

Janusz Korczak Alternative Education Institute
Educational centre "Uchastie", St.Peteresburg, Russia

**International Association of Experts in Children Education on High
Technologies**
Riga, Latvia

European Janusz Korczak Academy
Munich, Germany

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New York, USA

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Helsinki, Finland



**XII International conference
on alternative education**

«Pedagogics of Art and Art of Pedagogics»

June 16th – 19th 2016
Helsinki

Alternative education is the field where we can cultivate answers for a number of pressing questions connected with education and development of the young and where possible tendencies of education development start.

That is why it is so important to comprehend existing alternatives and to find support for non-government initiatives who embody these alternatives.

The International Conference on Alternative Education aims to support such initiatives, providing the public space for a dialogue on education which is so important nowadays during uneasy, changing times.

Every year our conference becomes the place for discussion on oncoming perspectives of education, convening different non-government initiatives. It also becomes a place of friendly meeting concerned with both practice and research.

We decided to deviate from the traditional genre of the conference, as we did in previous years, and to convert it to a mini-festival, which includes different events, genres and participants. It would be neither conference nor festival; we decided to name it "Conferencival".

This year the genre of festival is very appropriate, because we decided to make the pedagogy of art, theatrical pedagogy and events in education the main topics of the conference. That is a perfect reason to hold a small festival!

This year we are going to investigate, show and discuss different things which are so difficult to formalize:

- **pedagogical opportunities of art (theatre, cinema, fine art, etc) in the development of feelings and the mode of thoughts;**
- **the art of possibility in pedagogy (the capacity to help, support, develop in situations which look desperate);**
- **the pedagogy as art.**

Within the Conferencival we are going to speak about the pedagogy of **events, living through**, about the pedagogy of **the personal creative act and improvisation** which deals with the **integral world image and "I"-image** in aesthetic, ethic and intellectual perception.

The main idea of all pedagogy of art (and theatrical pedagogy as well) is the creation of the **open artistic environment**, special organization of **the space of the imaginary exploration of the world and one's own personality** through the meanings of the art.

This environment contains something that causes the moving towards the image: it is always the environment that asks and sets problems. The function of the teacher who initiates this environment is to make these questions and problems most clear for all participants of the event. However, the teacher shouldn't consider himself as a source of the right answer, because every time he looks for a new, living understanding. Such environment sets the infinite chain of questions and, by the way, the infinite educational process.

Nowadays in the epoch of informational superfluity we see the necessity of **the returning to the meaning** and to such pedagogy which helps young people to understand the world, the meaning of the events set in this world, and to develop their personalities.

But what does “help someone's personality development” mean? How can we measure if a teacher has worked towards this development? What should the educational arrangement look like and what is the specialty of the space where this process is taking place?

To answer these questions we should remember that the Russian tradition (within the cultural and historical psychology of L. Vygotsky and the activity approach of A. Leontiev) states the personality through a system of ethical choices. So what environment can help a teenager to get an experience of the independent axiological choice and support him in this difficult experience of personal identity?

It is clear that it's impossible to influence directly someone's personal becoming and development, that's why we are talking about the creation of the specific creative educational atmosphere as the environment of the personality becoming. This environment includes a number of possibilities which are essential for the personality development.

We believe that the **pedagogy of art** is a very important concept for the understanding of this space. It has existed for a long time already, but it still doesn't have a proper definition. People often use that name for everything which takes place during lessons of art (drawing, music, world culture, theatre, etc). We are not going to speak about the content of the educational field “art”, but about the **practice of living through** (the term of theatrical pedagogy) the educational content in all the subject fields based on the integral image thinking. So in such approach we consider art not as the topic but as the way of human being as a HUMAN.

Within the Conferencival we encourage you to think about the following questions and to share your experience in the following fields:

- How can teachers work with the child's personality? Through the art? Through the support of his/her existential choice? Through mutual creation? Or somehow else?
- In what pedagogical practices can we organise the cooperation with teenagers “here and now”, when feeling together and living through together become the most important thing?

- What is the function of the pedagogy of art in modern school?
- What gives us an opportunity to determine pedagogy as art? What art laws are actual to pedagogic? A teacher and an actor, circus performer, artist, musician, producer – do they have something in common?

To our Conferencival we welcome :

- specialists in theatrical pedagogy, probably with part of their ensembles, with their mini-performances and workshops;
- modern museum managers (in particular interactive), exhibitions and cultural spaces managers who deals with the pedagogy and art, probably with parts of their exhibits;
- teachers and artists who deal with inclusive education and the way of living, in particular with the help of art;
- artists and musicians who can help their pupils to explore their personality by involving them into the creation;
- lecturers in pedagogics and researches who determine the pedagogical job as creation and pedagogy as the art genre and can prove and show it;
- and all those people who organise meetings with artists, meeting with ourselves, when the “personal meaning” appears which is essential for personality development.

Our Conferencival may include round tables, theatre performances, debates, panel reports, exhibitions and poster presentation, workshops, presentations, project sessions... Your ideas and proposals are welcome!

Participants of these events will be able to present their experience, meet colleagues, practice, study together, discuss common perspectives and find companions for further projects.

The Conference Organising Committee:

Tatiana ANTTILA, Edutainment ry, chairman of the board, Helsinki, Finland

Dmitrijs VINOGRADOVS, The International Association of Experts in Children Education on High Technologies, Riga, Latvia

Olga IVANOVA, Ph.D., assistant professor in mass communication languages department UrFU named after the first President of Russia B. N. Yeltsin, the member of the Regional Artistic Expert Council on National Artistic Trades of Sverdlovskaya region, Ekaterinburg, Russia

Elena KAZAKOVA, professor, Ph.D., the headmaster of Pre-university Education Institute, Saint Petersburg State University, St Petersburg, Russia

Natalia KASITSINA, «Janusz Korczak Open Original Alternative Education Institute», psychologist, manager-consultant, St Petersburg, Russia

Tintti KARPPINEN, vice-chairman of Theatrical Pedagogues Association, Helsinki, Finland

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