



In attendance: Jennifer Walden, Emiko Muraki, Chris Meaden, Collette Quinn-Hall, Tracy Franks, Elsie Pankratz, Stephan Wiebe, Jim Finkbeiner, Mary Ellen Dewar, Warren Johnson, Ele Davis, Tammy Watt, Danielle Booroff, Natalie Marsh, Jane Rogerson, Shannon Roy, Carol Hayes, Kate Love, Ralph Maier, Lorraine Fafard,

Regrets: Patrick Finn, Wendy Bulbuck, Marianne Elder, Cathy Betz, Shaun Elder, John Anderson, Lisa Wickenheiser, Bruce Barton, Rita Egizii, Emily Forrest, Sheila McLeod, Julie Barton, Jeannie Everett, Paul Kerber, Teresa Martin, Gina Cherkowski, Susan Faulkner, Charlotte Nixon, Ross Jaques, Paul Mulloy, Brittany Harker Martin, Patti Jarvis, Christy Offer, Mar'ce Merrell,

## Welcome and Introductions

## Arts within the Community & Updates

- JUNO Playing Our City Mar 12, 2pm and Listening to Our City Mar 14 7:30 @ the Bella – posters/event info was emailed to all committee members
- 37 CBE students participating in World Percussion event
- Aa'sitapiwa - All the Young People Art display at Studio C and in the Link: Sir John Franklin and Tatsikiisaapo' p Middle School have been collaborating together on art projects that address various cultural issues, perspectives and understandings around truth and reconciliation through a youthful lens.
- March 29 – Opening of Romeo and Juliet Ballet, for this evening Willow Park School 2<sup>nd</sup> floor has been given over for art pieces, some performance art going on, installations around donated ballet shoes, some interesting balcony pieces reconstructed into other contemporary art, spoken word bullets, and more....
- Jim - Salem Music Foundation are funding mentoring of new music teachers at Woodman, Rideau Park, RT Alderman.

### Research - Jane

- Were expecting one survey returned per school and we received quite a number of responses from individual teachers so that changed our data considerably – design of our next survey will address distribution possibilities.
  - Arts Education 2015 Survey analysis – emerging themes
  - #4 A clear, common understanding of integration of the arts is lacking across the system - responses from elementary schools would be very different from high schools on what integration would be. Eg. We integrated the arts when we had Trickster for a week. If you are truly integrating the arts and core you are looking at both programs of study at the same time
  - Many people think of the arts as the performance-based piece when the program of studies is about process – you could just see the confusion.
  - #6 schools offer extracurricular experiences at lunch or after school - there is a disparity between schools for all extracurricular offerings – not just fine arts, what about our students who are bused?
  - Perhaps the next survey should go via the directors?
  - Could we steward some resources to schools via directors?
  - Revamping survey questions – discussion

- Emiko – the research question that we are trying to figure out and take action on is what should drive what the survey construct is and this is what the subcommittee is working on.
- Warren – with our staff turnover, PD revisiting is necessary. How do you balance resources as well?
- Lorraine - decisions in schools are based on learning priorities; student's needs, and needs of the school?
  - Research supports the arts in all areas of learning and wellbeing so why is it still in question?

### Large Group - Feedback and Questions

- Big Questions
  - There are multiple literacies in the 3 Year Education Plan – but not in school development plans, research supports it – e.g. Elliott Eisner
  - If what we are doing is so important why aren't we connecting? I see a secondary set of thoughts there – we provide for the kids, we provide an opportunity. There needs to be a bigger network of support in terms of time, in terms of facility, in terms of help – how can we advocate for the arts and support – how do we build teacher capacity?
- Public Board Meeting Mar. 8 @ about 12:30 - Stephan is part of a presentation to Trustees – sharing results in fine arts which are incredibly high, linked not only to results but to student success and the stories of personalization in the arts and the incredible successes students have. It's part of the academic success presentation. If we could look at the conditions of success that generated that success that would be a good place to get action behind the research.
- Do we have an actual statement on the website that speaks to essential nature of art, integrated arts? There isn't a statement. This group has had the statement accepted and approved by the Superintendents Team but has not been communicated system wide. Neither has the research been communicated system wide. We need to work with Jeannie to have it moved forward with a communication plan to everybody.
- The system is not saying it is a priority because they are not communicating it.
- How do we move forward to get fine arts identified as CORE, get it off the side burner.
- Shannon - There is a lot of professional development for people who are interested in fine arts to go forth and learn things but is there school wide professional development that could be offered to schools as a whole that would maybe show them what arts integration looks like and what fine arts as core looks like.
- We have Learning Through The Arts (LTTA) – 10 Schools are partnering up to do that, to increase teacher capacity, we need to talk about how that can inform future actions even though it's on a small scale – Julie has been working hard on this – one more year left on this pilot.
- Collette - There is a model the CBE is already using - the Galileo model of bringing cohorted schools together to look at project and inquiry based learning. That would be a format that could work quite well.
- Maybe something we as a group should create is a professional development subcommittee that could put forward specific recommendations for arts centred learning and learning through the arts, performing artist style, PD for high school specialists and our other specialists who teach concrete rigorous programs at high levels.
- We're talking about the prototype that is working right now and that information is being brought to this table. It is through these types of research-based experiences that we will be able to help this move forward.
- If there is an opportunity to become part of the 3 Year Plan or build a new pillar I think we should decide – are we going to make that a goal for next year and then just start setting new subcommittees or new step forwards? Do we present this and if it gets manipulated and massaged, at least we presented a prototype of what we think should happen with teaching and with learning.

- We are at the crux of deciding how we're going to write that report and what we're going to ask for next year. It's important how we word that. We could ask for the declaration that fine arts are essential but that could be right in our report.
- With the change in senior leadership we can't assume that they know about what was approved two years ago.
- Looking at our cohorts of assistant principals and principals – how do we be a voice and get fine arts on that agenda?
- We need to work with Jeannie to put forward our communications plan regarding fine arts

## Review - Terms of Reference - Superintendent's report due May

- What are our intentions?
- What have we accomplished?
- What do we have to accomplish still?
- What are our next steps to get to what we need to accomplish?
- PD subcommittee
- We need to bring forward our previous reports to new superintendents because they don't know the history.
- Lorraine – are things like teachers experiences being captured and written down and shared – how can this information be used to support learning ?
- Tracy – we need to reach teachers who are scared to pick up a paintbrush and so don't do anything.
- Jane – if artists are in a school and teachers are on board – you can go back to the principal – this is what you want me to achieve but – the principal will have to support you. How do you tell a principal that their teacher is not engaging?
- Collette – if we have a general understanding of art as an integrated piece, the system says art is essential, it is stated in the school development plan – it is not just about the capacity of the student but the capacity of the teacher as well. Teachers need to build capacity – just like when computers first came in.
- Chris – how can we build a set of questions for incoming artists to address this?
- Collette – when we sit down to do inquiry it has an aesthetic approach. We'll look at those Galileo frameworks.
- Emiko – it comes through prototyping (pilot projects) in order for the knowing and action to come together.

Through our discussion we have some common themes to report on and work on next year.

## FAAC Subcommittees

- Artists in Schools (moving onto Agreements) - Stephan
- Gathered a lot of feedback since last time
  - If we conceive of it as artists with longer term teaching relationships with schools – not one day
  - How does the roster support schools in knowing which artist to bring in?
  - Asking the artists for examples of their work with students
  - References that speak to their ability to work with students as opposed to a school reference
  - Form would need to change slightly to include these examples of their work in a teaching role - should we move ahead with this change? Maybe just a description would be best.

- Stephan will talk to Barb re capacity of roster for photos/images of work – maybe it could be an explanation rather than an image
- Ele – could we have administrators do a trip advisor type of review? We will stay with references.
- Tracy said she would not want this review as the relationship is really complicated
- References for artists currently on the roster need to be revisited (a reference is a contact not a standing reference letter).
- Should we be selective in some way - no we can't base on review or use
- When annual insurance expires artist is removed from roster
- Paul & Kim T working on paperwork that should help schools bring artists in, artists who are not on the roster. This paperwork will be on the website when it becomes finalized.

#### Communications - Paul

- Communications do not want us to have a Fine & Performing Arts page
- We are still working on designing, working through what the public presence will be of the communication piece and for the internal site we are working on drafts and organizing that so both moving forward through the steps we need to follow

#### Infrastructure & Support - Ross

- Business model – to expand equipment standards to other disciplines – fine arts facilities – we can target the different spots of need. Kilns were done last year and drama is next.
- A drama equipment safety audit is planned in order to compile a standards list for drama and address any safety issues
- Elementary music inventory still needs doing

#### Research Subcommittee - Jane

- HR Subcommittee (when needed) - Wendy
  - We should follow up to see where we're at with this
  - What are our staffing processes – this needs to be available and clear

#### Short Term Subcommittee - Stephan

- General Standards of Musical Instrumentation – reviewed and feedback given to Ross – the standard is good, very little change suggested
- \$600,000 left: \$450,000 to junior middle and high schools for a baritone sax, an alto sax, \$150,000 to elementary – hand bells to every area to be shared; giving them a choice of a class set of ukuleles', a half class set of hand bells.
- We really want to have a budget line on the capital budget – waiting to hear back on that.

**Next Meeting:** April 8, 2016  
Education Centre, Room T332