



In attendance were members of CBE's FASC, CBE's FASC – CDD Subcommittee, CADA invitees and people attending CADA's Summit. CBE invitees included: Cathy Faber, Julie Barton, Chris Meaden, Leslie Robertson, Terri Franks, Ele Davis, Kerry Martens, Tammy Watt, Lorraine Fafard, Lyle Bennett, Murray Ord, Janice Woodward, Tim Kitchen, Darlene Kitchen, Jaundre Van den Berg, Suzyn Li, Tracy Franks, Marianne Elder, Sheldon Nadler, Ross Jaques, Katie Pearn, Sanimar Sarpal, Vicki McLaughlin, Jane Rogerson, Janey Chan, Sue Harvie, Hannah Stillwell, Katt Boulet, Ellen Close, Megan Kerluke, Owen Chan, Trish Savill, Jennifer Gray, Bradey Thompson, Kalpana Vrielink, Al Chapman

1. Welcome and Introductions – Terry Rock, CADA
 - The CADA mandate is to provide leadership for the arts in Calgary and to fund arts organizations in Calgary.
 - CADA is currently involved in a process to develop a plan for the arts in Calgary – a vision for where does Calgary go now, since becoming the Cultural Capital of Canada. The plan will go to City Council on June 5, 2013. This is a plan for Calgary and CADA is looking for leadership from other organizations in the city.
 - Data gathered by CADA revealed a 20% decline in youth participation in programs in organizations that CADA funds (due to priorities, transportation issues, etc.).
 - A recommendation of the Citizen's Panel was to work with arts education organizations such as the CBE. Citizens are saying that the arts and arts education are important.

2. CBE Perspective – Cathy Faber, CBE
 - Naomi Johnson, upon becoming Chief Superintendent of the CBE, has championed personalizing learning for students that shifts us beyond the industrial model of education.
 - The FATF was formed about 3 ½ years ago to determine how CBE can create the conditions for each child to engage in learning in ways that are important to them as well as the mandated programs of study. This includes the arts as necessary to engage students in creative and innovative thinking.
 - The CBE needs to mitigate the issues faced by teachers and parents during this shift to facilitate arts education and accelerate students' access to those opportunities.
 - Today we'd like to address our vision and what is it we can contribute to the city, province and even global strategy in terms of arts education. We are building a community strategy because CBE can't do this alone, both opportunities and expertise.
 - Another piece is addressing the rewriting of arts curriculum in the province. CBE will put its name forward as a lead for this work: what does it look like, what will it take and how will we do it. There is an appetite in CBE leadership and in schools for this work and we need to create a vision that will eliminate the barriers.
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3. Activiti #1 – Speed Dating – Jane Rogerson and Julie Barton, CBE
- Each person chose a picture that represented their experience with art education.
 - Each person shared their thoughts, with three other people (speed dating), about what should endure and what should evolve.
 - There was lots of chatter and energy in the room as people shared their ideas.

What aspects need to endure?

Staffing

- Passionate
- Specialists
- Inspired
- Dedicated
- Trained quality artists
- Teaching technical skills
- Teachers in person, advising, guiding, challenging, passionate

Teaching Artists

- Artist Roster
- Seeing professional artists in action
- Artist in residencies but not blanket style
- Artists in classrooms
- Mentorship in schools with all students

Collaboration/Community

- Long term participation in the arts
- Community collaboration need to grow
- Connectedness
- Creative thought as a collective
- Perseverance
- Cultural ethos
- Active part of health and wellness
- Part of life
- Appreciation
- Authentic experiences in community
- Community organizations working with students (Open minds/Campus Calgary)
- Understanding/appreciation for the arts in the world
- Bring diverse ideas and talents together so that individuals/communities can grow and thrive
- Nourishment

Experimentation

- Exploration
- Exposure to a broad diversity of art disciplines all ages/abilities
- Getting messy
- Playing
- Doing
- Multi-media
- Trying attempting
- Great dance schools = your school arts credits
- Art is everywhere-part of everyday life
- Art that engages the feelings not just techniques
- Choice

Curriculum Development/Pedagogy

- Dance as an art discipline

- Art that engages the feelings not just techniques
- Adaptable to student's needs
- Imagination
- Creative thinking
- Rigorous study with experts
- Don't water it down
- Build the capacity
- Building blocks
- Skill development-focus on craft, medium and technique
- Individually differentiated learning
- Fail with support
- Opportunities for later exploration. Create the possibility that a student can 'become' an artist
- Opportunities for students to discover passions
- Real world programs that guide students to create new knowledge and help them to connect with others and the community
- History where we notice icons/idols and their support
- Arts make you smarter
- Self confidence
- Effects on the brain developing or not
- Personal expression/evolution
- Connecting to self – personal growth/place in the world
- Self-educating
- Options to dabble
- Foundational/traditional aspects
- Fundamentals
- Breath of discipline
- Development of natural talent
- Expressive empathy
- Connect to past
- Folklore stories
- Depth of discipline
- Simplicity of paper work and grants

Extracurricular Opportunities

- Encouragement to view and participate in artistic programming
- Field trips-museums, galleries, theatres
- Live performance experiences
- Festivals
- Authentic experiences in community

Facilities/space

- Calm contemplative places
- dedicated spaces for theatres, art rooms, auditoriums
- Dedicated institutions i.e., ACAD
- Accessible
- Bring diverse ideas and talents together so that individuals/communities can grow and thrive

Fine arts integration

- Art and the other disciplines do not live in silos
- Use of art in all disciplines
- Inclusive
- Diverse
- Arts make you nimble
- Tap into humanity
- Regular consistent opportunity for learning artistic skills to be developed

Professional Development

- Mentorship through professional in the field of creativity
- Awareness of programs for teachers

What aspects need to evolve?

Staffing

- Dependency on classroom teachers (in particular K-6) to be able to teach all the arts
- Mentorship through professionals in the field of creativity
- Who teaches, who augments, who leads and supports learning?
- More exposure to arts and personal experience
- Qualified and passionate experts teaching their art within the system
- Teaching artists
- Artists in Schools
- Exposure to work with practitioners
- Experts in schools
- Increase residencies in schools
- Provide each school with an AIR specialist to hook them up-less stress for teachers-until they discover how easy it is
- Allow professional artists to lead more arts classes
- Residencies need to change and utilize emerging technologies

Collaboration/Community

- Get rid of 'Fluff' image
- Clear and consistent methods of communication between artists and art bookers in schools
- More cross-curricular learning opportunities
- Integration into the community
- Access to artists and professional arts organization
- Open revolving doors
- That it is universally accepted province wide as a priority in our education system K-12
- New stakeholders interactive with arts community
- Symbiotic relationship between education and community members
- Post disciplinary
- Not relegated to prep provision
- Dialogue between elementary and secondary
- No 'band guys' running the show
- Mutual appreciation, support and interest
- Common message/commitment to benefit art education
- Seamless connections for students from high school to post-secondary to business
- Art valued at a societal level
- Student exposure
- More, way more field trips to performances, artists' working places etc.
- Collaboration of education, community, workplace and the home

Experimentation

- Visions are valuable
- Creative/critical thinking time
- Access to many different arts and time to work and develop
- Provide mandatory free time to dabble in the shop, the music room, the art room – with a specialist handy

Curriculum Development/Pedagogy

- Art as a core subject
- Getting beyond the 'title page'

- Getting beyond a one model fits all
- Moving past step by step (we want students to do the thinking)
- Fine arts cannot be sacrificed in favour of other subjects
- Student understanding of the creative process
- Excitement, fun, risk
- What is art now and where is it going?
- Start with what needs to be expressed then decide what medium will do that best
- Recognize and champion kids' art
- Something that helps students develop relationships with artists
- Educators must shun any art that speaks down to students
- Pursuit of excellence and accreditation
- The hours of learning
- Accessibility increased for families and students via school
- Bussing, fees paperwork
- Beyond bricks and mortar
- Blending of mediums and disciplines, integration
- Freedom to explore
- Competition
- Formal practice
- Use arts as everyday occurrences so students accept them as integral
- Use AIR to enable teacher, one by one, with some craft that is relevant to what their outcomes have to be
- Viability of options
- Critical thought
- Creativity
- Sustainability
- Freedom to explore
- Artistic process
- Embracing the power of the creative process through all 4 arts disciplines and how that informs critical thinking and creative problem solving skill development.
- Development and opportunities to learn the auxiliary management, prop-making, costuming.
- Increased move out of the classroom
- Specialization
- Working with artists directly
- Develop thinking outside of the box.
- Focus on emerging technologies-adaptability
- Variety
- Element of surprise push your thinking
- Focus on artistic process over product.
- Relevance
- Volume of experience
- There is as much to gain in the viewing as there is in the doing
- Failing forward (risk taking)
- Critique as part of understanding
- Holistic learning
- Class integration
- Knowing learning to see
- Personal ownership
- Flexibility in scheduling

Extracurricular Opportunities

- More, way more field trips to performances, artists' working places etc.

Facilities/space

- Safe place

- Access
- Time for
- Sharing without judgement
- The idea that one 'period' of the day is relegated to being art focused
- Artistic process
- Access to resources-people, money and ideas
- Support and recognition of the value of creative learning environments
- The structure having a definitive structure in a classroom becomes too sterile and stagnant. No growth, no room to breathe
- Create room for discovery
- Students need a safe place to fail. Failure is part of success and creativity

Fine arts integration

- Depth of discipline all throughout the board
- More integration using creative process
- Art education should be incorporated in all learning opportunities with professional artists facilitating
- How arts thinking can change your approach to all your learning

Professional Development

- Training professional support for educational professionals
- Teacher PD from artists
- Provide each school with an AIR specialist to hook them up-less stress for teachers-until they discover how easy it is

Resource Allocation

- Budgeting to support the arts
- Resources have to be allocated appropriately

4. Activity #2 – Preferred Future – Jane Rogerson and Julie Barton, CBE
 - Each person chose a picture that represented their vision for the future of arts education.
 - Each person shared their choice of picture and their vision with others at their table.
 - Each table generated sticky notes identifying key components of excellent art education.
 - Each table then categorized their sticky notes into themes.

Preferred Future

Staffing

- Passionate, qualified teachers in every school

Teaching Artists

- Authentic experiences with artists
- Use practicing artists
- Artists in residence and in-house specialists
- A collection of knowledge and wisdom and talent in and out of school
- Find non-threatening artists

Collaboration/Community

- Collaboration with schools, artists, community and families
- Accessible in our communities, schools and homes
- Community building
- Make Calgary a desirable place to live and work
- Community support
- Post-secondary linkages
- Business connections

- Voices heard from multiple stakeholders
- Educate public-be fearless
- Community connections
- Develop corporate and entrepreneurial sector relationships

Experimentation

- Time to create and experiment

Curriculum Development/Pedagogy

- Education is a mind-altering drug
- Art IS a core subject
- Learning through, about and to do/make
- Varied experiences
- Meaningful
- Non-judgmental
- Student-centred
- A journey
- Moving beyond the classroom
- Unique
- Personalized
- Differentiated instruction
- Independent thinkers
- Explorers
- Active participation
- Courage to try risky things
- Well-rounded
- Connected to community
- Inclusive
- Magical
- Taught by experts
- Connect to outside world
- Fostering a lifelong engagement in art
- Develops personal qualities
- Rigorous
- Self-awareness
- Creative thinking skills
- Critical thinking skills
- Appreciation of diversity
- Problem solvers
- Civil society
- Kinetic
- Creates a better quality of life
- Creates a better world
- Active listening
- Observing
- Process oriented
- Relevant
- Conceptual vs. skills
- Focus on creativity
- Empathy
- Work ethic
- Flexible
- How do we connect what we think to what we feel?
- Inside the school and out
- Aesthetics
- Passion
- Sustainability

- Multi-faceted arts curriculum that provides different views with clear frameworks
- Equal time for the arts
- Using emerging technologies and mediums
- Understanding our past to inform our future
- Expert instruction
- Kids as knowledge generators
- Journey for life
- Mistakes are allowed
- Challenge
- Innovate
- Exciting experience
- Without structure
- Multiple forms of literacy
- Patience
- Inspiring
- Respect for quality
- Develop regional and national pride
- Holistic
- Whole-brained thinkers
- Attention to detail
- Develop responsibility
- Develop leadership
- Choice
- Experiential
- Connected
- Create, design, appraise, articulate – CTF-ish
- Metacognitive
- Access to all art forms
- Multiple pathways
- Physically engaging
- Nurturing
- The brain is also the body
- Brain is stimulated by music, art, dance and drama
- Move from "getting a job" to profound engagement with learning
- Recognition of students and staff for participation
- Different forms of art working together
- Open
- One ITTA per grade minimum
- Learn creative process every year

Fine arts integration

- Children need to think like an artist when they take up other disciplines
- Arts in core
- Interconnected curriculum
- Arts are the vehicle to outcomes
- Arts integral to a healthy life

Professional Development

- Professional dev. with artist or every teacher
- Data about LTTA and arts fed to schools
- Mentorship

Funding

- Abundant resources needed

Equity

- Inclusive

Exploratory, Specialized and Accredited

- Do the discipline deeply
- Building skills
- Mastery
- Inclusive of all regardless of talents

Global

- A broad perspective-think global

5. Activity #3 – Challenges – Jane Rogerson and Julie Barton, CBE
- Each table identified challenges that arts education face, along with key discussion points.

Challenges**Staffing**

- Training
- Teacher expertise
- Rethink what it means to be an educator
- ATA seniority
- Quality of educators
- Give CBE teachers who are artists opportunities to work as artist in residence part-time
- Lack of mentoring

Teaching Artists

- Teachers don't know who to talk to
- Artists don't know who to talk to
- Insurance
- Security clearance
- Make it barrier-free for artists to come in schools
- Let experts know about possibilities in schools
- Artists that are very competent can make teachers feel inadequate

Collaboration/Community

- Structural bureaucracy
- Transportation
- Public, catholic, private and charter
- Rural versus urban
- Alberta education vs. CBE
- Scale-large vs. small schools
- Include parents
- Networking and outreach
- Openness
- Lack of understanding by the public as well as educators
- Business and arts and education
- More opportunities for teachers to collaborate
- Arts versus Sports
- Coordination of community and institutions
- Move art into our communities beyond formal instruction
- Networking between the province, schools and community

Curriculum Development/Pedagogy

- Program of studies-1982!!!
- Every student should have a level 30 art course
- Differentiation
- Fear of failure by teachers
- Art thought of as a frill

- Needs revising
- Marginalization of the arts
- Process over product
- Contemporary connection to society/living culture
- Remove barriers
- Technology
- Paperwork
- Moving beyond exposure to experience
- Creating an understanding of the economic value of the arts
- Reframing failure as growth
- Teaching the subject rather than the student, especially in the higher grades
- Traditional vs. 21st century learning
- Top down vs. generative and collaborative curriculum
- Provincial Exams and narrow view of curriculum
- Credit system sends wrong message
- Sustainability
- Competing demands on teachers
- Curricular support
- Lack of Open Mind programs at Sr. High Level
- Broaden thinking beyond art to innovation and creativity
- Creativity moves arts development beyond art towards purposeful living and sustainability in culture and innovation

Facilities/Space

- Lack of space-need to repurpose
- Bricks and mortar-need public use of space

Fine Arts Integration

- Moving beyond teaching art to learning curriculum through the arts
- Lack of integration in elementary school
- Arts in isolation

Professional Development

- Needs expanding
- Allow teachers to go offsite for PD
- Nurture talent, growing skills of staff
- Meaningful PD for art specialists
- Need discipline specific consultation

Assessment

- What is assessment to a student? How can we implement programming that engages students to be successful in areas THEY deem valuable
- What are the criteria of success?

Resource Allocation

- Jr high specialists being gutted
- AB Ed increased resource allocation
- Teacher resources
- Principal as arbitrary decision making-passion/interest of administration determines where the money goes.
- Arts not added to cement staff
- Need school leadership and staff support
- Limited resources
- Competition for resources
- Admin support
- Need partnerships

Exploring Alternative Scheduling

- School scheduling
- Blowing up concept of timetable

Exploratory, Specialized and Accredited

- Location of specialized opportunities
- Credentialing and coordinating with post sec and with professional arts organizations

Key Discussion Points/Ideas

- Key connector for each school
- Implant passionate, articulate “Pied Pipers” throughout school community
- Artists have a responsibility to articulate properly and take the message to entire community
- Show adjustment cycle
- Reveal the learning process
- Get parents involved in the process
- Summative reporting only twice a year. Focus on formative
- More collaborative time for teachers
- Through-line across disciplines
- Financial incentives for innovation in education
- Open doors
- Trust the process
- Arts Centres - accessible to all as HUBS-multi-usage
- Build capacity in arts organizations to support CBE shift
- Exchanges between schools

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- 6. View Others’ Theming – Jane Rogerson and Julie Barton, CBE
 - People walked around the room and looked at the theming done by other tables.
 - A commonality was noted among the theming of key components by all tables.
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- 7. Activity #4 – Moving Forward – Jane Rogerson and Julie Barton, CBE
 - People talked at each table about how they might collaborate and then individually completed the worksheet.
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How will you collaborate to contribute to excellence in art education?

- CADA Art Plan process
- Directly as a citizen
- Potential alignment between
 - -different levels of government
 - -different administrations: public, catholic, private, chartered
- City strategy for the arts must support and link to youth education
- Time and experience
- ACL teacher
- FASC
- Networking (U of C, councils, theatre, teachers)
- Dance Rep ATA fine arts council
- Understanding/discovering students’ needs
- Advocating amongst peers and educate parents
- Youth education
- Encourage artists to reach out to youth-the education extends and is enhance beyond the classroom
- Dialogue with students and with colleagues at Alberta Education

- I will champion further support of artist residencies (increased funding)
- Working with teachers and artist to communicate and find resources to help teachers implement arts easily in their teaching
- Designated person to scout artists and artist contacts
- Work closely with artists in residence in my school. Promote a seamless and reciprocal process between the artist and the classrooms
- My organization wants in Alberta Playwrights Network; language arts, English, writing and drama
- DJD is more than happy to continue to participate as this art mission is moved forward
- I will lead the way in my community
- I will be loud, agreeable and articulate and feisty
- I will share with any artist my experiences of success as an AIR
- I will hook up teachers with ideas and artists to make it easy for them
- Participate in conversations that bring together public school education with post-secondary dialogues, needs, expectations, opportunities, challenges
- Enhance, grow my organization
- Contribution to schools
- CBE FASC committees
- Practicing visual artist active in the community
- Educating manager at NMC
- Classroom and school commitment
- Using my school as a model for what can be
- Be an art champion within my conversations in the parent, students, staff and community
- Experiences for teachers and students at community venues
- Professional development opportunities through Campus Calgary/Open Minds
- Continue to work with community venues and corporate funders through Campus Calgary/Open minds
- Work with CBE around possible new sites
- We will continue to respect children by only offering the finest performances that we can
- We will never underestimate the creativity of children and will celebrate their accomplishments without judgement
- We will offer schools opportunities to create art that is show-cased at the Children's Festival
- We will continue to have dialogue with educators
- I would love to work on curriculum development
- Partnerships
- Volunteer and encourage other artists to volunteer
- Continue t work with education and students at the university
- CBE and ACAD students: What can we do to work with community and youth
- By being open to ideas and responding to needs
- Integrate arts into corporate we're preaching to the converted. What is corporate Calgary participated?
- Keep the momentum going
- Collaboration on a smaller scale, within the school or within our organizations
- Need to keep things going
- Collaboration with teachers
- Adopt a school
- Be a resource
- Engaging the community-telling those creative stories
- Collaborate with arts experts in the school to elevate their talents and resource the program
- Within my school
- With expert Robert Kelly's master course on creativity
- Engage the community

- I would like to form networks with other discipline specialists with the board to extend our PD in practice and discipline
- I want to spearhead or start the dialogue of growing our own facility in the discipline (as a collective group build an expectation of excellence and have a voice-consultant)
- De-isolate the in house artists to connect in arts community
- Role-modelling
- Emphasis that fine arts is an extension of science and math as well. There is a symbiotic relationship between all subjects which needs to be acknowledged. Talking about how these other areas of knowledge are important to artists' success.
- I will continue to volunteer in school and performing arts
- I would like to be an ambassador with school and business groups in the community
- Involve business with school art projects i.e., Home Depot donating art supplies
- Encourage other to put out their art
- A connection with business and associations
- Share the vision with my community, faith groups, company
- Opening buildings to public involvement Hillhurst/Sunnyside
- Share the story of today
- Consider how to incorporate or acknowledge the Major's luncheon for the arts
- Continue participation in FASC, SOFA and other partnering organizations
- Create connections with other arts, business and educational institutions
- Continue to work with Calgary Arts Development on their arts education efforts
- Be an involved parent when my son starts school, and give him a great awareness of arts throughout his development
- I will continue to break new ground as a teacher
- Be purposeful in my networking efforts with the community, province and CBE
- I will continue to participate in Calgary arts in every capacity possible and refuel my teaching and collaborative efforts
- Work through SOFA to ensure that art education is an essential subject and life-long learning skill K-12

What still needs to be talked about?

- How do we move the classroom to the community
- Create connections with educational institutions and community experts in the arts
- Continued focus on the how
- Removing barriers for teachers
- A clear curriculum
- How to teach integration to teachers and students
- How to maintain the balance of the integrity of the discipline with the opportunity for exploration
- What does the creative look like and involve
- What does art community look like within the structure of the school and learning
- Value of community experiences and field trips
- Art organizations are often leaders in the field of art education
- How is the voice of art Ed. represented by CADA if we truly value this is YYC art plan
- Someone needs to be on staff or Board of CADA with the voice of Art Ed
- Making transportation not a barrier to students attending community events or presentations
- Funding
- Embed creativity and experience into the new curriculum

- Scale up the exposure to art experiences
 - Political activism
 - Keep evaluating the outcomes throughout the process
 - Start small and network like crazy
 - More education for government and citizens
 - Implementation time
 - Space sharing
 - Credibility of schools in eyes of parents and public
 - Development of the new program of studies
 - Professional dev. opportunities for artists
 - Attitudinal shift with public-perception
 - Do the conditions exist within schools for this change to happen
 - Collaboration of many stakeholders to create a unifies (but differentiated) vision
 - Structural problems of Provincial Government. Does department of Education follow the Culture Policy of community development? How do City of Calgary policies support and align with education arts policies and priorities? Should the City of Calgary be arts educators? (Wildflower and Mount Pleasant)
 - Importance of fine arts in the community
 - Creating whole brain thinkers -- STEM to STEAM
 - How can we bring AB ED, City, CBE, Artists, businesses together to solve problems
 - Business investing into community events connects stakeholders
 - How is creativity measured
 - Moving to competencies
 - Play with timetable
 - Move from summative to formative
 - How to break silos
 - Art as part of everyday living
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8. Closing Gratitude – Jane Rogerson and Julie Barton, CBE
- The worksheets will be collected and they will be used to produce/create a position paper for the CBE in the very near future.
 - We need to say “Yes” first and then figure out how to make it happen.
 - The next CADA Summit is March 23: CADA needs the input from people in this room so please attend and please attend City Council on June 5th.