



## **José Luis Guerrero Valiente**

### **Abstract**

Most of the times, not all what is "fixed" is understood and not all what is understood is "fixed" in the high schools, for teachers, students and all the community context there. However, all what is really lived and experienced like a whole can be irradiated, resonated and transmitted in order to generate meaningful experiences for all of them. Carrying this out is not an easy task. External visions have tried to give the ultimate answer to the problem, either by changing methodologies, creating innovative courses, learning from "the best teachers' practice ever" or even taking for granted what most of administrations around there dictates us. Art teachers in order to follow the official curriculum and what needs to be "fixed" meet a clash to combine and create synergies between their being as artists and as teachers. I believe that is the inner process which should be studied more deeply. It is really the idea of art as experience from Dewey and to what extent art teachers are conducting reflection of the processes that occur inside of them where they are able to realize and to be awakened to their own teaching practice. Therefore, rather than looking at the "external" processes, or only that, we should look at the inside journeys. This way, as researchers, we can explore with them, by means of qualitative research tools, the territories trodden and unknown by these teachers to get to know how to combine their being as an artist and their being as an art teacher. In this presentation, I share the findings of Marta, a Visual Arts teacher in a high school located in the south of Andalusia (Spain). She based her work on her experiences and personal growth from the artistic and personal world. Somehow she feels the urge to transmit, make her mark and transform her school environment through a global project that loops through all subjects and which causes not only a change in the products that the teachers make but also the opportunity for many to get on a different perspective from that they are normally used because of its "strict" fulfillment of the curriculum mandated by the administration. In this presentation I will show not only a particular and unique case but also the consideration that these roads can be a valuable process to be awakened in the teachers' teaching practice and to enjoy their jobs as a passion.

## **Bio**

José Luis Guerrero Valiente, PhD holds a professional degree in Piano from Manuel de Falla Conservatory of Music in Cádiz (Spain), a bachelor's degree in Chemistry from the University of Cádiz, a bachelor's degree in History and Science of Music from the University of La Rioja (Spain), Master in Music Education and an International PhD in Education from the University of Granada. He has published articles in numerous journals and presented papers in some important conferences as ISME and EERA. From September to December 2012 he conducted a research internship at the University of Illinois at Urbana- Champaign (USA) for which he was awarded a scholarship thanks to an International Mobility Programme for graduate students awarded by the University of Granada, during which time he worked with Robert Stake, Liora Bresler and Yore Kedem. José has worked as a music teacher in a public high school in Andalusia (Spain) for over 16 years.