



In attendance: Cathy Faber, Julie Barton, Elsie Pankratz, Ross Jaques, John Anderson, Emiko Muraki, Lorraine Fafard, Vicki McLaughlin, Paul Mulloy, Susan Tomecek, Jim Finkbeiner, Patrick Finn, Beverley Guthrie, Warren Johnson, Heidi Wood, Rae Wyshynski, Kim Teron, Lyle Bennett,

Regrets: Gerry Fijal, Tammy Watt, Katie Pearn, Carol Hayes, Kevin Willms, Brian Dorscht,

Absent: Sarah Rusak, Janice Woodward, Linda Angelo, Tracy Franks, Marianne Elder, Ele Davis, Kate Schutz,

Welcome and Introductions:

A brief overview of the history of fine arts education in the CBE

We began this work about four years ago. We saw an opportunity to design a task force that would look at arts education across the CBE K-12 and understand and strategize around how we could strengthen student support and success in arts education.

We have been strengthening our relationships with arts organizations who I think would agree that we are better together, and that we need to reinforce the work of arts education through a combined community focused effort. To that end we have joined as signature partner with the Calgary Arts Development Authority.

The Task Force shifted gears and we became a Standing Committee where we generated the reports to Superintendents and we changed policies. Two years ago, with the help of Jane Rogerson we wrote a blueprint paper which repositioned arts education – it is no longer viewed as an optional program, we positioned it as required, so that it is basic to every child's education.

Last year, the province issued a request for proposals to rewrite K-12 curriculum across the province to align with the vision of Inspiring Education. We submitted a proposal and we were awarded Grades 4-12 for curriculum prototyping. We are deep into that project as we speak and I want to thank all of you who have already participated; we have more to do.

We want to share with you today what we have submitted on behalf of the 18 other school jurisdictions we partnered with in this RFP.

I chair the Steering Committee which meets twice a month and we have engaged thousands of educators and community members in shaping this new vision of arts education as well as other components of curriculum.

We presented our draft documents on Tuesday and we'd like to share those with you today.

Discussion Highlights and Decisions Made:

- 1) Premier Prentice Letter

The front page is for all cabinet ministers and the back page is specific to education.

Things to think about:

- It is about a strategy of higher student achievement

- It is about a world class education system

- It is about coherent grading

- Basics are defined as – reading, writing, arithmetic – 20% of your competencies

- As mentioned before, some of those competencies take us beyond reading, writing and arithmetic, such as innovation, communication, critical thinking across all subjects, and of course, creative thinking.

- Mentions revisiting curriculum changes – basics are mentioned a second time and then kind of a juxtaposition of 21st century competencies.

- Goes into funding, school buildings, notions of infrastructure

- Quality of life and becoming innovators in education

- Safe and secure learning environments

This is Minister Dirk's mandate; you may want to ask, where is the "creative" requirement in this vision for 21st century competencies? It speaks to this transition phase that needs some clarity and direction.

- 2) Terms of Reference

We have found in the past that defining our purpose helps us to get things done.

I'd like you to take a look at the Terms of Reference that have been provided for you.

This is a draft so they are subject to your input and change; this is some of our thinking at this point in time.

We shifted from a Task Force to a Standing Committee and now to an Advisory Council.

The purpose of the Advisory is to look at the work of the Calgary Board K-12 in all of our systems and to advise on recommendations that have been delivered to Superintendents and that they have all supported.

Every one of our recommendations has gone to Superintendents over the last three years and has been fully endorsed and approved.



Also included is a list of who the advisory is represented through. Other CBE staffs are available as needed, legal, finance, whenever we need them.

The recommendations from June report are included. The thank you letter is forthcoming.

Please have a look through the recommendations, how we are taking up the work in the schools to keep on building a creative artistic focus and support network for our students.

Our guiding principles...we do stay within the values of the Calgary Board, we focus first and foremost on the impact of our decisions around students, we look at learning agendas as critical to the success of the organization and that we do so in a common and community aligned way.

This would be our purpose and what we would conduct as a review, we would flag issues, we would continue to advise Superintendents' Team and we would draw upon the wisdom of the community and the wisdom of our staff within the Calgary Board to direct this important work. We will be submitting reports to the Superintendents' Team.

Are there any comments or questions about the Terms of Reference or the agenda?

- There doesn't seem to be a standard or an expectation of what programs should and shouldn't be offered in the Board, there somehow needs to be a link to policy or direction towards administration in a school as to what might be expected.
- There seems to be an inconsistency and once a program has been shut down it's almost impossible to bring it back.
- What kind of policies or what kind of influence can we have as an advisory group to making sure that those opportunities are promoted and supported and that a direction can't just be changed?
- Principals in the Board are charged with working with student learning needs and community focus and interest to offer the programs that exist in their community school. It is the purview of the principal to do that hard work. It is often difficult for a principal to balance the tensions and the needs in their school, and as the instructional leader – to understand each student, working with their staff, working with their parents to design what programs are required by Alberta Education. Arts education is optional in many of our programs. What a principal has to look at is - what is the history of the school, what has been taught there in the past, what are the skill sets of the staff who currently work in that building, what do we know about student learning needs and community interests and then how do we continue to build out a schooling system that ensures each student is successful and has access to the programs that are needed. The decision is very dependent on what the community wants.



The work that we are trying to do in curriculum repositions arts education as basic, not optional, but today, it's still optional in secondary school.

- 1.1 The signatory agreement we have – it is about supporting the actions we have identified – Naomi Johnson in her role as Chief Superintendent has agreed and it is a standing commitment that we participate in these outcomes and actions through the work that is being conducted through the Calgary Arts Development Authority.

Bottom of p3, we will continue to support the best practices document and ensure that it is meeting our needs.

Katie Pearn has been working very hard with Julie on building out a communications network and strategy.

I want to commend the work of Ross and Jim around all the pieces of infrastructure and support that we have moved forward.

Our HR strategy continues to evolve to ensure that we have the best teachers and the best programs we can and work with principals to make those decisions.

Our work with Junior Achievement of Canada to establish an entrepreneurial artist program has been so successful we're extending it into other areas and programs.

We also have a number of dual credits - some of them have been approved and others not yet.

- 3) Curriculum Redesign & Prototyping
 - Updates
 - What is the nature of curriculum
 - We are working with First Nations and Inuit Boards
 - CBE – 5 full time staff, 9 part-time in other jurisdictions, one full-time in the Francophone board
 - Most of the money has gone to staffing
 - Small amount set aside for communications
 - Remainder goes to crowd sourcing events – what the nature of curriculum should look like
 - We now have a student button on the website with a teacher monitoring student input
 - Convening conversations
 - CADME and REGGIO have had convening conversations
 - Julie put out an invitation for arts organizations
 - We need next steps from you....what would you change about what you heard
 - We need a more significant parent voice in this

The assessment piece is moving toward formative assessment

- We need to have the same standard of writing requirement whether it is SS, LA, Science or Math and Fine Arts
- We need a curriculum that requires the same competencies across the curriculum board

How have the arts experience helped the student learn?

Trying to come up with an assessment tool that can be used across the board – by non-arts teachers as well

Lorraine suggested using the self-assessment tool in IRIS

- Arts Education Video

See attached handout provided in the meeting

- EPCOR

Four main categories of approach integrate arts learning

- 1) National Geographic Live series (scientists and photojournalists) – 5 coming up this year – last year 8 thousand students participated
- 2) pilot project with Campus Calgary – create experiences for students to be active participants with artists and their art
- 3) EPCOR & Int'l Children's Festival in a pilot last year and continuing this year – input in programming for Kids Fest – more integrated learning – math, physics, biology
- 4) PD – this year over 48 workshops on the books – at schools or at facilities – also locked down the first 22 sessions for Convention

- CADA

Living a Creative Life

We have about 94 signatories - all non-profit organizations

Youth & Education focus area (1 of 5 core areas)

Meetings about how they can work together

- 1) session at Tteachers Convention
- 2) Collaborate on a session with CSSD for PD in May
- 3) shared evaluation strategies – what are the outcomes students achieve by participation in arts events – trying to create a common language around evaluation
- 4) Creative congress – 1 day event on Nov 6th with 9 different sessions – on diversity, on artist centred learning, etc.
- 5) Website: creativecongress.ca

- 4) FASC Sub-Committees

- Artist Roster
Extend roster out to different disciplines

Julie



WCB:

- we didn't have very many takers on the artist insurance available this past test year – still too hard to navigate the system
- \$200/yr. insurance coverage for artists wherever they work in Western Canada not only in the CBE
- WCB – artists are an excluded industry, if they are not registered as a business or a contractor

Artists can contact Kim Teron and she will work with them to walk through the process where CBE will cover the WCB for onsite activities

- Offsite are covered by organization owners – e.g. NMC or EPCOR, etc.

Julie will work with Communications to provide access on the artist roster to information/vignettes showing what artists are doing in schools – we want them to feel welcome, not overwhelmed - artist relationships are important to us and we need to work on simplifying this process.

- Infrastructure & Support Ross
 - Purchase of Instrumentation
 - Received \$600,000 over three years
 - Strategy for Distribution
 - 52 tubas and 32 euphoniums purchased with our \$300,000 have arrived and will be delivered to schools based on the inventory they have put into the Archibus system
 - Capital budget requests are due Dec 1st
 - Probably 65% complete on the instrument inventory
 - Goal is to bring everyone up to the same standard not to address individual teachers' programs
 - Ross building instrument allocation into the 2015-2016 budgets for new school buildings (also kilns – not risers yet)
- Best Practices Carol
 - Move within the Board to establish a standardized appeal process for all issues AR5001 – has an appeal process written into it
 - By the end of October our corporate website should be searchable so you can find that AR
- Communications Katie
- HR Subcommittee Linda

Elsie to send out an email: Do you support the Terms of Reference – yes or no

Next Meeting: January 23, 2015 Education Centre Room T3323

