



**In attendance (A) / Sent regrets (R):**

<b>A</b>	<b>R</b>	<b>Name</b>	<b>Organization</b>
✓		Adam Bell	U of C - Music
✓		Adam Mailman	Tom Baines - Music
	✓	Alex Hunt	CBE Curriculum & Pathways
✓		Britt Harker Martin	U of C A.Prof.- Werklund/Fine Arts Council Rep
✓		Carolyn Wallington	Beakerhead
✓		Chris Meaden	CBE Learning - Director
✓		Chris Stockton	Theatre Calgary
✓		Clancy Evans	CBE Learning – Specialist Fine & Performing Arts
✓		Collette Quinn-Hall	Willow Park –
	✓	Craig Wright	ACAD
✓		Danielle Booroff	Glenbow
✓		Talore Peterson	ATP
✓		Elsie Pankratz	CBE Corporate Partnerships Admin Assistant
✓		Erin Quinn	Griffith Woods – Art
✓		Ewa Sniatycka	LTTA – Teaching Artist
✓		Glenn Taylor	Sir Wilfrid Laurier – Drama / ATA Rep
✓		Helen Moore-Parkhouse	CADA
✓		Jeanine Anderson	CBE Area 6 Strategist
✓		Jenny Peters	Arts Commons
	✓	Jim Finkbiner	Henry Wise Wood - Music
	✓	Joanne Baker	DJD
✓		Kate Love	Robert Thirsk - Dance
	✓	Kate Schutz	Calgary Public Library
	✓	Katie Culhane	CBE Curriculum -
✓		Kel Connelly	PAALS McKenzie Highlands
	✓	Kevin Willms	CADME
✓		Margaret Matheson	CBE Corporate Partnerships
✓		Mike MacDonald	ESPA Hawkwood
✓		Patricia Kesler	Calgary Opera
✓		Paul Mulloy	Central Memorial - Drama
✓		Ray Luu	William D. Pratt - Art
	✓	Rebecca Cornwall	Alberta Ballet
✓		Shirley Hill	Fancy Shawl Dancer
✓		Todd Cave	Sir John Franklin

## Welcome

Clancy Evans, Specialist, Fine & Performing Arts welcomed everyone and Chris Meaden, Director of Learning introduced Sydney Smith, Superintendent of Learning.

Syd: Our collective work together is what keeps the fine arts alive within the Calgary Board of Education. That's a real value of ours that kids have those kinds of opportunities, and are able to have sometimes a learning through the arts, sometimes a learning of the arts, sometimes a watching of a performance to do something. All those really enrich their learning opportunities at school. I want to say thank you for your contributions to the successes of our students in the CBE.

## Terms of Reference Review

Chris

- As Syd mentioned, our terms of reference for this group have evolved over time, and so this very much is a collaborative, little bit of a think tank that is focused on our work together in terms of furthering student learning, in terms of their experiences in the arts, not only from an exploration stage but also from more, I would say to a more intense experience in the arts in high school all the way to dual credit. You can enter arts programming at any age in any one of those places, you might be still exploring in grade twelve, you might be exploring in kindergarten, and you might have intense interest in kindergarten. It's our collaborative work to allow for that. Within the CBE we think really deeply about how it is that we know our students and their talents and their gifts and how it is that we offer a range of opportunities to personalize their learning.
- Take a look at the terms of reference for a couple of minutes, reflecting on:
  - what it is that this means to you as a member of this group
  - what it is that you might need more information about
  - what it is that we might add to this particular document?
- Helen – with reference to Mandate 1) wording clarification - I believe it is to the arts strategy rather than to the City "Honouring our Signatory commitment to Living a Creative Life: An Arts Development Strategy for Calgary".
  - At the opening of the new Central Library yesterday I was struck by the presence of art; I just think we are so lucky to be in the city at this time where art has that kind of central focus. I wasn't just struck by the visual art but of course the opportunities for the array of the arts there.
  - Another thing that strikes me is our province's current work in terms of the fine arts curriculum and how that really is considered in this province to be some of our core work in curriculum development and so sometimes we see Math, Science, English and Social as core but I think our province is showing us that Fine Arts is also very much part of core learning in our province. It's an exciting point in time to be doing this work.
- Membership commitment

## Introductions

- Community Partner Updates, Readings/Research updates All
  - Would you share with us what is going on in your organization
  - What are you on about right now, what's interesting in terms of research, readings or directions your organization is taking
  - What is relevant in terms of fulfilling our mandate of supporting schools offering rich arts programming or strengthening internal and external networks around arts programming

## U of C Werklund – Britt Harker Martin

- U of C – Assistant Professor at Werklund School of Education
- I teach the arts specialization students music and dance.

- We are kicking off ACE – Arts Co-curricular Enhancement program – has been running now for a year - encourage arts teachers (pre-service teachers) to enhance their education through 5 different ways with the arts and if they do they get a co-curricular stamp credit. In January the Arts faculty will adopt this as well. We are going to try to roll it out so eventually the whole campus is earning extra arts-enhanced credits.
- Just finished research in collaboration with LTTA and Royal Conservatory – a study that looked at how to build innovative capacity in teachers through the perspective of looking at it in terms of instructional design and helping them be more creative in instructional design. That was based on a program that LTTA had been offering but I looked at it through a scholarly lens of how we might build capacity through arts based methods, so using the arts as a way to foster innovative thinking. The final study has beautiful results, they are at press right now. I just took them to a conference in Italy where they were very well received.
- Another project we are kicking off is starting next year is working with Alberta Health Services through arts based methods as ways of addressing mental health capacity building through arts based interventions. It's a series of activities that I call brain smoothies. We'll be giving out them out into schools across the province. Teachers who would be interested in that, I know that we have a really big focus on north central and south in terms of rural but when it comes to the city I think we will be looking for partners as well who might want to have that in their schools. Excited about that and to be studying that, and because its such a large sample size we'll really be able to have some meaningful metrics in the arts that can then help support those of us who need those numbers to convince the policy makers and government leaders and other people who just don't like our stories and want to see the numbers and we'll pop them in there too.
- those who are interested – talk to Britt regarding availability of participating

## CADA – Helen Moore-Parkhouse

- We've been spending a lot of time this year building a case for support for the City to consider a transformational increase to our budget in the next four year budget cycle which is in deliberation right now. We are asking to go from 6.4 to 19.5 MM in a time of austerity so it's been a lot of work. Hopefully we will get something but I'm doubtful that we'll get the whole thing. We're asking for that over four years so we're just now waiting for deliberations to happen and hear back by end of Nov about what's coming. That's been a lot of our work since we last met.
- In terms of Youth – we've seen a trend that youth participation in the arts has been declining over the last few years. We want to understand better why that is happening and what we might be able to do to help reverse that trend. Things like Kids' Fest closing won't help so this is a big issue for us and our sector. Many times youth programming, as important and rich as it is, receives some corporate support but it doesn't generate revenue. It's not like putting 'A Christmas Carol' on stage it's not there to bring a lot of revenue into the organization when you're doing your youth programming. What can we learn and how can we better support youth participation in the arts - big issue for us.

## Glenbow – Danielle Booroff

- The Glenbow is always ongoing, we just opened a couple of new exhibits: Cosmos – 3 Canadian artists – 2 paint:
  - Margaret Nazon installation – she takes images from the Hubble telescope and space images and she beads them and they're absolutely stunning.
  - Kent Monkman installation that is opening as a semi-permanent – hope to have it at least 3 yrs – opens at the beginning of February
- We have 4 new art galleries that are opening and then we have the Christian Dior show coming as well
- We also updated part of what I'm doing now and a lot of what we were actually doing with some of the CBE groups last year, a lot of it is focused on Indigenous studies and the changes in the curriculum and there are a lot of teachers looking for resources.
- Anything anyone here needs, or if you know of people who are looking for resources, please tell them to email or phone me and at least I'll figure out if we can help or connect them to someone who can.

- We've been working around things like, how to connect the arts with Indigenous things like masks and ceremonial items. We have to be very careful about cultural appropriation, so a lot of work was done on that last year.
- I know moving forward for arts teachers, that's going to be an ongoing conversation that all of us have to be very cognizant of and aware of where you're stepping over boundaries – that's a lot of the work that I am doing now.
- We now have 8 Blackfoot and 2 Blackfoot elders on staff at Glenbow.
- Come to Glenbow!

### Mike MacDonald – Hawkwood

- New music therapist/music teacher a couple of years ago, greater emphasis on exploration, student engagement, participation.
- We've augmented our program with class sets of drums, ukuleles and expanded our Orf inventory. Through this process we are engaging the kids significantly more than they have been.
- Over the last year and this year we're trying to find ways of combining that work with the Indigenous work the school is doing. The intention is to bring in different types of Indigenous drums from across the country starting with the Blackfoot piece, probably within the next 4-6 weeks. Using the drums as anachronisms to tell stories to tie in science. Has lead to increased engagement.

### Paul Mulloy - Central Memorial

- Exciting year in the fine arts & PVA program (this coming week Wednesday we have our PVA showcase which is like an open house).
- Next Friday we will have 2 Remembrance Day ceremonies infused with arts.
- Excited in Dance to have a partnership with DJD
- With the drama program we're partnering with Theatre Calgary which is providing a really rich experience for our drama students.
- It's an exciting year in the program, it's been kind of a full- throttle start.

### Todd Cave - Sir John Franklin

- Arts centred learning (north campus) program in existence for 13 years. It's my 12th year at Franklin, I inherited a school that was a dual track Jr High arts & learning regular 300 kids and my art teacher for 8 or 9 years, helped move program into a reconfigured middle school with only arts centred learning. Moved from 300 students to 465 prior to the Province's announcement of funding transportation only for regular programming not alternative programs so we're at 375 now which is a bit of a concern. We have provided the north Calgary students north of the Bow, provided excellent programming in Band (180 down to 110), dance, drama, art (strong artist in residency program). We continue doing the work, there are some challenges ahead with the economy the way it is, and where we are with enrollment numbers, we should be pushing 500 if our growth had been continuing. We've hit the wall a little in terms of our transportation numbers, it's a bit of an issue. We feed into 11 different high schools, 22 of our kids moved over to Central as part of the PVA program and that's through a commitment, living in Panorama Hills or Kincora and finding their way to Central – it's commitment to their music or dance program.

### Adam Bell – U of C School of Creative & Performing Arts | Music

- The big focus of this school is interdisciplinary work. We're relatively new in that formation, just about 5 years. Every year we put on a few interdisciplinary performances, so that's been kind of interesting seeing how we can kind of get out of our little areas.
- My area is music education, basically the reason I was hired was to kind of change what we do so all students now study popular music, music technology and world music as part of their training so they can go beyond the world of band, choir and orchestra.
- On the research side of things, big focus on disability studies, what it means to be a disabled in music and how pedagogy can relate to that beyond special education and music therapy. Looking kind of at disability pride and trying to flip things on its head in that way.

## Chris Stockton - Theatre Calgary

- As part of our 50th season last year, we offered more student matinees than at any other time in our history thanks to some incredible sponsors.
- We have our new program – high school in residence, which allows high schools to get an up close and intimate experience with Theatre Calgary in terms of being flies on the wall in spaces and during events that they might not otherwise be able to:
  - in terms of things like first day reads with casts,
  - Technical load-ins and also meeting and doing some workshops.
  - The first workshop all 150 PVA students did was with the Broadway writers of *Mary & Max*, we are excited to continue that work.
- We have doubled and expanded to a 2 person department and are excited to continue expanding our program that reaches out to schools.
- Our areas of concern or interest: we are very interested in the ask for further funding from the city (Calgary is one of the lowest per capita arts funded cities of comparable size in the country).
- We have a new Artistic Director, Stafford Arima and a new Executive Director, Jon Jackson.
- We have some new exciting work happening at Theatre Calgary with our new leadership team interested in exploring new work.

## Talore Peterson – Alberta Theatre Projects

- A big part of what I do is providing student matinees
- ATP's relationship with the CBE – we've started our matinees
- We're really happy to see pretty significant interest this year - we're almost at complete capacity for all 16 matinees for the 5 shows
- The response has been very good – just gearing up to our holiday show which is our biggest student show because it is for all ages.
- We have in the past provided a subsidized ticket program for schools, in the last year the funding for that program did fall through but we were able to amend the program to continue the subsidized ticket support to schools although we had to pull back the busing we used to provide as well.
- We are happy to still be able to provide this subsidized ticket program to schools and this year have maximized this program to schools in need.
- A couple of weeks ago we started our Fresh Print student writers group, a program we're very proud of.
- Over the past couple of years have been able to partner with CBE to provide credits for completion of this program - 8 month exploratory program in play writing – the students meet with us weekly and learn how to write plays with local playwright, Neil Fleming. In the end they write a short play which is produced with professional actors and directors.
- Because of this partnership we have been able to reach out to a new demographic of students, including some students that are really engaged this year from the Discovering Choices program. We are seeing the benefit of alternative credit programs and the arts kind of coming together – not many opportunities for that out there yet (we are in week 3 of that).
- As far as things we are interested in exploring and updates – we are launching some day camp programming
  - We've scheduled a couple of pilot programs to provide play creation day camps for school age children on CBE PD days and a spring break camp – focusing on performance fundamentals and performance creation with school aged students age 7-11.
  - ATP trying this out to see if there is interest in the city for that kind of programming and approaching it specifically with ATP's interest in new play development.
  - Creating another stepping stone to get those students to a professional potentially arts level, which is really great, that's kind of what our focus is in our mentorship program
    - I'll keep you posted on how successful those are.

Chris M – Talore, you highlighted some of our dual credit and work experience opportunities that we have. At one of our next meetings we can build in other examples of those. Thank you for your partnership in that.

### Shirley Hill (Pretty Song Bird) – Fancy Shawl Dancer

- Focus on learning through play – preschool to 12
- Dancing and teaching fancy shawl dance for 36 years
- Dance residency in CBE schools across the city.
- Also teach in Sherwood Park and B.C. It kind of works like the moccasin telegraph, teachers share my name and then things happen.
- My focus is learning through play - when I can make the kids giggle and laugh I know they're learning.
- I work with kids from preschool to grade 12. I actually like the younger kids because they have an imagination and I do to, I like the older kids too but they're harder to impress.
- I like talking about what I've learned in my life, regarding healing from residential school – my mother and grandmother went to residential school at the Siksika. I share in a way that doesn't scare them because of the abuse thing that went on, it was an assimilation process that went wrong but its actually a lot more worse than that, it was abuse, neglect and a lot of hardships for Indigenous people across Canada.
- When I share the history of, from particularly the Blackfoot people, we do hoop dancing, we dance with sticks, we do step by step, I have a puppet who always comes with me, and he's my special guest.
- I really want the kids to learn that they are lovable, worthwhile and precious – the opposite of how I felt when I went to school in Calgary.
- I was born here, raised here and it was a challenge being teased all the time because I was Native.
- Now I get to go back and say we know this is a proud culture that we're connected to mother earth and these are the games, stories and language.
- I love what I do, I think because I choose to care, the kids, the parents, the volunteers, they know that I'm there to share the culture of course, it's more than that, it's self love, it's feeling good about humanity and taking care of Mother Earth and just all those kind of philosophies. Thank you for welcoming me today, I'm glad to be here.

### Margaret Matheson – Corporate Partnerships

- It's my pleasure that I often get to connect the partners that are sitting around this room with schools in the CBE in a couple of different ways, one of which is through one of our Staffinsite pages called 'Community Learning Opportunities'. It's through this page that we connect schools with community partner agencies to showcase programming. This page is the 21st century version of the mail out to all principals except it's a little more targeted than that. It's a great way for our partner agencies to connect their programs and wonderful things they are offering to our students directly to teachers. When you post your opportunity to that page, it comes through Corporate Partnerships and then on to any of our specialists to take a look at it, to offer suggestions and to ultimately post it.
- The other piece of that is connected to subsidized programming. When you get funding or have an opportunity such as the National Geographic LIVE matinee student learning,
- When you are able to get subsidies for opportunities you can connect with me or my colleague Tennille and we will identify share out those opportunities to schools so they can benefit.
- Those are two awesome things I get to do in my new job. If you have any questions about how your programs might fit in our schools/spaces we can be a great resource and any of the specialists.

### Erin Quinn – Griffith Woods (K-9)

- We're in our 2nd year and we're over capacity and our art room has been turned into a classroom.
- There are lots of arts happening in our classroom, just not the art room, mainly visual arts and music
- As others have mentioned, the indigenous perspective is being integrated into our arts education.

- I thought I'd mention a couple of my side hustles:
  - One is sessional instructor with Werklund School's Interdisciplinary Masters of Education program – a program that's kind of iterated across the years which focuses on creativity, design thinking, innovation, entrepreneurship and teaching.
  - There's lots of really interesting research happening there.
  - I've published a few things over the past couple of years around task design, creativity and design thinking.
  - Secondly, I'm one of the Co-educational Directors of Maker Fair Calgary
    - we did our 2nd School Maker Fair in June – we had 60 kids from across the city/across school boards come and share what they've made and it was pretty awesome to see the pretty cool things the kids are making in their garages, basements and at school.

## Kel Connelly - Mckenzie Highlands

- Fairly new school – 3rd year of operation – 275 now up to 700 students
- Over time the school has evolved to be built on four pillars – academics, athletics, citizenship and artistry.
- We have a very interested demographic who haven't had the kind of arts exposure as previous schools so we really needed a focus to bring in artists in residencies in the different areas – performing, story telling, visual.
- So we hired music, art and drama specialists.
- As our Div. 2 bubble moves into Div. 3 (7-9) we will be able to offer more complementary offerings and be able to tap into the expertise of those particular specialists.
- We have a fledgling band program, we have a winter concert, a spring concert.
- We have staged 2 wonderful spring productions. We have a fine arts evening that celebrates film studies classes, drama classes and we have a lot of art and ceramics on display.

## Carolyn Wallington - Beakerhead

- Still a startup in year 6 - still figuring out how to walk from running.
- I am the education team
- Figuring out, hearing from the teachers, what is it that they need from us?
- Programs are now throughout the year so they don't have to choose just one or two, they can engage in all of the programs because they are more accessible to them.
- We are being purposeful and spreading out to rural Alberta and making sure that they are involved and that rural students have new opportunities in the same way Calgary students are fortunate to have.
- We are fortunate enough to have sponsors and we do a lot of grant writing in winter
- Funding is a big part of things - how can we make ourselves more sustainable?

## Jenny Peters - Arts Commons

- Excited about our new ConocoPhillips partnership for ArtsCommons/CCOM – displaying/sharing kids' projects at the end of the week – very customized program
- Getting into main field trip season
- National Geographic Live is being kicked off – a number of CBE students coming to the program this year
- Piloting some teacher PD that is a bit more forward – more ways we can support the PD climate in Calgary.
- Branching out into early years - Piloting Itty Bitty Arts Days - Teddy Bears' Picnic in September – able to prove to colleagues that investment in performing arts in early years is very worthwhile. Program went very well.
- Loss of Kids Fest creates a big deficit.
- Possible opportunities for high school students/emerging artists to submit art for display on Plus-15

## Jeanine Anderson – Early Learning Strategist, Area 6 Office

- As an Early Learning Strategist I go out to 22 schools, primarily kindergarten classes
- I'm an artist so when I was teaching I taught everything thru art

- I see a need for many teachers to have opportunities for PD around integrating the arts into the curriculum and doing it in a meaningful way, that's not just a one-of
- really having opportunities for kids to explore with materials, with pre-determined outcomes already set
- there are still a lot of crafts happening in many classrooms and then other classrooms are doing a beautiful job of integrating the arts
- I think any opportunities for teachers to have PD or have opportunities to see this kind of work in action would be very beneficial.

## Glenn Taylor – ATA Fine Arts Council / Wilfrid Laurier

- Fine Arts Council
  - A renewed commitment to re-invigorating regional area fine arts council groups - particularly relevant to the Calgary Board, the Junior High Drama and HS Drama Festivals.
- Keep fostering relationships between new curriculum as it emerges and helping us really see connections between the experiences of our students and how they can generate excitement in their experiences of the arts
- But also make curriculum relevant, it needs to become a marriage of practice and what's happening in curriculum as it develops.
  - K-5 is just coming through the pipeline now,
- This growth is really important in everything we do
  - I'd like to keep supporting events that really connect drama educators, teachers and industry as well as the faculties with what's happening
  - From my immediate connections with what's happening
    - with the junior high first of all, the Encore festival
    - The high school drama festival
- We need to make sure we keep connecting with those experiences
- The ATA Fine Arts Council (professional association attached to ATA)
  - It's a real advocacy for public arts education.
  - Recently moved from having a large annual conference to having biennial conferences and then having mini-conferences around to try and provide professional development for arts educators.
  - In Alberta, there are no specific professional associations for drama educators so we kind of combine drama, music and art together at conferences.

## Ray Luu - William D Pratt

- Grades 4-9 (800 students, also fairly new – about 3 years in)
- We offer a lot of opportunities for students to explore the arts and CTF, however the downfall of that is that we have full time music, foods and construction teachers, but the students only get 5 – 10 weeks per teacher so they only just get to explore.
- Art/drama classes are kind of fragmented; each grade team has a designated art/drama person who might not have the necessary background for all the study topics in these classes but a lot of cool things come out of it, a lot of passion evident from students and teachers, so we still have productions, we still have musical productions, we still have art shows, still have a lot of exploration but not always a lot of depth.
- Right now our main focus is a lot of indigenous studies and land based studying – we took our grade 5's and 9's out to Nose Hill Park and we did a lot of observing and appreciating the land. We have some really cool teachers who love Indigenous studies and love to share their knowledge as well.

## Ewa Sniatycka – Learning Through the Arts (LTTA)

- in our 6th or 7th year - quite a reduced program now
- Our program partners teachers with artists to support arts based inquiry
- Sustained professional development over the course of the year
- Really encouraging teachers to consider the arts in their task design
- We are involved with 6 schools / 21 teachers this year
- Kicked off our first teacher workshop about 3 weeks ago
- Now the artists are going into schools to support teacher pathways

## Patricia Kessler – Calgary Opera

- Fairly new, about a month into this position
- There's lots of room for growth and there's a lot of interesting programs going on
- Let's Create an Opera is probably the biggest program at this time
  - opera as an art form is sometimes difficult for little people to kind of gain access to it, and understand that operas are often 3 hours long, often in foreign languages, and there's not really obvious stuff going on onstage that's really captivating for children
  - Every year we choose 3 schools from our applicants and we hire 3 artists
  - So the artist/composer/director will work with the school right from the beginning and through the entire year to create an opera in the school
  - The artist will work with the kids and get ideas and create a libretto
  - The composer will come in after that and they'll compose the entire piece
  - The director will come in after that and they will stage it
  - All the students are the performers
  - We did the production support, technical support and then they put it on in the theater
  - It's an amazing opportunity for children to understand the creation process, how something is composed, how something is written, how you can turn your idea into a physical things in the end and show it to people to go through it and see every step of that is exciting for the students.
- All of our mainstage productions have a 'students only' dress rehearsal – we put out the invites to school boards and any music students, any age who are interested in coming out and seeing the show - \$18/ticket
- We offer school groups tours of the technical side, wardrobe, and practice – all aspects of opera at the 100 year old United Church building where they are doing the rehearsals – they get to hear opera singers singing, see wardrobe and see costuming, wigs, see the technical side of it and talk to the production manager, the stage manager and see what those things are, what are these people who do the other parts of the opera. It's totally crucial for the kids to have the opportunity to see all these different aspects of it because, again, if you're not exposed to it and you can't imagine it, how can you see yourself going into it at some point in time.

## Kate Love – Robert Thirsk – Dance

## Collette Quinn Hall – Willow Park School of the Arts

- CBE Priorities Updates

## Website Development Discussion

- <http://cbefinearts.org/> is moving from external to our corporate site
- What is useful for our members to see/access on the site?
- What would you like to see transferred over from the previous location?
- How would we make it more visible?

### Responses:

- Clear and concise - too lean
- Past and present members list would be super valuable
- Paul M – challenge to communicate to CBE/capture what this committee is doing and keep it up to date.
  - My students are telling me websites are out of date but a website can valuable as a reference.
  - Would CBE policy allow us to something like Instagram or something where we can really connect CBE with partners? Social media?
- Ray suggested we have an App – outreach to partners
  - What is the purpose of the website – it was an effort to try and open up what was going on here in our meetings/in the greater community – both inside and outside the board

- Clancy - is it about arts, is it about following our mandate, is it about communication, is it record keeping, is it all of those?
  - I think that it's open for design – what would be useful for you?
  - Is there a one stop shop for teachers to go find/see opportunities that are available
    - SERG - Society of Educational Resource Group – not solely arts. Good group to be connected with but it is hard to keep it up to date.
    - We have some internal communication: we have the fine arts webpage which is linked to the Community Learning Opportunities page which is linked to our Arts Roster – these do require going into a site.
    - We see more and more app based and the Instagram/Twitter and social media – our teachers are sharing a lot of opportunities on web based media.
  - Organizations are trying to collect data
  - How do teachers hear about them
  - Huge job to collate this information and post it to social media
    - Is there a hashtag we could use that wouldn't require a lot of upkeep?
- Britt –Could we ponder this and address this as a group?
  - Rethink the website as an opportunity to build a hub?
  - Where are the communication gaps between us and the rest of our arts education community - we need to reach each other - what needs to be communicated that isn't being communicated now?
  - For me it would be great to have a place to use as a portal to advertise the latest findings in research we're conducting. I would love to get the research and recommendations that are meant for the classroom into the hands of teachers.
  - If we could get what we all have as a group on to the website it would be helpful.
- Chris M - good point, we've had some initial thoughts today, I think coming back and chewing on them a little bit and coming back to our next meeting and spending some time on them will be worth it.
- Clancy – Where are your communication gaps?
  - How can we work collaboratively to close those communication gaps? What do we think the best platform is?

## Arts Education Opportunities

All

### Small Group to Large Group Discussion (1/2 hr)

- How can we collaborate to support student learning?
- What are our goals in this area for the coming year?
- How do we create a balance between information, networking and hands-on opportunities?
- Ray's group - How to support student learning?
  - Be nice to have youth voice here this year to tell us what they care about rather than what we think they care about– (Chief's Student Advisory Council)
  - Arts Jam last year – built more connections/partnerships – should have Arts Jam 2 – is it going to be multi-disciplinary versus singular disciplinary – what's the timing like? What about having more than one day in order to experience things, go deeper, opportunity for greater retention.
  - Open TTC (Teacher Training Commons – similar to what we have for CTS) for Fine & Performing Arts teachers – invite artists/organizations to come in and go further and deeper with some of the PD training we've done
- Kate/Collette/Shirley – in collaboration to support student learning
  - Bridging the spaces between curriculum and wellness - the arts is a way to pull all this together
  - Shirley spoke of collaboration, where leaders, teachers and artists need to be on the same page in order to provide students with more impactful learning
    - I like to meet with teachers at least twice before I begin a residency so we are all on the same level regarding what theme/reason/curriculum it is that we want to share with the kids.

- Triangulation – trying to make connections between all the disciplines within our curriculum
  - The arts have this beautiful way of processing through the idea that you want to engage in an art piece when you are moving into curriculum because it gives us a horizon that we can all speak to
  - We can develop a line of inquiry that could take us into what ever that discipline might be.
  - When you think about those opportunities to work with artists that gives us networking/opportunities to go out and bring other people into the community with our kids and broaden and enrich that experience.
- You want those kids to be engaged in some kind of art making because that is that hands-on piece so that triangulation piece, that information-networking-hands-on-working physical piece can translate in all the disciplines whether it be science, math, language arts or social studies.
- What the arts do is provide us with the opportunities where you are embodying the work because you are engaged in the work so deeply. It is like what happens in science when you want to live like a scientist for a little while and you engage in the work as a scientist. You need to have some information to understand what that would look like. You need to play with the science in a certain way so you are creative with the science. That is one of the goals that I have.
- We talked about goals in the area; how the arts can help us understand who we are as human beings and our place in the world and as a vehicle for how we learn to live together. Arts are a conduit to empathy. It's about the creative process of thinking, working and living like an artist.
- Chris S., – we thought in terms of how we can collaborate to support student learning
  - **How** – there are really fantastic opportunities with all the community groups to give real world examples, whether that is someone seeing an opera singer or whether that's someone going, "you mean you need accountants in theatre' – understanding real world applications
  - Supplementing existing programing – as professional organizations we can supplement what perhaps isn't in the curriculum or is an extension of the curriculum
  - To share and communicate opportunities both for teachers and students
  - To understand where there are areas for growth – when we know what students are thinking – ask where they feel they have areas of interest
  - Creating professional development opportunities – in crafts club, arts classes and other subject areas. This is going to make it way easier to connect with my students.
  - **Goals** – survey teachers about needs they have both in the classroom and PD development wise in relation to the arts. By identifying what those needs are, perhaps our organizations can better address those needs
    - Create an opportunity to network with teachers in the first 5 years of teaching and also looping in graduating students at the university level so that when they come in they feel they have some networking done
    - Map out the community opportunities so we can see where the gaps are, put them all on a big map and look for the gaps or are we all targeting the same group, do we need more resources to bring arts to a certain group
  - **Balance** – make sure the information is getting to the right right groups
- Britt – website - how we can use that in a way that can be meaningful
  - Knowing who is doing what in the city – even just the people in this room is a place to start
  - So somebody knows that I do arts research
  - Contact info so we can reach them
  - Artist roster – so it is accessible
  - Receiving a reminder that the website is updated so they go in and check
  - Curriculum connections page (with template)
  - Goals for year – need for teachers to be able to connect so they can collaborate
- Erin - Need for partners to learn how PD works in schools, cost, etc. so they can focus on what teachers need
  - Focus on teachers as learners

- Need for story telling – making visible what amazing things are happening
- Connecting teachers
- Balancing product
- Jenny – getting more timeline oriented info
  - For this year this is the hot topic so we can stay current with the trends
  - Partners need to get an update on curriculum development
- Chris – what about Arts Jam - March 1st system PD day would be the day
  - Arts educators and arts focused community members
  - 70 teachers attended last year at Central Memorial Library (need a larger space)
- Jenny – community sites could host and participants could choose the various venues they wish to sign up for.

## Reconciliation through the Arts Clancy

- What does it mean to engage in this work in a good way?

## Networking and Communication

**Next Meeting:** February 8, 2019  
1-3:30 pm  
CBE Education Centre Room T332