



Queensland Art Teachers' Association

PO Box 7048, East Brisbane Q 4169

Website <http://www.qata.qld.edu.au>

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## ETRF: Education Training Reform for the Future : ICTs for work and school

We all know that students need to use the tools of their time in their daily learning. Just as slate and chalk were indispensable to learning 40 years ago, computers and computer skills are essential for success today.

Young people must leave school with the ability to think creatively and critically, solve problems, be flexible, work in teams, and be skilled in the use of Information and Communication Technologies (ICTs).

Today, information or knowledge workers comprise an increasing proportion of the workforce. They are not confined to the new, high technology industries but are also required in traditional industries such as mining, farming, manufacturing and construction. ICTs are a part of everyday modern life — from banking and air travel to biotechnology. Computer-based toys and entertainment are part of our children's leisure activities. ICTs have a role to play in education as a tool for thinking, learning and communicating.

We have a responsibility to equip students with these skills so they can compete for highly skilled jobs, add value to the State and national economies, and compete in the international labour market. This also means we have to equip teachers with the skills to teach what students need.

### WHAT RESEARCH, EDUCATORS AND THE COMMUNITY TELL US

Research shows ICTs innovation has a positive effect on student achievement in all major subject areas — from pre-school through to higher education — for mainstream and special needs students, urban and remote students. We know that computer use has positive effects on student attitudes toward learning, motivation to learn and increases self-confidence and self-esteem.

Research also tells us that through ICTs we can introduce new teaching and learning methods, increase curriculum choices and improve school attendance.

Networking of computers is extending the range of human interactions and problem solving strategies. The challenge is to connect the computers within schools and be-

yond the school gate to community, state, national and global resources and services. We want our schools to be connected to these new opportunities and to play a key role in linking homes, communities, industry, vocational education and training, and tertiary sectors.

While Queenslanders are enthusiastic about Smart State technology, a survey of computer and internet use in Queensland homes in 2001 showed that around 40 per cent of households do not have access to a computer at home and more than 50 per cent do not have internet access.

In 2001, eight schools in Brisbane, Mt Isa and Rockhampton participated in the Community Internet Access in Schools Project. An evaluation of these trials showed many benefits, from an improvement in general computer skills and increased confidence in using the internet through to parents being more able to understand what their children were doing at school.

Across the State, more schools are opening their doors and making their computer facilities available to students and the wider community outside of school hours.

With these facts in mind, we are keen to provide sufficient computers for students and teachers, and to develop schools as community centres as outlined in QSE—2010.



## ETRF: Education Training Reform for the Future, ICTs for school and work (cont. from pg. 1)

### an example of excellence

#### **Nyanda State High School teacher Colleen Stieler**

Colleen Stieler last year became the International Society for Technology in Education's Outstanding Educator of the Year – the first non-American recipient of the award. Colleen teaches Computing Studies subjects and organises a wide range of extra-curricular ICTs activities at Nyanda State High School in Salisbury, Brisbane.

She was the inspiration behind last year's "Operation Bessie", which produced picture books for children in developing countries. Nyanda's Girls in Technology group - Techno G. - worked with visiting Year 5 and 6 students from local primary schools to make the colourful books. The books and products donated by sponsors, will be sent to schools and refugee camps overseas in the next month.

You can view the books online at <http://www.nyandashs.qld.edu.au/> (non-Queensland Government link) in the projects section. Colleen shares her high-quality classroom resources with other teachers at her Aussie School-House site: <http://www.teachers.ash.org.au/colleens/> (non-Queensland Government link). She is representative of a valuable pool of Queensland teachers with many years experience in the use of computers for learning and teaching, world class expertise and unlimited enthusiasm.

#### **WHAT HAPPENS IN QUEENSLAND**

In Queensland, we have focused on ICTs in State schools for some time now. Since 1998, we have invested more than \$197 million in this area.

In 2000, we set a target for State schools to achieve a ratio of one computer per five students and we committed ourselves to achieving this ratio in Years 8 to 12 by 2002, and in Years 3 to 7 by 2004. We have made significant progress towards this target. The Years 8 to 12 target has been met on a statewide basis — with some schools exceeding the target and others still working their way towards it. We are also on track to achieving our target for Years 3 to 7.

In addition, all State schools have some form of internet connection. Connecting all of our schools presents special challenges in Queensland. Queensland is the most decentralised state in Australia, with most people living outside the capital. We have almost 1300 schools from the Gold Coast, stretching inland to Mount Isa and up through to the Torres Strait. Seventy-four per cent of computers in high school classrooms and 60 per cent of computers in primary school classrooms are connected. Today, students have better access to information, learning content and innovative teaching methods than ever before. Students participate in national and global projects, use the internet for research and the Virtual Schooling Service has opened up new options for hundreds of senior students especially in rural and remote areas. In future, students will read and write multimedia as well as traditional print, use spreadsheets to create and analyse graphs in mathematics, use databases to record and report on large amounts of information and use simulations of complex systems and processes. They will use ICTs for research and presentation and for creative expression in Music and Art.

Teachers have at their disposal a sophisticated set of tools with which they can communicate, distribute, review and record information and student achievement. How-

ever, computers alone are not the answer — dedicated and skilled teachers are the most valuable resource in our classrooms. If we want ICTs to make a genuine impact on outcomes, we must support all our teachers by strengthening professional learning.

Of course, we already have many teachers who use computers in ways that enliven their teaching and inspire their students. They understand the critical role that ICTs play in their profession. These teachers are taking up the challenge of how ICTs can be used to motivate students and to promote higher order thinking skills, deeper understanding and rich learning environments.

In future, all teachers will need to apply ICTs to their work — from curriculum plans to assessment, for literacy and numeracy and in all subjects.

We need to provide our teachers with even more skills, more practical examples of how to integrate ICTs into the curriculum and access to reliable networked computers.

#### **WHAT HAPPENS IN OTHER STATES AND COUNTRIES**

As table 3 shows, Queensland performs well in comparison to other Australian States and Organisation for Economic Cooperation and Development (OECD) countries, when measuring computer to student ratios.

While our target of one computer to five students falls short of Singapore's target of one computer per two students, it exceeds the United Kingdom's aim of one to 11 in primary schools and one to seven in high schools.

In January 2002, the UK Government announced a massive ICTs expansion program for schools, investing around £150 million.

In addition to providing computers, many countries have invested in school computer networks to connect teachers and students to the internet.

The United States has achieved a ratio of one internet-connected computer to eight students in primary school and one to five students in secondary schools. The United Kingdom has one per 23.5 students in primary schools and one per nine students in secondary. In Denmark, the ratio is one to six for primary students and one to two for secondary students.

### an example of excellence

#### **Cyberschools cluster**

Three State primary schools on the Sunshine Coast have used exciting new ways to teach and learn. Teachers and thirty-two Year 7 students from Mooloolah, Palmwoods, and Mapleton schools were part of the north coast Cyberschools Cluster. The teachers used on-line activities and work in the classroom, excursions and research, to examine the water quality of the local catchment and suggest ways to improve it. Students used on-line chatrooms to share their ideas and some involved their parents on-line at home. The use of computers meant teachers, students and parents involved with different schools could work together to find creative solutions to a local issue.

#### **OUR NEXT STEPS**

ICTs in schools have the power to make a huge difference to the way we learn. That is why we've made ICTs a top priority in this new millennium. We will build on our investment so far with extra funding for teachers' professional development and school ICTs.

For students:

- there will be more individual learning with instruction at a pace, place and time suited to their needs and more opportunities for creative and critical thinking; and

## ERTF (cont.)

- there will be access to a wider range of instructional and assessment methods and more collaborative and project based learning.

### For teachers:

- we will deliver more training with an ICTs Learning Guarantee to teachers, over the next three years. Every State school teacher will be entitled to professional development in integrating ICTs into teaching and learning;
- schools will be responsible for negotiating professional development programs with their staff. These could include: attending formal training delivered by external providers or at other schools; in-class demonstrations and support by expert peers; use of online examples and mentors; or clusters of schools sharing resources and expertise; and  
we will recognise and reward teachers for excellence and effort through a new Learning Technology Award.

### For students and teachers:

- we will invest in 3,000 more computers, particularly to assist primary school classes to achieve our target ratio of one computer to five students;
- we will double the funding for replacement of computers;
- get more computers connected to local and global networks to improve communication and information access;
- technical support will be improved to reduce the time teachers spend on technical tasks;
- we will accelerate a common standard of ICTs infrastructure and technical support across schools, and provide ongoing funding for recurrent and replacement costs;
- between 2002 and 2005, all schools will update and replace outdated machines as resourcing for replacement of computers is doubled, providing 19,400 computers to replace the oldest of the existing 77,000 computers;
- we will connect another 9,600 computers to the internet by extending Local Area Networks in schools where students and teachers have limited access to networked computers. This will result in another 1,600 classrooms being cabled and up to 50,000 primary and secondary students with better access to online learning resources;
  - continuity of funding will support long-term planning and management of ICTs resources in all schools; and
  - we will investigate more cost-effective ways to purchase computers and IT services, including managed service contracts and Public Private Partnerships, to get the most out of our resources.

### For parents:

- enhanced computer systems will allow us to provide communities with out of school hours computer access for parents and community group

A statement by the Queensland Premier, 2002.  
Full information available on the Education Queensland website: <http://education.qld.gov.au/>

## VirtualArts Conference 2002

### Teachers enjoying hands-on workshops



Peter Duffy, coordinator of the VirtualArts conference and student awards





**District Review Panel Chairs and the State panellists bid farewell to Brendan Lea at the QSA Conference, 11 & 12 August 2002**

**Back row:** Ron Archer (Ayr SHS), Elaine Johannsen (Hervey Bay SHS), Jenny Fletcher (Marsden SHS), Sandy Findlater (North Rockhampton SHS)  
**2nd Back row:** Gen Tippet (Cavendish Road SHS), Glenda Hennig (Cannon Hill Anglican College), Peter Cook (Craigslea SHS) Sue Hollindale (Merrimac SHS), Tony Druery (St Patrick's College, Mackay), Andrew Worrell (Centenary Heights SHS)  
**2nd front row:** Vicki Perkins (Sarina SHS), Janelle Williams (Trinity Bay SHS), Maryanne Happy (Innisfail SHS) Trish Barnett (Bremer SHS), Abby Fahe  
**Front row:** John Archibald (Pittsworth SHS), Gaye Brown (Somerville House), Brendan Lea (QSA), Tony Luttrell (Brisbane SHS), Sue Thomas (Coorp [aroo Secondary College])  
**Absent:** Deb Cohen (taking the picture) & Gladys Martoo (retired from panel)

The District Review Panel Chairs had an opportunity to say good-bye and thank-you to *Brendan Lea* who has been the Review Officer, Visual Art (F&TV and English Communication), QBSSSS for the last six years.

With the creation of the new *Queensland Studies Authority* (amalgamating QBSSSS, QSCC and TEPA) the position of Review Officer (as we know it) is no longer recognised. Brendan was successful in attaining a promotional position with the new Authority as KLA Officer, The Arts and now has responsibility for overseeing curriculum development and Standards & Assessment of all of the five arts strands from years 1-12.

Two officers are yet to be appointed in the Arts for the curriculum development section and standards and assessment area. Watch this space as to who they are!!

As with all new structures Brendan's responsibilities as not as yet clear and his role is evolving. But whatever he is given to do, we wish him the very best and know that he is committed to visual arts education and will always be a strong advocate for it. All art teachers

across the state will join with me in thanking Brendan for an outstanding job as Review Officer.

A special good-bye was arranged during the QSA Conference (11 & 12 August 2002) for *Gladys Martoo* who retired as State Panel Chair to take up a new position in 2002 as Coordinator of Middle School at Anglican Church Grammar School. QATA wishes Gladys all the very best in this new demanding position and we have every confidence that she will do a great job. Gladys was our representative on the QSCC reference committee for the writing of The Arts Years 1-10 Syllabus and here she showed outstanding understanding of curriculum structures, interpretation and delivery. Thanks Gladys and keep the faith!

Welcome back Tony Luttrell as the interim State Panel Chair. If anyone knows the correct interpretation of the Senior Visual Art Syllabus..Tony does! I expect Tony may not be displaced for a very long time.

## Asia-Pacific Triennial of Contemporary Art 2002, QAG 12 Set. 2002 –27 Jan.2003

- The **Asia-Pacific Triennial of Contemporary Art (APT)** is an initiative of the Queensland Art Gallery and is the Gallery's peak project in its active engagement with the Asia-Pacific region. Since 1993, the APT has been the first and only major series of exhibitions in the world to focus on the contemporary art of Asia and the Pacific including Australia.
- The APT is now recognised as **one of Australia's foremost cultural events** and has earned its place as an essential and important event on the national arts calendar.
- Over the past decade, the Gallery has established and deepened its strong commitment to contemporary Asian and Pacific art through its continuing series of **exhibitions, publications, symposia, education programs and research**.
- The **audiences** for the APT have expanded and consolidated over the last decade. The first APT was held in 1993 and attracted 60,000 visitors, the second in 1996 doubled its attendance to 120,000, while the third in 1999 attracted 155,000 visitors.
- During the last decade, the APT has strongly appealed to **young audiences and students** nationally. APT artists and artworks, through the exhibition and associated education programs, is now studied across curricula in primary, secondary and tertiary education frameworks throughout Australia.
- The **Queensland Gallery of Modern Art**, a \$117 million project supported by the Queensland Government, is planned to open in 2005 as part of the Queensland Art Gallery's 'Two site, one Vision' initiative. The Queensland Gallery of Modern Art will offer an outstanding opportunity for the Gallery to showcase its contemporary Asian, Australian and International collections within the new building. The Queensland Gallery of Modern Art will also provide a home for future Triennials.

### 4 INITIAL PARTICIPATING ARTISTS:

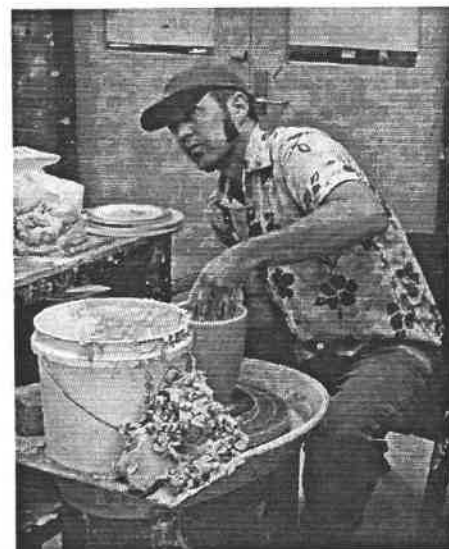
### SHORT BIOGRAPHIES

**Nam June PAIK (Male b.1932: South Korea/ United States)** – Nam June PAIK is a senior international artist who has played a pioneering role in the development of video, new media and multimedia art. Paik made a vast contribution to sound, performance and multimedia art forms, radically developing and altering the understanding and perception of these media as art over the past fifty years. Paik's interest in sound began as a teenager and he studied music, art history and aesthetics at University where his dissertation was on the atonal work of Arnold Schoenberg. His contact with John Cage in 1958 emerged as a turning point for both their careers. Nam June Paik was born in 1932 in Seoul and made New York his permanent home in 1964 after living in Germany from 1956. For APT 2002, a selection of works will reflect the scope of Paik's career and influence.

**LEE U-fan (Male b.1936: South Korea/ Japan)** LEE U-fan is a painter and sculptor who arrived at his practice via comparative philosophy. He was born in 1936 in Seoul and made Japan his permanent home in 1956. He was a founding member of the Mono-ha (School of things) movement, formed as a response to a materialism that emerged in Japan as it rapidly modernised after the Second World War. Mono-ha was a manifestation of Lee U-fan's interest in developing a practice that deliberately turned away from this consumer based materialism – his 'things' are elemental ones such as water, stones, slabs of metal and sky. This senior artist uses his paintings to explore the brush stroke and to draw attention to what is 'absent' as much as what is 'present'. Lee U-fan's interest in Zen philosophy is manifest in the extremely meditative nature of his work.



## More pictures from the Annual Conference thanks to Viv Glover



### PROFESSIONAL DEVELOPMENT FOR 2003

QATA will offer a range of professional development opportunities for 2003 which will include an Annual Conference (16-18 May), Primary Art In-service Day (7 April), Secondary Art In-service (7 July), Art teacher Art exhibition (August), Middle Schooling Conference (August).

**QATA is happy to assist teachers, at any time, in regional centres, to coordinate professional development in their area.**

## Secondary Art In-service Day, Queensland College of Art, 8 July 2002



The Secondary Visual Arts In-service was held at the new Queensland College of Art, South Brisbane. More than 130 secondary teachers attended the day. Dr Gabrielle Matters was keynote for the conference. Her presentation provided the latest information about the Assessment and Reporting Task force and the New Basics trial. Brendan Lea also provided information about the new Queensland Studies Authority and the development of the latest SAS Syllabus. Deborah Ruellan was applauded by everyone for her example program where she has implemented outcomes based learning and planning at Albany Creek SHS.

Teachers were treated to two workshops from a choice of six artists:

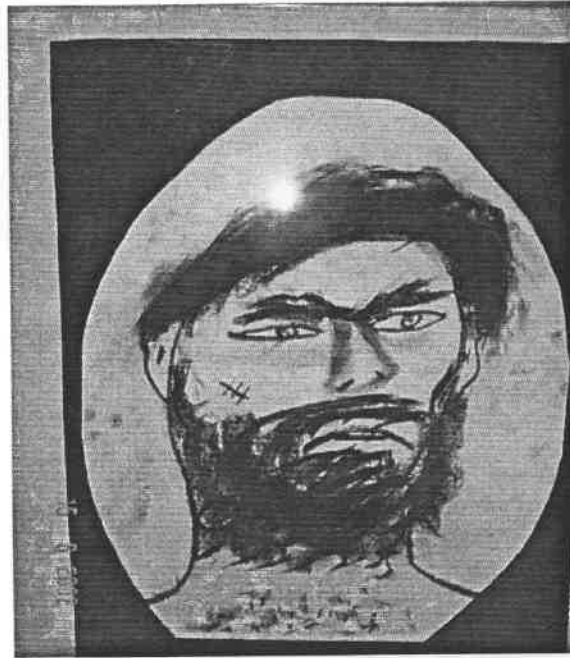
- *Painting* - Kay Kane
- *Artist Books* - Linda Ault
- *Curatorial management* - Susan Ostling
- *Digital technology* - Di Ball
- *Sculpture* - Terry Summers
- *Experimental Print* - Suzanne Danaher

A trade fair was also well attending by book sellers and art suppliers.

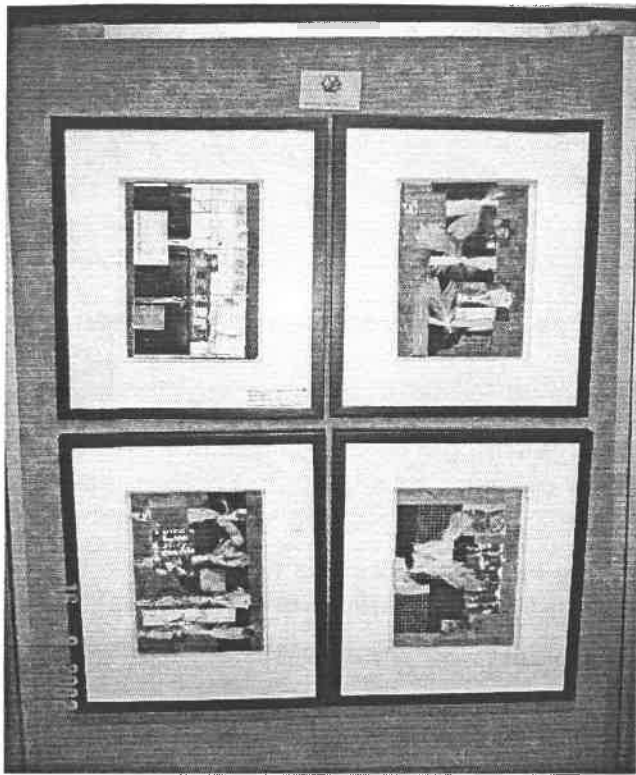
*Many thanks to Susan Ostling who coordinated the QCA part of proceeding, thanks also to Graham & Jacob Nash who stepped into the coordination of the event for the day. From the teacher evaluations I intend to organise another day next year at QCA. This time I won't be in Korea!!*



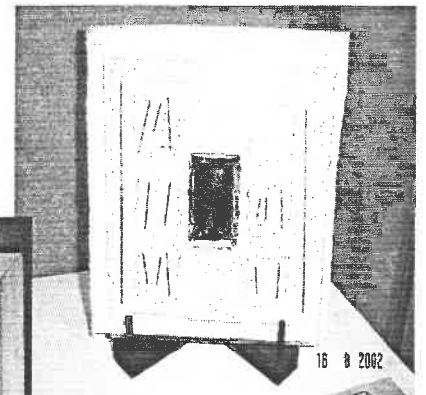
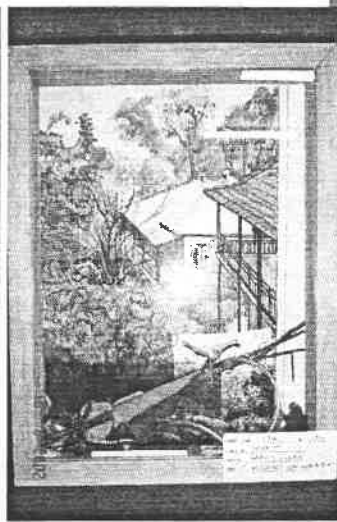
Primary Art Exhibition at Indooroopilly Shopping Centre, 22 August 2002







**EXCELLENCE IN YOUTH ART:  
Medallion work**



← Sarah Cohen !!





## Conferences

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### ***Smart Arts: New perspectives on research in arts education and***

UTS Kuring-gai Campus, Sydney 27th-29th September 2002

Presented by CREA in partnership with the AIAE (Australian Institute of Arts Education) this three day symposium is for primary, secondary and tertiary education and media professionals. Innovative format, challenging speakers, and exciting events.

**Day 1: *All Smart Arts*.** Exploring Methodologies and Research in Arts Education, a performance of *The Tempest*, an evening performance, a cocktail party.

**Days 2 & 3: *AIAE Visual Arts Summit*.** The 3 R's: Research, Relevance, Education

Print and fax this [registration form](#).

#### **Anticipated Program** (subject to change):

**Day 1: *All Smart Arts*** (following some presentations will be a time of 10:00am - 11:00am)

- 9am Registration and welcome
- 9:30 Prof. Ross Gibson (Research Professor of New Media And Digital Media)
- 10:30 Prof. Robert Walker (Head of School of Music and Music Education)
- 11:15 Morning tea
- 11:30 Jay Macpherson, NSW BOS
- 12:30 Experimental performance of *The Tempest* - Assoc. Prof. Barbara
- 1:15 Lunch - includes poetry reading
- 2:00 Prof. Sue Rowley (ARC Executive Director, Humanities and the Arts)
- 3:00 TBA
- 3:30 Afternoon tea
- 4:00 Open forum - Panel of experts including Sue Rowley or Sue Dorling (the Arts), Ross Gibson and others.
- 5:20 Musical items
- 6:00 Cocktail party
- 7:30 Evening Performance
- 9:00 Close

#### **Days 2 & 3: *AIAE Visual Arts Summit***

(If you would like to present a paper or workshop at this summit, contact the CREA office by the closing date for presentations requiring refereeing is 12th August 2002 in the format.)

#### **Day 2:**

- 9am Registration and welcome
- 9:30 Dr Nikos Papastergiadis (The Australian Centre, University of Melbourne)
- 10:45 Morning tea
- 11:00 Reg Newitt (Department of Education and Training NSW)
- 12:00 State Forum (State AIAE reps)
- 1:00 Lunch and Old Council Meeting
- 2:00 Dr Anne Bamford
- 2:20 Workshops and Presentations (TBA)
- 4:00 AIAE New Directions Summit and panel discussion
- 5:00 Close

**Day 3:**

9am Registration and welcome  
9:30 Bruce Petty  
11:00 Morning tea  
11:30 Workshops and Papers  
1:00 Lunch and New Council Meeting + AIAE AGM  
2:00 Arts EdNet Launch  
2:15 Aussies in New York: Panel forum and mini papers  
3:00 Workshops and Papers  
4:00 Research students panel presentation  
Research Council Meeting

For further information and bookings contact the AIAE: [aiae@savaea.c](mailto:aiae@savaea.c)  
[anne.bamford@uts.edu.au](mailto:anne.bamford@uts.edu.au), or A/Prof Rosemary Johnston: [rosemary.rc](mailto:rosemary.rc)

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## early bird registration

until 20th September

**Day 1 All Smart Arts: \$159**

**3 days (Days 1, 2, 3): \$199 (AIAE Members) \$265 (non AIAE-members)**

**Students: \$40 single day \$100 3 days**

Prices include GST. Payments made at time of conference involve a flat \$40 additional surcharge. Prices include cocktail party and performances on Day 1 and morning tea, lunch and afternoon tea for each day. AIAE membership included in registration. Email: [aiae@savaea.org.au](mailto:aiae@savaea.org.au) or phone (08) 8302 6503 for details.

### accommodation :

Delegates must arrange their own accommodation. One suggestion is The Killara Inn, 480 Pacific Hwy, Killara, Ph. (02) 9416 1344 [www.killarainn.com.au](http://www.killarainn.com.au). This is close to the university campus and close to public transport to the city. Approximate cost: \$137.50 per room (for 1 or 2 people) with an additional person rooms hold up to 4) at \$11/night.

**to register, mail/fax a copy of this form to:**

AIAE  
PO Box 83  
Kensington Park SA 5068  
FAX 08 8302 6979  
email: [aiae@savaea.org.au](mailto:aiae@savaea.org.au) ABN 14 080 398 009

name \_\_\_\_\_ age \_\_\_\_\_

address \_\_\_\_\_

organisation \_\_\_\_\_

contact numbers \_\_\_\_\_

days attending \_\_\_\_\_

tax invoice payment method: \_\_\_\_\_ total payment: \$ \_\_\_\_\_

cheque (payable to: The AIAE)

mastercard / visa / bankcard \_\_\_\_\_ expiry date: \_\_\_\_/\_\_\_\_

card number: 

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name on card: \_\_\_\_\_

signature: \_\_\_\_\_

For more information visit: [www.crea.uts.edu.au/news/conferences.html](http://www.crea.uts.edu.au/news/conferences.html)  
or contact [anne.bamford@uts.edu.au](mailto:anne.bamford@uts.edu.au), [aiae@savaea.org.au](mailto:aiae@savaea.org.au) or  
[rosemary.ross.johnston@uts.edu.au](mailto:rosemary.ross.johnston@uts.edu.au)







The Queensland Art Teachers Association is a fully incorporated professional association committed to the promotion of the visual arts in the field of education.

Established in 1961, QATA is managed by teacher volunteers and funded by membership subscription, to network with and service the needs of visual arts and design educators in Primary, Secondary and tertiary sectors.

The aims and Objectives of the Association are:

- Further education in, about and through visual arts and design
- Act as a medium of expression on all matters concerning visual arts, design educators;
- Safeguard and raise standards and conditions of visual arts and design profession.

## **MEMBERSHIP APPLICATION 2002**

**ABN 27 256 797 173**

NAME: .....

POSTAL ADDRESS: .....

.....POSTCODE:.....

TELEPHONE: ( ).....(h) Fax:.....

Email:.....

Place of employment:.....

Work address:.....

Phone: ( ).....Fax:.....email:.....

(please circle)

Type of educational institution:      Primary      Secondary      Tertiary  
System      State      Non State

For Associate Membership: Name of contact person: .....

**NOTE: Membership will be from 1<sup>st</sup> January to 31<sup>st</sup> December 2002. Membership fees are tax deductible**

### **TAX INVOICE**

**FULL MEMBERSHIP**.....\$50 (GST is not collected, therefore not included)

(Persons who are professionally involved in design and art education)

**ASSOCIATE MEMBERSHIP**.....\$20 (GST is not collected, therefore not included)

(Full time students of visual arts and design or unemployed visual arts and design educators)

**INSTITUTIONAL MEMBERSHIP**.....\$100 (GST is not collected, therefore not included)

(To include all school visual arts staff, representatives, association or committee members)

**DISCOUNT MEMBERSHIP**.....\$40 (GST is not collected, therefore not included)

(Persons who would normally qualify for full membership but who join after June 30, 2002)

### **PAYMENT METHOD**

☐ I enclose a cheque (payable to QATA)

☐ Debit my credit card.....☐ Bankcard    ☐ Mastercard    ☐ Visa card

Card number:

Expiry date:.....Cardholder's name:.....

Signature:.....

Return this completed application, together with payment to:

Membership Officer QATA, PO Box 7048, East Brisbane, 4169 Internet website: [www.qata.qld.edu.au](http://www.qata.qld.edu.au)

Phone: (07) 38962177, Fax: (07) 38915976, email: [Graham.Nash@acqs.qld.edu.au](mailto:Graham.Nash@acqs.qld.edu.au)

☐ Receipt required – Please enclose a stamped self-addressed envelope.



QUEENSLAND ART TEACHERS ASSOCIATION INC.  
NOTIFICATION OF  
**ANNUAL GENERAL MEETING**

**Wednesday 11 SEPTEMBER 2002**

**4.00-5.00pm**

Anglican Church Grammar School  
Oaklands Parade, East Brisbane

**AGENDA:**

1. WELCOME BY THE PRESIDENT
2. MINUTES OF 2001 AGM
3. PRESIDENT'S REPORT
4. TREASURER'S REPORT
5. REGIONAL REPORTS
6. NOMINATIONS FOR EXECUTIVE POSITIONS
7. CALL FOR SUB-COMMITTEES & OTHER POSITIONS

**NOMINATIONS ARE CALLED FOR**

**PRESIDENT** \_\_\_\_\_

**VICE PRESIDENT** \_\_\_\_\_

**TREASURER** \_\_\_\_\_

**SECRETARY** \_\_\_\_\_

**PLEASE FAX/EMAIL YOUR NOMINATIONS TO**

**Deborah Cohen, Fax: (07) 323 54379**

**deborah.cohen@qed.qld.gov.au**

**BY FRIDAY, 6 SEPTEMBER 2002**

## **NOMINATIONS FOR QATA SUB-COMMITTEES**

**JOURNAL EDITOR:** \_\_\_\_\_

**JOURNAL COMMITTEE:**

1

2

3

**WEBSITE OFFICER:** \_\_\_\_\_

**MEMBERSHIP OFFICER:** \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT CHAIR:** \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT COMMITTEE:**

1

2

3

**CONFERENCE ORGANISER:** \_\_\_\_\_

**ART TEACHER ART EXHIBITION CHAIR:** \_\_\_\_\_

**ART TEACHER ART COMMITTEE:**

1

2

3

**TERTIARY INSTITUTIONS LIASON:** \_\_\_\_\_

**PRIMARY EDUCATION LIASON:** \_\_\_\_\_

**QLD. REGIONAL REPS:**

NORTHERN \_\_\_\_\_

CENTRAL \_\_\_\_\_

WESTERN \_\_\_\_\_

SOUTHERN \_\_\_\_\_

METROPOLITAN \_\_\_\_\_

**OTHER:**

FAX TO: DEBORAH COHEN, FAX: (07) 32354379,

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**BY FRIDAY, 6 SEPTEMBER 2002**



Peter Duffy, coordinator of the Virtual Arts conference and student awards

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**Secretary:** Viv Glover, MacGregor SHS

**Membership Officer:** Bev Ditton, HOD Runcorn SHS

## 2002 QATA Diary:

### SEPTEMBER

Meeting, Wed. 11 September, Annual General Meeting  
Anglican Church Grammar School

### OCTOBER

Meeting, Wed. 31 October, Anglican Church Grammar School  
MAEA Workshops - 17 - 21 Oct.

### NOVEMBER

Meeting, Wed. 20 November, Anglican Church Grammar School

### DECEMBER

No meeting

  
**Annual Conference**  
**16-18 May 2003**

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## Asia Pacific Triennial artists (cont. from page 5)

**Montien BOONMA (Male b. 1953 – 2000: Thailand)** Montien BOONMA resonates as an artist who has looked to internal, local and philosophical sources as a means of exploring the significance of the transcendental. As a devout Buddhist, his work as a sculptor has incorporated aspects of installation to engage profoundly with his meditations on the relationship between the material and non-material aspects of life.

Boonma was born in 1953 in Bangkok, Thailand, where he died in 2000. Boonma's interest in the sensual, often made manifest in his use of materials to suggest scent, shadow, and silence, has yet to be considered in the light of the 'modern'. His work proposes an illusiveness and lightness as an innovative response to this term. Boonma is the most significant artist to emerge from South East Asia in the later half of the twentieth century.

### **Yayoi KUSAMA (Female b. 1929: Japan)**

Yayoi KUSAMA has been working as a painter,

sculptor and environmental artist for the last 50 years. Born in 1929 in Matsumoto, Japan Kusama moved to New York, USA in 1958 and lived and worked there until her return to Tokyo, Japan in 1973. Yayoi Kusama is a senior contemporary artist with a long and influential career. She is also one of the most significant post-war artists to emerge from Asia. Kusama's use of the 'net' motif goes right back to early childhood and she talks about this motif in several ways. She discusses the net as a 'screen' that protects her from the world, as a device through which her perception of the world is mediated and also as a metaphor for seeing the dynamic and monumental nature of life. These 'net' images, which proliferate her paintings and sculptures, permeate the development of the 'mirror' rooms which continue this reflection on the vastness of life, its infinite scale, and its very intangibility.

*Information supplied by the QAG*