



In attendance: Julie Barton, Elsie Pankratz, Stephan Wiebe, Jeannie Everett, Jennifer Walden, Chris Meaden, Jim Finkbeiner, Tammy Watt, Paul Mulloy, Jane Rogerson, Warren Johnson, Lorraine Fafard, Kevin Willms, Tracy Franks, Collette Quinn-Hall, Shannon Roy, Mar'ce Merrell,

Regrets: Ralph Maier, Danielle Booroff, Natalie Marsh, Emiko Muraki, John Anderson, Patti Jarvis, Patrick Finn, Wendy Bulbuck, Marianne Elder, Shaun Elder, Lisa Wickenheiser, Bruce Barton, Rita Egizii, Sheila McLeod, Susan Faulkner, Ross Jaques, Brittany Harker Martin, Ele Davis, Carol Hayes, Mary Ellen Dewar, Christy Offer, Carmen Paterson (Arts Commons – Arts Learning Coordinator), Paul Kerber, Teresa Martin, Kate Love, Emily Forrest, Gina Cherkowski,

Welcome and Introductions

Jeannie's update from Superintendents' Team meeting

- Structure; important documents go to Supts' Team, we can endorse /adapt/alignment with CBE direction.
- Pleased to take the FAAC report regarding the actions and activities of the Fine Arts Council this year and Emerging Trends in Arts Education document that Jane and Julie pulled together with the committees worked.
- The value statement: 'we believe the arts are essential to each student's education'. Is it a belief statement or is it an essence statement? They started to struggle with the importance of it and that the statement maybe didn't capture it well enough. It was a very positive conversation.
- I was asked to take that recommendation back to our Communications team; they want to make the essence statement stronger using some of the information contained in the report and then it will be taken back to Supts' Team next week. Communications has contacted Julie to meet Monday so the statement is ready for the meeting on Friday.
- It was one of the best reports that actually wasn't passed and they want it to come back next week, enhanced and stronger. We have a bit more work to do in the short run. All in all a very positive receipt of our report to Supts' Team.
- The Shifting Minds 3.0 was used as one of the publications as Supts' team looked at Directors, looked at our 3 Year Education Plan, it was a source of the provocation that helps us to be future focused and to say that this came from this research of the Fine Arts Advisory Council was very well received.

- This is so aligned with other work being done in high schools. The last four years we've been looking at an evolution of high schools across the province. A lot of our high schools are elevating work that they are asking kids to do in classrooms so I have been out at high schools watching them present this work in the last couple of months and one of the LTTA was really an exemplar of what really engaging work can be in high schools so it was interesting again to make that link to elevate the presence of the arts because people were fascinated by that.

FAAC Governance 2016 / 2017

Proposal for a change in governance to align it with Shifting Minds 3.0 Framing that within this strategic innovation as opposed to improvement idea so how do we structure ourselves/come together related to that focus. The 3 pieces to this proposal were addressed as follows:

1) How and when we meet – changing our meeting times

- **Proposed Meeting Dates 2016 2017-** Advisory Council to meet alternate months, Subcommittees to meet as needed
 - Friday, November 18, 2016, 9:00 am – 11:30 am
 - Friday, December 9, 2016, 1:00 – 3:30 pm
 - Wednesday, February 22, 2017, 9:00 am – 11:30 am
 - Wednesday, April 5, 2017, 9:00 am – 11:30 am
 - Friday, June 16, 2017, 1:00 – 3:30 pm

2) FAAC membership for 16-17:

- Community partners and the CBE blended membership of grandfathered and new teachers coming on for a staggered 3 year term
- We will try a hosted approach – connect with Stephan
- CBE staff to meet half an hour earlier to address logistical pieces when required

3) The Subcommittees for 16-17:

- Try a hosted approach with Subcommittees to submit reports for review in advance of the meeting so members can send in

questions and they are read and ready to work when we come together

- Professional Innovation & Practice
 - Infrastructure & Support
 - Research Subcommittee
 - Networking

 - Discontinue Communications subcommittee
 - One person on each Subcommittee is responsible for communication role
- **We will send an email asking members if they wish to continue on the Advisory, what Subcommittee they are involved in and do they wish to try a new one?**

Shifting Minds 3.0 - Shift from improvement to strategic innovation & scaling out and scaling up

Discussion followed:

- Shifting Minds came to us at an opportune time. We talked about Shifting Minds in 2013 when the first document came out and those competencies came out and we included that in the very first Blueprint.
- Shifting Minds 3.0 moved us further forward and it became a foundational document for discussion and provocation with senior leadership.
- In writing for the Supts' team one of the justifications for us making an explicit value statement was so that we may encourage the scaling out / scaling up, scaling out in particular
- If this is an explicit statement and we provide opportunities for school principals and their staff to have those meaningful conversations about that research, what will happen is, people will start to communicate, principals will communicate
- promising practices and innovative practices that are happening will be start to be shared and it won't be so isolated in pockets throughout the system so that we can have an equity of opportunity for students to be exposed to learning opportunities across the system, not because you happen to live in this neighbourhood and that principal likes the arts.
- That's part of the context I think for talking about that but then putting it to our committee, if we start thinking this way it is bigger and could impact our work as a committee.

- *Julie* – looking at some of the research, how do we create intension around strategic innovation?



- *Stephan* –there’s this chart -supporting strategic innovation - I see it as something we can really foster, creating space for exploratory open inclusive conversation, having us and our partners around this Council
- *Shannon* –we talked about process as opposed to product. We want the process to be more important than product
- *Jeannie* - the fluidity formed of assessment, the process piece –this is where we are going as a school district.
- How do we get this word out to our principals? – How are we going to do this with our artists? How do we support our teachers and principals?
- *Jane* - How do you make the most of this experience with your artist? The principal says this can be a capacity building opportunity where the artist can also teach the teacher.
- *Jennifer* - innovation is really wonderful and certainly this trickling down – this committee can break this down into how this can be implemented - these are the people who can help generate this. If someone is given the structure of how this can work then it is much more implementable for schools to this. Another part is the teacher training part – another huge discussion on its own. How can we get the teachers connected for these PD days in a way that would work with Principals too?
- *Paul* – one of the shortcomings of our work over the years has been communicating out. If we had a subcommittee looking at showcasing/celebrating innovative practice work so that people learn about what it takes, issues that come up, student learning that happens? What teacher learning happened? What guest artist learning happened?
- *Jim* – teacher exchange – could teachers go spend 1 or 2 weeks in someone else’s classroom to learn some of the fantastic things that are available to us. My frustration is that very little of this wonderful work is being shared. We need to have someone who has the power to make this happen. What is stopping us, it should be happening more than it is.
- *Jane* – it’s the Superintendents who have been talking about Shifting Minds but if the expectation across the system changes; if the culture and the mindset changes, and this is shared with the principals we want it to more than trickle down through the organization. E.g. “I need a sub and I want my music teacher to go and spend some time at your school” we must be more intentional so it’s not just a trickle.

- *Paul* – could we have an opportunity as the CBE to speak openly and candidly, to work on this together in a separate meeting so we can move this forward? I feel this would be very productive.
- *Jane* - Sometimes we want to just talk about internal CBE work, logistics, celebrate what is happening. Could the CBE people meet at 12:30 to 1:00 and then continue with the larger group?
- *Paul* - 3 year terms – could we have some with longer terms so we have some people who have some history with this group? Could we have more teachers from different specialties?
- *Jim* – some with longer terms on the subcommittees, on our instruments subcommittee we need to build it up, we could have anywhere from 7 – 12 people – with a variety of people brand new who could rotate from the system because there are a lot of people who want to have input into and maybe they don't need to be part of the main committee, just the subcommittee. We need to bring in Principals and other people so it could grow up to 50 people when you're trying to make decisions e.g. have this much capital, how should we spend it?
- *Kevin* - Rotating the time and day of the meeting would be helpful – I just could not come this year till today.
- Could we have schools host this meeting, it would be good to be in a school and see innovation live.
- How many of you could host all 42 – send your offers with time and place to Stephan?
- *Stephan* would support a Networking subcommittee, discussing practice, building strength and networks across the system. Bring in more people in a less time intensive way.
- Research subcommittee – a role in sharing the research, we could post things on our webpage
- It's critical that we have the background that would support this work, especially if you are looking at Principal and Teacher capacity – we need that documentation. E.g. The research for the LTTA – we don't have all the results of that yet – it could be shared with the Advisory and then put it up on our web space for the system to access.
- *Jim* - Would subcommittees be bringing back reports so that we have feedback to read in advance of the meeting so we make more effective use of our time?

- Communications – perhaps a communication representative from each subcommittee. We need a clear plan for the council and to communicate out. We could have an adhoc committee of each of these representatives when needed.
- *Stephan* - all 3 websites are now done and ready to have the content put in. The Innovation and Networking committees could address the content piece. We need easy access for Principals and Teachers to make these innovative things happen
- Principals/Teachers need to have information about new processes. Chris/Stephan are redesigning info for staff insite so that the teacher dashboard will have this information available for arts teachers and the principal dashboard will have the right information available rather than trying to put our information for teachers and principals in the school handbook.

FAAC Subcommittee Updates

- Infrastructure & Support
 - Still need to continue working on the plan for evergreening instruments for all schools
 - Needs of the schools, what is really happening, is in constant fluctuation. AR7007 is quite clear
 - Capital is going to be really tight for the next few years – we will have to find alternate funding sources
 - Communicate with schools about how their infrastructure in the arts is doing, how is it impacting their ability to teach and students to learn the arts disciplines? We need to not let this fall away.
 - We are making progress on our work with Elementary schools - on their needs/funds available to us

PLEASE RETURN all copies of DRAFT Supts' Reports

Next Meeting: November 18, 2016
 9:00 – 12:00 noon
 Education Centre
 Learning Commons, 2nd floor
 Dr. Carl Safran Centre