ART EQUAL IMPLEMENTATION STRATEGY – OVERVIEW
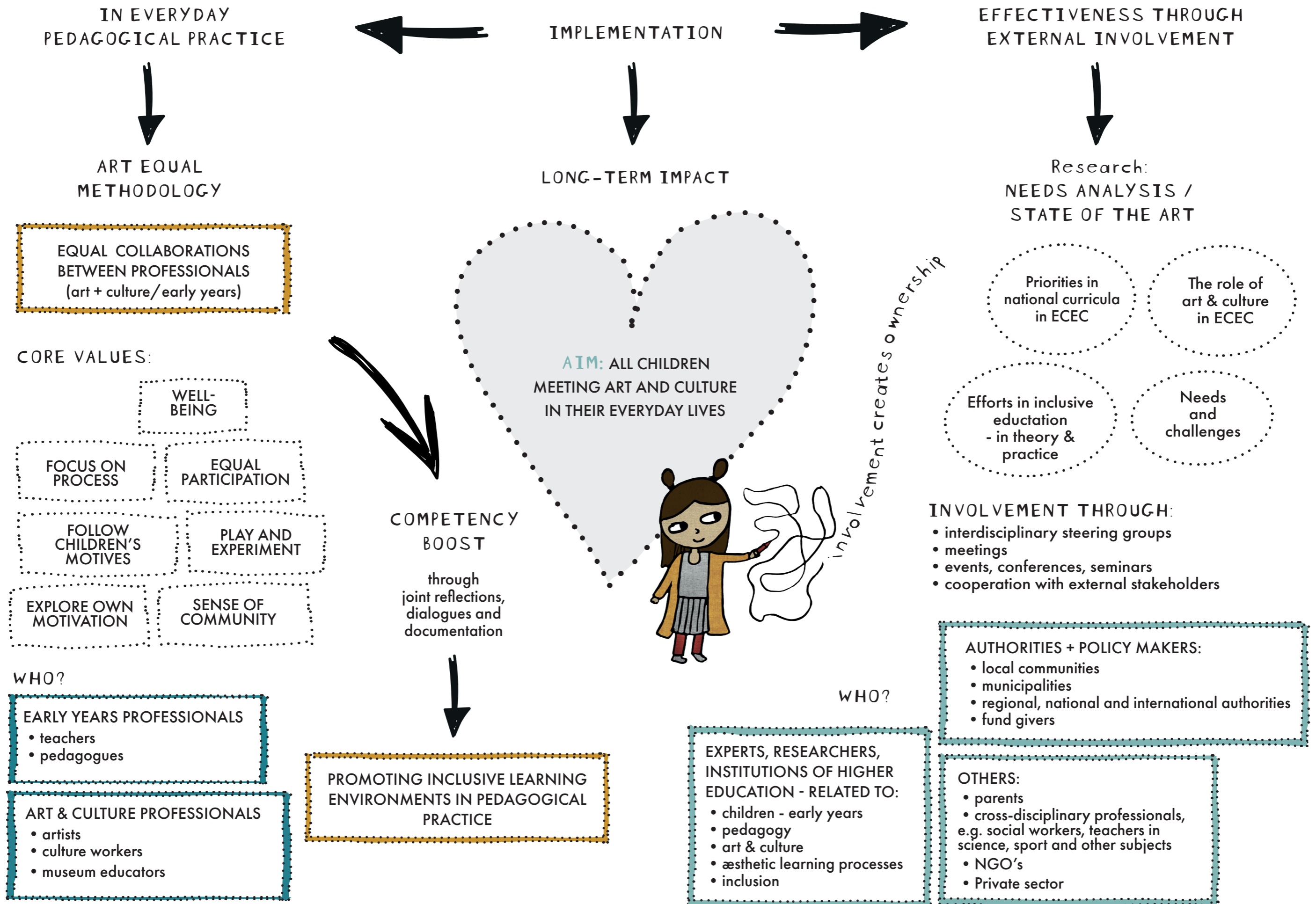
IN EVERYDAY PEDAGOGICAL PRACTICE

IMPLEMENTATION

EFFECTIVENESS THROUGH EXTERNAL INVOLVEMENT

ART EQUAL METHODOLOGY

EQUAL COLLABORATIONS BETWEEN PROFESSIONALS
(art + culture/early years)

CORE VALUES:

- WELL-BEING
- FOCUS ON PROCESS
- EQUAL PARTICIPATION
- FOLLOW CHILDREN'S MOTIVES
- PLAY AND EXPERIMENT
- EXPLORE OWN MOTIVATION
- SENSE OF COMMUNITY

WHO?

EARLY YEARS PROFESSIONALS
- teachers
- pedagogues

ART & CULTURE PROFESSIONALS
- artists
- culture workers
- museum educators

LONG-TERM IMPACT

AIM: ALL CHILDREN MEETING ART AND CULTURE IN THEIR EVERYDAY LIVES

involvement creates ownership

COMPETENCY BOOST

through joint reflections, dialogues and documentation

PROMOTING INCLUSIVE LEARNING ENVIRONMENTS IN PEDAGOGICAL PRACTICE

Research:
NEEDS ANALYSIS / STATE OF THE ART

- Priorities in national curricula in ECEC
- The role of art & culture in ECEC
- Efforts in inclusive eductaion - in theory & practice
- Needs and challenges

INVOLVEMENT THROUGH:
- interdisciplinary steering groups
- meetings
- events, conferences, seminars
- cooperation with external stakeholders

WHO?

EXPERTS, RESEARCHERS, INSTITUTIONS OF HIGHER EDUCATION - RELATED TO:
- children - early years
- pedagogy
- art & culture
- æsthetic learning processes
- inclusion

AUTHORITIES + POLICY MAKERS:
- local communities
- municipalities
- regional, national and international authorities
- fund givers

OTHERS:
- parents
- cross-disciplinary professionals, e.g. social workers, teachers in science, sport and other subjects
- NGO's
- Private sector