**Background**

Teachers do unforgivably complex work, and part of this complexity is the artistry in teaching practice. Artistry is an umbrella term for a collection of important, sophisticated and subtle teaching practices that matter. Artistry in teaching is not just about creativity; it is a broader idea, more focused on the distinctive signatures of classrooms shaped by teachers who adopt a personal style. Technological thinking has undermined notions of artistry, normalising teaching to a series of narrow and predictable inputs and outputs (Heimans & Biesta, 2020).

**Literature**

A systematic literature review used Eisner’s ideas as a lens to explore the empirical literature on what has been found out about artistry in teaching. Thirty research studies from 16 countries were found over a period of 50 years, indicating that more empirical work is required. Six key interlinked themes emerged from the literature:

1. There is no single definition of artistry.
2. Artistry is both philosophically holistic and disruptive.
3. Artistry can stimulate rich aesthetic experiences that matter.
4. Artistry helps form strong social bonds in the classroom.
5. Artistry is both philosophically holistic and disruptive.
6. Artistry helps form strong social bonds in the classroom.

Artistry in teaching practice reflects the dynamic and complex psychological and sociological dimensions that influence daily practice. We may never fully understand artistry, but more careful observational studies are needed to help us understand this perspective of practice better. This research aims to address this gap.

**Some results...**

Data has been collected from a pilot study and two cases. Preliminary results demonstrate that a teacher’s artistry varies, and each classroom is distinctive and shaped by the school context and the teacher’s unique approach.

Three short quotes from the teacher participants help us understand each teacher’s highly personalized approach.

**Method**

- Qualitative multi-site case study design
- Participants teach in Years 3 to 6
- Diverse school contexts in NSW, ACT and the Northern Territory
- Data to be collected from 3 semi-structured interviews and 6 hours of lesson observations across two or three days.

**A cross-case analysis will be conducted to find artistry’s enabling and constraining forces using Theory of Practice Architectures, and these are the cultural-discursive, socio-political, and material-economic arrangements that shape practice.**