



In attendance (A) / Sent regrets (R):

A	R	Name	Organization
✓		Adam Bell	U of C - Music
	✓	Adam Mailman	Tom Baines - Music
	✓	Alex Hunt	CBE Curriculum & Pathways
	✓	Alison Martin	Dr JK Mulloy – High School Art
✓		Britt Harker Martin	U of C A.Prof.- Werklund/Fine Arts Council Rep
	✓	Carolyn Wallington	Beakerhead
✓		Chris Meaden	CBE Learning - Director
✓		Chris Stockton / Lindsay McDonald	Theatre Calgary
✓		Clancy Evans	CBE Learning – Specialist Fine & Performing Arts
	✓	Collette Quinn-Hall	Willow Park – Middle/Junior LL
	✓	Craig Wright	ACAD
	✓	Danielle Booroff	Glenbow
✓		Elsie Pankratz	CBE Corporate Partnerships Admin Assistant
✓		Erin Quinn	Griffith Woods – Middle School LL - Art
	✓	Ewa Sniatycka	LTTA – Teaching Artist
✓		Glenn Taylor	Sir Wilfrid Laurier – Drama / ATA Rep
	✓	Gord Baldwin	Central Memorial Principal
✓		Helen Moore-Parkhouse	CADA
	✓	Jeanine Anderson	CBE Area 6 Strategist
✓		Jenny Peters	Arts Commons
✓		Jim Finkbiner	Henry Wise Wood – Music – Legacy Member
	✓	Joanne Baker	DJD
✓		Kate Love	Robert Thirsk - Dance
	✓	Kate Schutz	Calgary Public Library
	✓	Katie Culhane	CBE Curriculum - Specialist
✓		Kel Connelly	PAALS/McKenzie Highlands Principal
	✓	Kevin Willms	CADME Rep
	✓	Leslie Robertson	Willow Park Principal
	✓	Margaret Matheson	CBE Corporate Partnerships - Specialist
✓		Mike MacDonald	ESPA Hawkwood
✓		Patricia Kesler	Calgary Opera
	✓	Patrick Finn	U of C
	✓	Paul Mulloy	Central Memorial – LL Drama – Legacy Member
	✓	Ray Luu	William D. Pratt - Art
	✓	Ryan Plysuik	Alberta Ballet

✓	Shelley Younglut	Wordfest
✓	Sidney Smith	CBE – Acting Superintendent - Learning
✓	Shirley Hill	Fancy Shawl Dancer / Prancing Deer Arts.com
✓	Talore Peterson	ATP
✓	Todd Cave	Sir John Franklin
✓	Meara	Student Advisory – all CMHS, PVA Program
✓	Hallie	Student Advisory
✓	Luna	Student Advisory
✓	Kal	Student Advisory
✓	Vicki Zaharichuk	CBE – Corporate Partnerships - Specialist

Welcome

- Overview of agenda, review of February minutes
- **Arts Jam Debrief**
 - Description of sessions
 - Feedback Review
 - Going forward, next year
 - What would you like to see – sign up 10-20 and ask people in advance what they want to see – we can do that in the registration process
 - The work in Arts Jam is a different feel than Teachers Conv
 - There used to be an arts jam at UofC – Campbell
 - Starting a new fine and perf. arts plan for high school and would like to expand that to 5-9 and other grades
 - K-9 System days: Nov 1,
 - High School: Nov 22,
 - Apr 13(Easter Mon.)

Glenn Taylor – fine arts council PD – date October 19

- **Student Voices, collaborative discussions**
 - Highlights
 - Thinking back on your year or past few years in your arts education, what are some of the highlights?
 - What are you most proud of? How have you grown?
 - Future goals
 - What are your goals for next year? What about the next 4 years? Art the arts an integral part of your goals?

- Supports and challenges
 - During your arts education, what supports have helped to facilitate your growth and achieve your success?
 - What has challenged you along this journey? Were there any roadblocks along the way?
- **The Arts in STEAM learning – Brittany Harker Martin**
 - The ABC's is what I use in the drama concept to teach science, technology & math
 - A – all in for all, social risk – vulnerable to do that in a classroom culture that makes it safe to do that – see improve exercise. I always start with trust building a
 - B – the b in believing – role play, successful drama educators know that role play has to be specifically
 - You learn how to be someone else
 - Write an imagine that you're someone else before you role play – think like engineers working on a different planet – including all the humanity and learning that are part of a STEM project
 - C – collective collaboration – more participation when you learn how to honor and - read article
 - STEM educators struggle with how to use the arts to teach creative imagination,
 - This can also be very socially empowering – science behind the madness in the arts
 - Chris – what implications might this have in your context Partners?
 - Jenny – getting the kids to be objects and do something silly and very memorable – very successful in combining arts/drama and science.
 - Britt - Role play doesn't have to be lines but rather something they will remember physically -embodied
 - Erin – does this in her class at UofC and in her Gr 8 class
 - Chris S – important that teachers are supported to take these risks too, Gr 3 drama/science example – we need to help teachers learn to do this
 - Britt – troupe of admin who were part of a play building process – their leaders thought it was too risky – if you think its too risky what do you think your students will think
 - Kate L – you have to walk the talk
 - Britt – published Arts Quotient (implemented by the innovative teachers) - in Canadian Journal of Education
 - Jim – taking chances, sharing, creating connection with students. A is what not how. How can we share - we can teach you all – it's the process that the arts teachers have used – the shared experienced.
 - Jenny – Conf – we talked a lot about wellness and healing, arts promotes that – you learn better when you feel better – greatly impacted by your environment
 - Britt- Brain Smoothies – using art to teach wellness in schools – silences the prefrontal cortex and allows everything else to come forward



- Hallie – the process needs to start in elementary – providing a creative culture
- Chris S – UofL – they would put different groups together for evaluation. Class management - kind of cross pollinated us – art teacher with a science teacher – needs to start with training teachers!

- **Assessment for Learning**

- Purpose of assessment: to have an accurate understanding of what a student knows and can do in relation to the Program of Studies
- Reporting Achievement
 - Conventional Reporting - completion, labs, attendance, quizzes, effort, tests, participation, exams, attitude, projects, punctuality, homework, extra credit, assignments, group scores
 - 80's curriculum outcomes based assessment
 - communication through art
 - % Grade – technical proficiency
 - Critical response
 - Overview of Outcomes-based assessment
 - Arts Discipline Outcomes (HS) and Stems (K-9)
 - What are the benefits of Outcome-based assessment in the Arts?
 - Chris S – are they the same across the board?
 - Clancy –here is where you really got it and this is where you need to work and this is your grade – this gives the student understanding of where they need to do improve as opposed to an averaged mark
 - Jim – the assessment and the outcomes are two different things – the outcomes is what you want your kids to learn. Giving a percentage doesn't really measure what the student knows or where the work needs to happen.
 - Kate - It also means that you don't have to be an extremely gifted musician or dancer to enter the class – you can learn and don't have to be the star of the show.
 - Kate – some kids come in with a great deal of background so it needs to be personalized for each student's level of expertise and for assessment
 - Patricia Kesler – you need to learn to appreciate the arts - we need people to learn so they can be future ticket buyers

- **SCHOOL CONNECTIONS YYC**

Partnership between City of Calgary, CBE, and CCSD

Website with a searchable database for not-for-profit agencies looking to run programs in school spaces

Purpose:



- Improve information to agencies regarding how to obtain access to school spaces
- Inform schools on programs that are available
- Improving the ways schools and agencies connect
- Streamline the process for agencies and program to run and have accessibility to schools

This will basically replace ACCESS 3 to 6

- Tennille – not a corporate based program – making sure our students are safe and continuing to learn outside of school hours
- the City will be monitoring/administering
- teacher/principal on-site are not necessary.
- City is being the liaison - the pilot will start fall 2019.
- Not for profit agencies will be pre-approved through an online fillable form, emailed to CDW
- Agencies must have adequate insurance, police security clearances, staff or volunteers with first aid and also not require students to pay a fee
- Question:
 - As a not for profit agency who might be seeking access to this site, what would you like to see?
 - What criteria do you think would be important to include when entering a program? Searchable criteria? Information?
- Jenny – whose supplies are used? would there be storage or would you always have to bring your own equipment?
- This is a collaborative decision between principal and the city – using gyms, multi-use spaces – not your arts/music/stage equipment.
- This is a city run pilot – we'd love to hear your suggestions – there may be minimal supply fees and it should be available to all students – even those who cannot pay a minimal fee.
- 7 CBE schools, 4 CSSD schools in the pilot beginning in fall.
- Clancy - Because they don't have to pay space rental they can charge much lower fees. The artists still need to be paid – could be through grants or school societies.
- Chris S – its about the value we're putting on it – there has to be a monetary value put on it – students need to know that things aren't just free.
- Britt – how is your program going to make a social impact, can't be punitive to the organization or artist – social enterprises can come in and really add value to a community
- Jim – the city is collecting money for its arts projects which could also be used for this.

▪ **Website Development Review**

- Review of the draft website
- <https://www.cbe.ab.ca/about-us/advisory-councils/Pages/fine-artsCouncil.aspx>
- What is important to include or expand upon?
 - Need a link to CLO site

- Customizable page on insite so you can filter specifically
 - Review old site and documents –Jim may have some documents that need to be moved onto new site.
- **Planning for our work going forward**
 - **Focus and goals discussion**
 - **Completion of short member questionnaire** - she sent the link to members

- **Closing Remarks:**

Chris – I just want to say how thankful we are to have our arts partners at the table helping us learn – thank you for taking the time and, our students, our teachers and our principals – thank you for taking the time this past year. Our system is shifting; however, our intent is to continue this council.

