



In attendance: Julie Barton, Elsie Pankratz, Stephan Wiebe, Jeannie Everett, Chris Meaden, Paul Mulloy, Jenny Peters, Christy Offer, Collette Quinn-Hall, Shannon Roy, Carolyn Wallington, Paul Kerber, Teresa Martin, Emily Forrest, Jim Finkbeiner, Warren Johnson, Christine Armstrong CADA, Owen Chan, Hildegard Bensler, Ray Luu, Jeanine Anderson, Kate Schutz, Marc Scholes, Hildegard Bensler, Owen Chan, Adam Mailman, Ray Luu, Danielle Booroff, Susan Faulkner,

Regrets: Helen Moore-Parkhouse, Patrick Finn, Ross Jaques, Brittany Harker Martin, Carmen Paterson, Kevin Willms, Mar'ce Merrell, Kate Love, Alison Martin, Robin Arsenault,

### Welcome and Introductions

- FAAC history

### Supts' Report

- The value statement below was approved by Supts' Team.
- "The Calgary Board of Education recognizes that arts education is essential to the development of well-rounded, creative, innovative and compassionate students who think critically, collaborate, celebrate and contribute to culture and society."
- Jeannie –greatest opportunity this year - curriculum rewrite. The province asked that we work in expert groups to come together to look at the program of studies. As a department we put up 69 names of people across the board for every curriculum area we were asked to comment on or provide staff input. We have 11 people from the Calgary Board on the fine arts one. We have like one person in Math for the entire province. The Catholic Board also have a significant number. I'm wondering if that doesn't signal the value of partnership and commitment to the arts within the City of Calgary and the jurisdictions going forward. I think we're at a really exciting time as we have a minister who has a passion for the fine arts and how we can infuse that in 21<sup>st</sup> century skills going forward. I think this is just amazing work and I think within the Board we are just on the cusp of taking this province wide and why wouldn't we be the model of that and make that commitment.
- Julie – Arts Ed is the largest group of any other discipline and there are the six, art and wellness being the two new pieces. Edmonton is well aware of this group and knows that we are interested in feeding right into that work.

## Draft Terms of Reference

### Please take a look at the Draft Terms of Reference

The value statement should be put under “overall purpose”. Read through the mandates for this year and then guiding principles, the dates. It’s restructured and you’ll notice that the membership list will actually be appendices to that. Please take a read and then talk to your neighbour about **what** you’re thinking and seeing and we will discuss later.

We thought we would just take some verbal comments on any strengths and possibilities inherent in the terms of reference or any questions that you have. Is there anything that folks would like to share in terms of the strengths and possibilities that they want to highlight?

- Kate – in terms of strengths, I like the words “support and collaborative” throughout the document, I think those are two benefits of this group and two reasons why I love being part of this group.
- The expanding teacher capacity is a really important piece, and offering a lot of opportunities for that to happen, for teachers to engage in the process themselves before taking it up with their students.
- The clarification of the process around master agreements – I’m glad to see that in there

### Advisory Membership and Intention

Chris

- Networking and Communication
  - Paul - It would be an interesting conversation among CBE staff if there is a role in the subcommittees to bring us together to talk about more systemic things, how to build and further remove roadblocks from arts in the city. It would be interesting to learn more about other divisions.
  - Jim – there have been quite a number of music splinter cells formed. In Areas IV and V these groups have been getting together from either K-12, 7-12 or middle school to discuss issues, ask questions, sometimes I get emails, sometimes I show up. It might be nice if these groups could be recognized by this committee. Perhaps Adam could speak to that as he is the head of a splinter cell.
  - Adam Mailman - a few junior high music teachers, myself, Keith Krushel and Harriet Siemens got together recognizing the need for more community in music depts. We are as artists often by ourselves in the bldg. so we started doing PD sessions on common PD days, inviting guests, having presentations from industry, presentations from other teachers in our schools, and those have been growing in popularity. The first one had about 15 teachers show up and the most recent one had over 50. So the splinter cells are really valuable, when teachers come together they learn a lot from each other and can help each other out.
  - Stephan - Our networking subcommittee will support them and make the info available so we can gather around it and make it more visible to others with interest in joining. It speaks to a need, a passion, and professionalism, let’s support these groups, not take them over. It is difficult to get permission

from administration. Let's gather around that and see where it goes. Our group has set their dates out and we send reminders, each PD session we talk about what the next one's going to be. Alberta Band Assoc. has been hosting PD's after school but they are not really well attended.

- Jim – we'd like to highlight these groups. It's about finding out things, sharing things, it's now easier to find things on the CBE website. It's about having these groups meet, these things are coming to fruition through the communication lines that this committee has started and we should foster it.
- Chris - we should highlight these networks beyond Adam's group.
- Julie – suggestion in the notes that CBE staff meet a little earlier than the whole Advisory.
- Kate – 1st page, 2nd bullet, internal networking & communication subcommittee – talks about a sharing of practice across the CBE, I was wondering about a sharing of practice with community, with Calgarians. If it's a grassroots professional network and sharing of practice kind of group, I feel like community needs those arts partners here to be recognized in that statement somehow.
- 2nd page, under member responsibilities, also around collaboration,, I think there needs to be a bullet along the lines of
  - working to improve collaborative opportunities that are mutually beneficial.
- I think for the arts organizations here, that we do a lot of great work with CBE students and teachers already that with some more support from CBE could become even better with even more transparency and communication. This committee over the years has done a lot of great work to improve communication.
- Having it written in the Terms of Reference that we work together to improve collaborative opportunities that are mutually beneficial, I think would be good.
- Chris – if you have further thoughts, do send them in to Elsie. Certainly networking has come up really strongly and that is one of the key purposes around this committee as well as a lot of the internal work that we do. I think Stephan at some point we can highlight some of the work you have been doing around the teacher dashboard and we'll maybe put that up and have people give us some feedback. That's our internal website for the CBE for teachers.
- FAAC members:
  - For our wonderful Advisory members, think about how is it that you might influence and support the goals of this committee and what does it mean to you and how is it that you would like to elevate that with us?

### **Arts within the Community**

**Chris/Julie**

- Alberta Ed – Provincial Curriculum Development
  - We have 11 CBE representatives on the fine arts curriculum while we have one on math in the whole province

- On page 2 - Julie talked about the 6 areas that will be re-written and that s LA, math, science, social, wellness and arts education. Julie and Stephan are very involved in this work.
  - Page 15 – the programs of studies will, p16, 17 focusing on numeracy and literacy – really exciting work – a real coherence between programs of study – no longer separate - very exciting
  - Stephan’s handouts: request to send out “the place of arts in education” – need permission from ABEd to share this literature review (documents were returned to Stephan – will distribute once we get permission).
  - CADA strategy “living a creative life” handout will be an appendix to our Terms of Reference.
  - A lot of our local and provincial research has not been included
  - Please read our Research and Emerging Trends in Arts Education and CADA baseline data
  - Send any articles you have read and want considered to Julie
- Booth Centre
    - Thank you to those involved in input around this. Part of our Chinook Learning facility – City passed the land use amendment – artistic hub
    - We need a partner on the residential piece
    - Will keep you posted on progress
  - Arts Congress next week Tuesday (see [CalgaryArtsDevelopment.com](http://CalgaryArtsDevelopment.com)) Christine – links into teachers artistic practice – different sessions on the artistic process people use in approaching their work - bring your problem and we will work in groups to address it – flex those creative muscles – you become creative through practice. A large presence from the arts community but not all from the arts community.

## Research

## Julie/Stephan

- FAAC Survey
  - As a result of the survey we:
    - were prepared to write the rfp
    - now have a standard in instrumentation for music
    - have an administrative regulation for best practices
    - have an artist roster
    - hired full/part-time people in anticipation of the year ahead,
    - We are a signatory to the CADA ‘ Living A Creative Life 10 Year Plan’
- Survey - Pat Kover
  - We anticipated one survey per school response and received 760 responses for the 228 schools at that time
  - This year we have attempted to tighten the identification of respondents
  - Emerging themes from the survey – concerns over:
    - 1) # of respondents (principals please consult you’re your staff and submit one survey per school)
    - 2) surveys were anonymous
    - 3) several questions were skipped
  - Need to develop shared understandings and common language, learning priorities, learning priorities, arts integration and so on
  - Definitions of arts integration, arts centred learning, theatre vs drama, training vs experience

- Clarified the purpose of the survey – to influence current practice and give principals some data which they can use to move practice in their school forward
- Asked principals to identify their Area so they won't need to scroll through all the schools
- We have new grade configurations that capture every single grade configuration in the board
- Principal to select the size of the school, arts integration checklist so principals can use this as a rubric to see where they are in the spectrum and see if this is happening in their school or not
- A formative assessment piece in terms of those parameters
- Add early development centres category to survey
- **State that this is to relate to the entire curriculum**
- Rather than saying 'I integrate the arts through the entire curriculum' this is kind of part one and then by subject
- Rather than yes or no, is it in one classroom, some classrooms, all classrooms? More options in the scale rather than yes/no – 0-5
- Under #1, add an 'Other' section with a comment box to expand on 'other'

Pat said she could create a pdf of this part of the survey.

- Questions under creative process 2: does the student have time to reflect upon their experience/process and demonstrated understanding of what the creative process is? Bring to the surface and demonstrate understanding of the creative process and maybe journaling about it - greater understanding for the teacher and the student.
- Could this section be sent out to the teachers as the questions include questions about things embedded in their lessons
- 
- Stephan – we'll have to see about the technicalities of pulling that off.
- 
- Jim – wasn't the intent that the principal's would consult with their teachers in filling out these questions
- 
- Chris – when we send it out we could give some suggestions about how they might collaborate, we could give a couple of examples of that
- 
- The value is not so much in the answers at which they arrive as in the discussion that informs those responses – that's the valuable part
- 
- Kate - could CADA/others have access to the data from the survey so they can cross reference/address and offer in areas where there is need.
- Julie said some data was supplied to CADA in 2014, but only arts enrolment numbers
- Benefit to arts organizations to know which schools don't have e.g. a drama program so maybe Quest could come in and do some offerings for them
- **Arts organizations want to know what is school supported.**
- What has the principal learned about the creative life of their teachers – could there be a pre-survey question list to help inform a principal of the wealth of artistic practice teachers have in their school
- **Arts practice that's happening in schools - this is what we want to know**

- This self-identification of artistic practice of individual teachers – living a creative life – this is more qualitative data so more of a next step – not coverable in this survey
- <http://calgaryartsdevelopment.com/spacefinder-alberta/?qclid=CM6Ss9HJ1tACFZJcfgodn84G3g>
- Safety in the CBE – if there are safety concerns – trying to establish some baseline data so we can respond if there are issues in a building
- One of those was kilns and we were able to upgrade
- Our facilities are a range of different ages and have met code when they were built and then codes change
- Kate - Principals might be hesitant to speak negatively to downtown about their program. You could ask 2 questions:
  - what is the CBE/what is your school doing and
  - what areas of improvement would you like to see
- that way you are asking in a safe way for negative feedback or your constructive feedback
- What are the opportunities for professional development as teachers and what are the opportunities for professional development as artists? How supportive is your school in your professional development as an artist?
- The principal can ask their teachers this and they might get an answer like “I haven’t changed my practice or done any PD in the last 10 years”.
- Is this survey going to be mandated for principals or can they delegate it. It can be delegated.

#### **FAAC Subcommittees & Invitation to Participate (Friday afternoons)**

- Research and Innovation – Julie
  - innovative practice – CBE & arts partners
- ~~Internal~~ Networking and Communication - Stephan
  - Find ways to bridge/support & make visible the work, bring people together
- Infrastructure & Support (as needed) - Ross
  - Musical Instrumentation & other arts discipline areas

We want to share some opportunities to provoke conversation - meet in different locations

**Next Meeting:** December 9, 2016  
 9:00 – 11:30 noon  
 Morris Schumiatcher Rm, 3<sup>rd</sup> Floor  
 Glenbow Museum