and design at primary, secondary and post-compulsory levels of formal education.

We know high-quality research and informed professional development programmes will champion and support the role and ambition of the teacher or educator of art, craft and design who wishes to continue their own creative practice alongside their work in formal or informal education.

4. A universal entitlement and access to high-quality, regularly updated independent and impartial career development advice and guidance for children and young people

We know that an annual entitlement for teachers and lecturers to high-quality research and informed professional development will extend awareness and understanding of the relationship of art, craft and design to the creative, cultural, and digital, new-media and heritage industries and will better signpost careers opportunities for children and young people across all phases

We want young people to access independent and impartial career development advice and guidance to enable them to make clear choices to move through further and higher education into the creative, digital, new media, heritage and cultural industries.

5. An entitlement to high quality of teacher education in partnership with HEIs and partnership schools

Higher education institution-led training models, and the best Teaching Schools and SCITTS working with HEIs can be a gold standard of initial teacher education. The combination of a higher education institution (HEI) and its partnership schools, often firmly linked with local museums and galleries, provides the correct balance of a variety of classroom experience; introduction to pedagogies and research methodologies, and being part of an academic and practice-based learning community.

We want initial teacher trainees at primary, secondary and post-compulsory levels of education to continue to access high-level accredited subject and pedagogical post-

graduate education, training and qualifications within the context of an HEI partnership model.

We want a national enquiry into the lack of clarity surrounding the increasingly fragmented routes into the teaching profession that affect subject-specific knowledge, recruitment and retention.

We want a tranche of research that will further expose the paucity of subject-specific time for art, craft and design education within the primary initial teacher education sector.

6. An accountability, assessment and progression system that supports rather than restricts the subject

Within formal and informal art, craft and design education it is appropriate to have an intelligent accountability, assessment and progression system.

We want the dismantling of the existing English Baccalaureate as a performance measure to restore a parity of value between all subjects.

We want a system that respects the right of children and young people to study the subjects and courses they want, unhindered by accountability measures that have created a hierarchy of subjects unrelated to the needs and choices of children and young people.

7. A strategy for equality and underachievement that recognises the inclusivity of art, craft and design

The inclusive, diverse, and transformational power of the visual arts is in evidence among at risk and hard to reach children, young people and adults, enabling them to lead productive and successful lives.

We want strategies to enable children and young people of all abilities to access and engage in art, craft and design.

8. Effective and creative partnerships with museums, galleries and practitioners that will provide a bridge into the creative and cultural sectors

Partnerships between the museum and gallery and formal and informal education sectors provide an unprecedented access to the arts. They are vital as they act as creative brokers and catalysts of opportunity for engagement with creative practitioners, professional development, the promotion of visual literacy and cultural confidence and empowerment.

We want a minimal annual entitlement for all children and young people to experience first-hand the local, regional and national art, craft and design related collections and exhibitions across the UK.

We want collective and bespoke art, craft and design professional development opportunities between teachers, educators and creative practitioners working in the cultural and education sectors to encourage and inform creative partnerships between those sectors.

9. Champions and advocates from the creative, cultural and education sectors

The visibility, value and status of art, craft and design education must be made more explicit to society through an active strategy of lobbying, media interventions and communications with the art, craft and design industries and activists.

We want the active engagement of industry professionals in championing art, craft and design to all of society.

10. A policy to extend STEM to STEAM by including arts subjects

STEAM creates opportunities for positive collaborations between formal education and the world of work.

We want a commitment from the Government to include the A in STEM to recognise the value of art, craft and design in this context.

The National Society for Education in Art and Design (NSEAD) is the lead professional body for art, craft and design education across all phases throughout the UK.

The Society exists to promote and defend art, craft and design education and look after the professional interests of teachers and educators of art, craft and design across all phases throughout the UK.

www.nsead.org