

mitkollektiv

Guide for artists

There is not one way to approach arts in education. Our approach is power critical and anti-racist and includes caring for conflict, brave spaces, self care, and sustainability at the heart of it. We believe that the role of the visiting artist in education is of huge value and comes with its own challenges.

Are you looking for a guide to help you set your intentions, boundaries and goals before entering schools or other learning contexts? Whether you are a first time artist in education or have been active there for years, this guide is meant to help you advocate and plan so that your impact at the school is what you intend it to be.

We created this guide based on our collective experience and expertise as teachers working in schools and artists visiting them. This guide is to help support the artist going into schools. It was written in the context of working in Berlin's schools and reflects these experiences. For further information and links, please visit our website at www.mitkollektiv.de/en or scan our QR code for the full guide. If you wish to comment or add to this guide, please write us at: info@mitkollektiv.de

Practicalities

Money

- + How much pay per hour? First time 25 € Experienced 25 – 45 €
- + Rate for 2 hours in a school, 60 – 95 / 100 € per person
- + Project week rate 900 – 1500 €

Funding

- + Is the school paying or is there external funding?
- + Did you apply with the participants?
- + If not: How will you communicate transparently, to avoid conflict of interest?
- + What does the funder require? (Examples: specific themes, time frames, documentation, number of participants)

Contracts and legalities

- + Do you have your contract? Yes: Start work. No? Don't do it
- + Do you have a police background check?
- + Can you legally work alone with the participants?

Who are you working with?

- + Are you co-leading / facilitating or are you alone?
- + Are you working alone but would prefer a partner artist in the room?

Possible options

- + Ask the school teacher to be present and / or support the workshop in ways that suit you both.
- + Ask the funder / school for a budget for two artists.
- + Shorten the workshop and split the fee with your desired working partner.
- + Offer the workshop alone, make a low-risk plan that includes only activities in which you are practiced and confident to lead.

The school

School rules

To protect your participants, make sure you know:

- + Which school rules are negotiable and which are fixed?

Space

- + What space will you have available?
- + Even if you have reserved a space, double-check that your contact person at the school has informed the rest of the relevant people there.
- + If it's a shared school space, be prepared to move at the last minute.
- + What locations inside and outside of school are off-limits?

Breaks

- + When are regular school breaks?
- + Who is responsible for the participants during breaks?
- + To ensure that you also get breaks: Consider sticking to the school breaks, since by law, the school must then supervise the students.

Food, lunch / snacks

Hungry people cannot participate, so before making your plan, please be aware:

- + What is the lunch and snack schedule and procedure?

Accessibility and Brave Spaces

- + What needs must be addressed before meeting the participants so that information is accessible?
- + Tell the teacher clearly what information you need, so you can limit obstacles.
- + Think about: Getting to the workshop location, what happens when you enter the workshop space, special needs and languages of the participants and their age and concentration span.
- + Provide differentiated options, space for caring for conflict and help.
- + Think about work contacts who could complement you to offer a brave space.

In creating agreements on the first day, establish common understanding on things such as: How you will work together? What does everyone need to feel that they can participate? What if someone has an issue or a problem?

- + What do you want your role to be? Facilitator, teacher, leader, co-researcher?
- + Do the participants know each other?
- + What languages does everyone speak?
- + See questions on accessibility.

Working with the participants

(please see Accessibility / Brave Spaces as well)

- + How many?
For truly process-oriented workshops, up to 12 participants is a great number. For bigger groups, consider whether you can work process-oriented.
- + How old are they?
- + Did they select this workshop or are they forced to by the school?
- + Be clear about who creates groups and how.

Working with the teacher

- + How much does the teacher want to be involved / how much can they be involved?
- + If you are legally allowed to be alone with the class, does the teacher want a break?
- + Make sure that roles and responsibilities are clear between you.
- + Talk about behaviour norms and both of your expectations.
- + What is the teacher's relationship to the students?
- + Plan time to negotiate these questions to suit you both.

In planning the workshop, think about

Process and outcome

- + What knowledge / experience do the participants already have?
- + What process best fits your participants and the methods, topics and art forms you want to work with?
- + Are you hoping to show the art you make with school participants in other contexts? - Do you have their consent for that?
- + Make sure to have time for feedback at the end and / or after the project.

Content

What do you want the experience to be, what are your goals and questions?

- + Is there a theme that the school, participants, you, or the funder want or need to address?

Documentation

- + Is documentation needed (think funding)?
If yes, will you need consent forms for that?
- + Who does the documentation and how?



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