



Open minds

schoolprogram

*Glenbow
Museum
School*

2017 - 2018 Annual Report

"Open Minds has provided me with a unique lens to be able to begin my year with a topic that linked across the curriculum."

Grade 3 Teacher

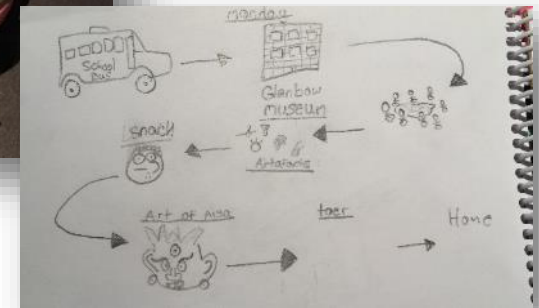
Marnie McCormack and Amanda Foote
Glenbow Museum School Coordinators

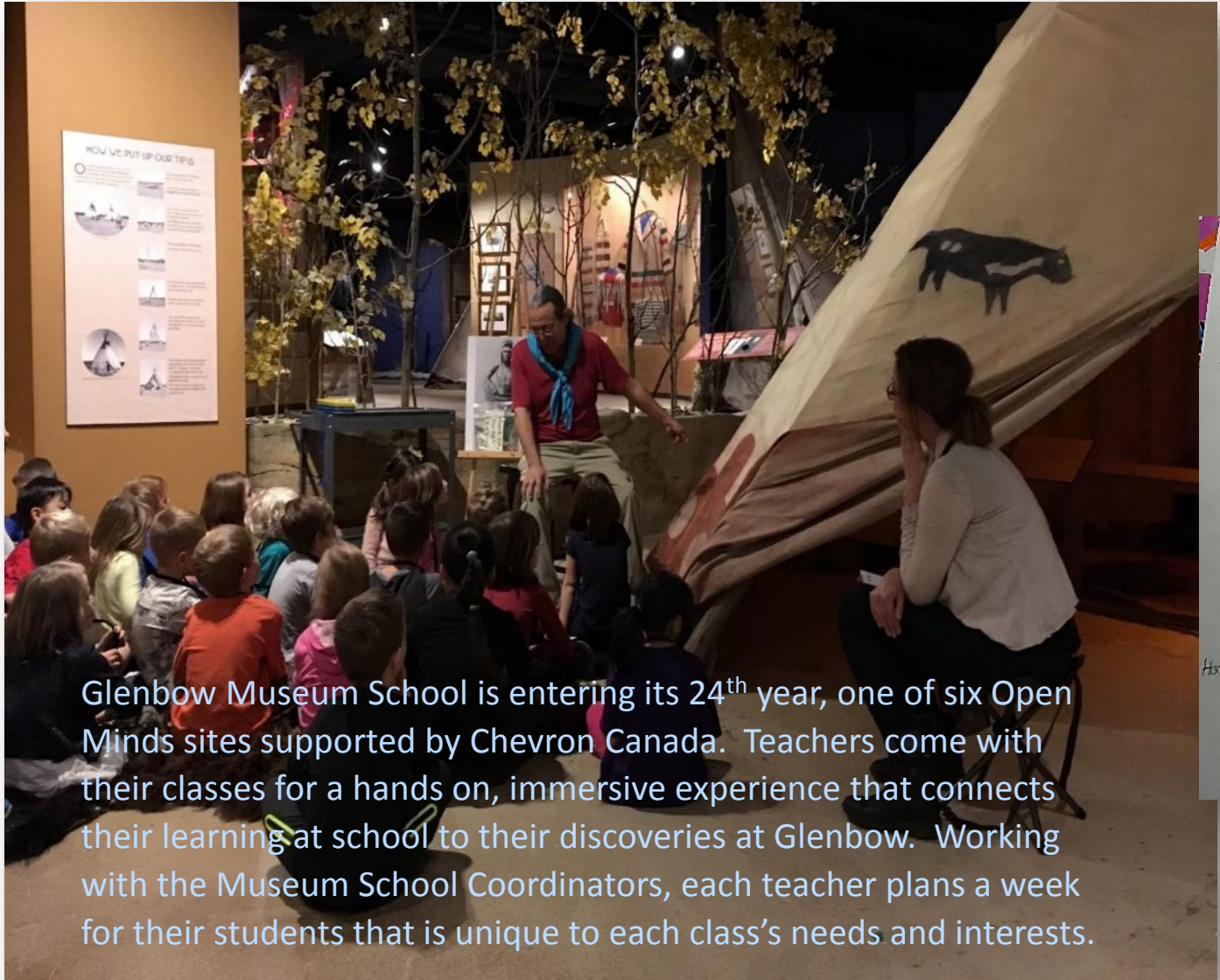
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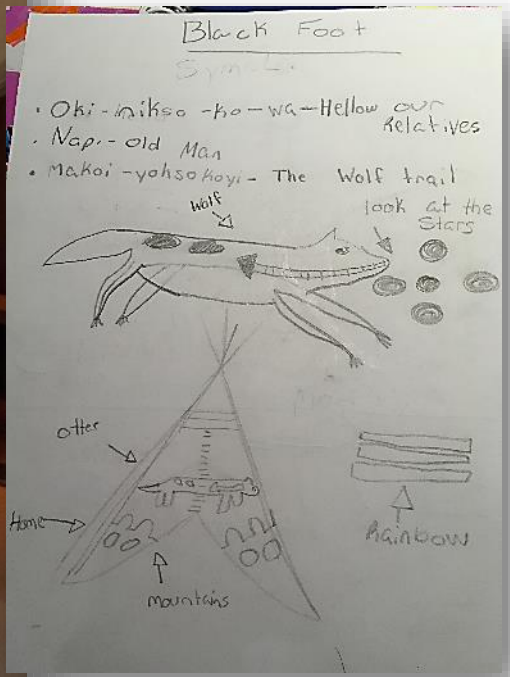


Museum's matter to the world!





Glenbow Museum School is entering its 24th year, one of six Open Minds sites supported by Chevron Canada. Teachers come with their classes for a hands on, immersive experience that connects their learning at school to their discoveries at Glenbow. Working with the Museum School Coordinators, each teacher plans a week for their students that is unique to each class's needs and interests.



Sheldon First Rider sharing stories in the Nitsitapiisinni Gallery

Year in Review

2017-2018 was our twenty-third year of operation as Glenbow Museum School and our twenty-second year partnering with Chevron Canada. We welcomed 690 students, 28 teachers and close to 300 adult helpers and parent volunteers into our classroom. Students chatted with artists, interviewed curators and wrote with authors. They got to know our Blackfoot educators through stories and language and sang and hoop danced their way into broader cultural understandings.

25th Anniversary Celebration

2018 was the 25th year that Chevron Open Minds sites have been offering site based, inquiry learning in Calgary. This milestone was recognized with a celebration breakfast in June at the first site, the Calgary Zoo.

Staff Development

Highlights of this year were bookended with two learning conferences. In September we attended “Ignite”, the Alberta and Western Museum Association’s annual conference in Edmonton. Themes within the conference that were of great interest to us were how can museums be agents of social change and how can we make museums more inclusive places. We ended the year with the Beyond the Classroom Conference, a coming together of Open Minds sites from across the country. We presented a workshop on cultural safety and how to start creating a culturally safe space within our classrooms and our sites. Marnie also attended the “Learning and the Brain” conference in San Francisco where the top brain researchers and educators from Berkley, Stanford and Harvard Universities gathered to share research about creativity and the brain with 1500 educators.



“More people interacting with art, culture and ideas more often”

This year,

18 Glenbow Experts worked with students:

- | | |
|---------------------|----------------------------------|
| Judy Dofoo | Museum Educator |
| Heather Dumka | Conservator |
| Sheldon First Rider | First Nations Educator (Kainai) |
| Katie Fisher | Pest Controller |
| Amanda Foote | Coordinator Museum School |
| Cory Gross | Museum Educator |
| Ashley Johnston | Museum Educator |
| Ty Larner | Museum Educator |
| Sara Mars Waldron | Museum Volunteer |
| Marnie McCormack | Coordinator Museum School |
| Joanne Schmidt | Curator, Indigenous Studies |
| Marcia Slater | Artifact Technician |
| Dorothy Stuckles | Museum Educator |
| Sarah Todd | Curator, Art |
| Amy Walton | Museum Educator |
| Charmaine Warne | Discovery Room Educator |
| Leanne Wirch | Museum Educator |
| Adrian Wolfleg | First Nations Educator (Siksika) |

...and 3 Community Experts worked with students:

- | | |
|-----------------|------------------|
| Jessica McMann | Musician, Dancer |
| Roberta Rees | Writer |
| Sandra Sawatzky | Artist |



Museum School Special Guests



Artist, **Sandra Sawatzky** answering student questions about her 'Black Gold Tapestry'.



Curator, **Joanne Schmidt** answering student questions.



"Exploring the Black Gold Tapestry in depth, coming up with meaningful questions, and then **having the chance to interact with the artist were extremely valuable** in terms of how I might connect art to history, science, and other curricular areas in the future." gr. 7 Teacher



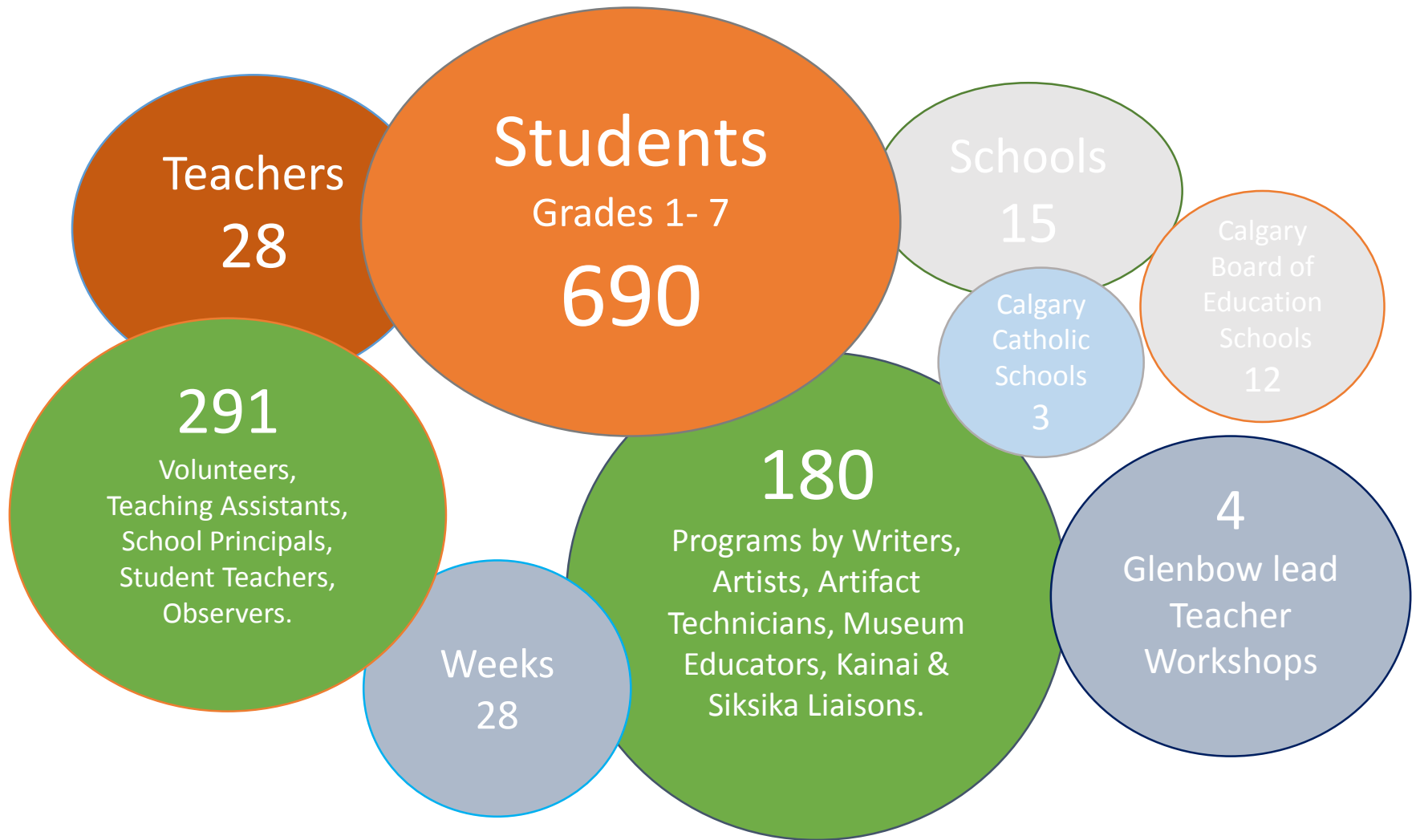
Writer, **Roberta Rees**, sharing stories and encouraging young story tellers.



Dancer and Musician, **Jessica McMann**



2017-2018: Museum School Numbers



Application Statistics: 19 year overview

SUMMARY	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10	08-09	07-08	06-07	05-06	04-05	03-04	02-03	01-02	00-01	99-00
WEEKS REQUESTED	59	65	49	49	47	54	41	47	55	63	58	89	50	60	53	32	43	51	46
WEEKS REJECTED	31	37	21	21	19	27	13	19	27	35	30	60	23	33	24	3	15	24	20
WEEKS ACCEPTED	28	28	28	28	28	27	28	28	28	28	28	29	27	27	29	29	28	27	26

Applications for 2017 -2018 School Year	Single site Applications	Multi site Applications	Weeks Requested	Weeks Accepted
Calgary Board of Education	13	11	46	22
Calgary Catholic Board	5	2	10	6



Participating Classes: 28

classes/weeks

Date	School	Teacher	Grade		Date	School	Teacher	Grade
Sept 25 Oct. 2	Alex Munro Alex Munro	L. Clack S. Chalupiak	5/6 5/6		Jan 29 Feb 5	Ramsay Ramsay	J. MacLeod D. Jackson	3/4 3/4
Oct. 10 *Oct. 18	Alex Munro Citadel Park	T. Bedard-Weigel T. Coutts	5/6 4		Feb 26 Mar 5	St. Catherine St. Catherine	E. Krasman E. Panera	2 2/3
*Oct 18 Oct. 23	Citadel Park 12 Mile Coulee	L. Lake T. Taylor	4 7		Mar 12 Mar 19	The Hamptons The Hamptons	J. Stetz E. Claussen	4 4
Oct 30 Nov 6	Haysboro Jennie Elliot	S. Symington B. Semko	1 4		Apr 9 Apr 23	Hidden Valley Hidden Valley	M. Lyster T. Tran	3 3
Nov. 20 Nov. 27	Jennie Elliot Our Lady Queen of Peace	H. Fyfe S. O'Brien	4 3		Apr 30 May 7	Copperfield Samuel W. Shaw	C. Reilly F. Whitlie	3 5
Dec. 4 Jan. 8	Our Lady Queen of Peace Louis Riel	C. Dixon D. Grunebaum	3 7		May 14 May 28	Copperfield Auburn Bay	L. White R. O'Connor	1 4
Jan 18 Jan 22	Louis Riel Louis Riel	B. Stanford T. Ryan	7 7		June 4 June 11	Our Lady of Grace Our Lady of Grace	C. Wuerth A. Tobias McGuire	1 1

* Citadel Park spread their week through the year.

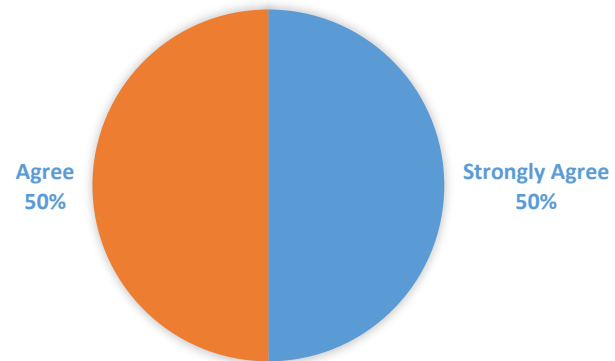
Survey Results: Teacher

My ability to identify and create relevant and authentic connections among disciplines has increased and deepened.



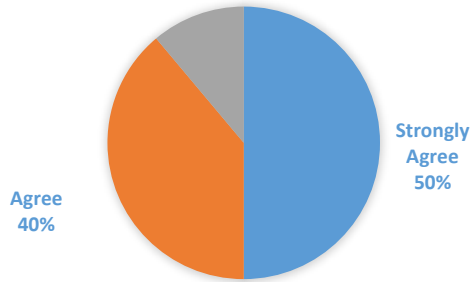
“My eyes were opened to so many more possibilities with my students. Story writing through looking at pictures, critical thinking when looking at unknown objects- making predictions, connections and observations.” Gr. 2/3 Teacher

“Students demonstrated that they can see, think, and wonder about an object such as a skate sharpener from the past, using math(measurement), science(building things), language art(story), social(past), and art and PE and health.” Gr. 1 Teacher



Survey Results: Teacher

Personalizing learning comes from an awareness of students' strengths and needs. My ability to personalize learning has grown.



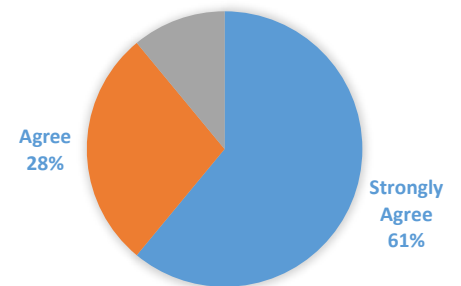
“This opportunity allows me to find a way to excite and include all learners.”

Gr. 4 Teacher



Survey Results: Teacher

Because of my involvement in Open Minds, I am more likely to practice inquiry-based learning/teaching on a regular basis going forward.

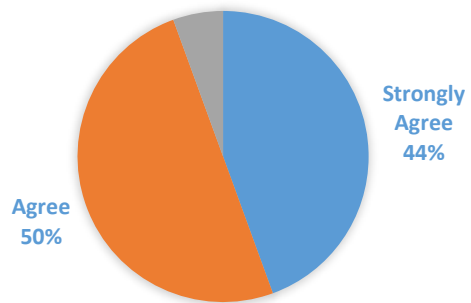


Survey Results: Teacher

I listen to student voice through journals, conversation and experiences and respond with flexibility as we co-design learning tasks.

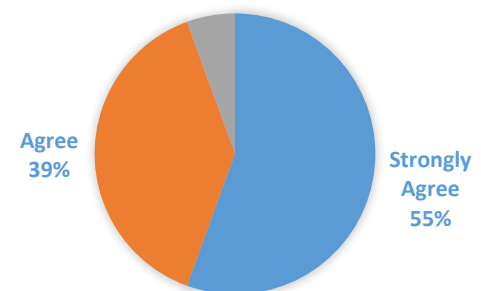
“The students were able to be a part of determining what they wanted to experience and explore in our open afternoons at museum school. I **was also able to see what was sparking their passions** and follow that throughout the week.” Teacher

“My students strengths came through in their journals. I could see what the students wanted me to "teach them" . **I saw where many of their strengths lie.** It truly helped in making my students reflect on their own learning and showed where they wanted to go.” Teacher



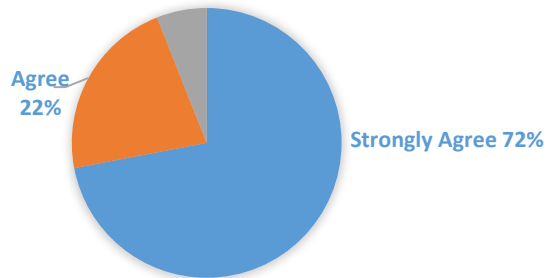
Survey Results: Teacher

The orientation, summer in-service, planning meetings and CC/OM workshops throughout the year have met my needs.



Survey Results: Teacher

My participation in Open Minds has renewed my passion for teaching and learning.



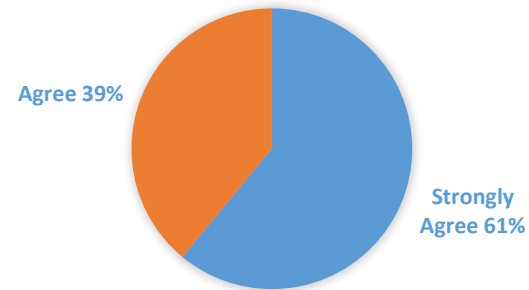
“...I have visited many countries, museums, historical sites etc. and I told my students that "I wish I could go back to all of those places, now that I can see and think more deeply." I mean this 100%. My own passion for research, history, social sciences, people, places and art has been renewed! I am so excited to continue this learning in my classroom, and in my own life. I have learned so much from this experience so far. **I loved seeing all of my students have the chance to participate and feel excited about learning.**” Gr. 1/2 Teacher

“I was reminded that learning was not an outcome but a journey...if the voices doing the learning are also driving the inquiry then they will be more invested. **I was able to witness learning transcend the school walls and that reaffirmed the value of my vocation.** The students also had a front row seat to viewing their teacher as a learner!” Gr. 2/3 Teacher



Survey Results: Teacher

This experience has contributed to my own and/or my students' awareness and appreciation of cultural differences.



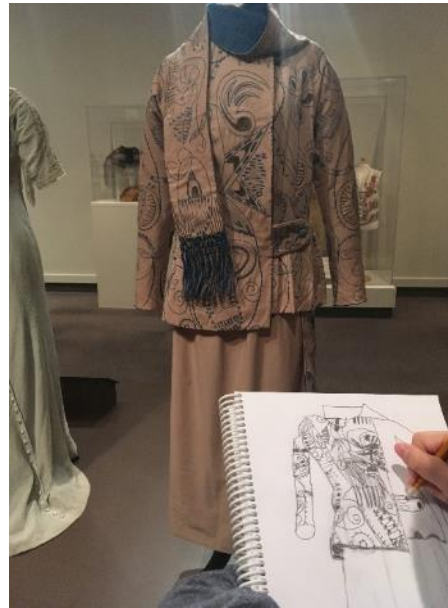
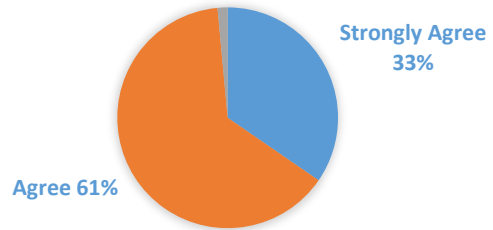
“So many experiences with the various galleries in the Glenbow, looking at Art of Asia, First Nations stories, etc. One student did her museum exhibit about First Nations housing and became particularly interested in current problems such as housing and water issues in 2018.” Gr. 4 Teacher

“One of our main ideas was Respect and throughout the year, prior to our week and during our week, that idea was reinforced: Respect for the artifacts, respect for one's own work, respect for the art, culture & customs of others” Gr. 3 Teacher

“I believe that my students saw things from different perspectives and going forward this will help them make informed decisions with the people around them. These skills will remain with them for life.” Gr. 3 Teacher

Survey Results: Students

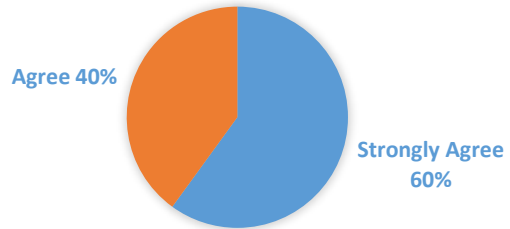
My students are likely to apply the knowledge and skills acquired across all academic disciplines.



"I liked this field trip because I got smarter. If I were there for long enough, I would sketch ALL the artifacts." Gr. 4 student

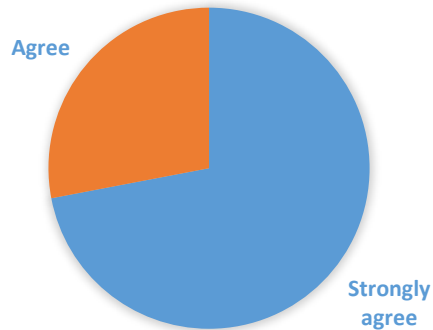
Survey Results: Students

My students have gained confidence as learners.



Survey Results: Students

My students have a clearer understanding of the role museums play in society.



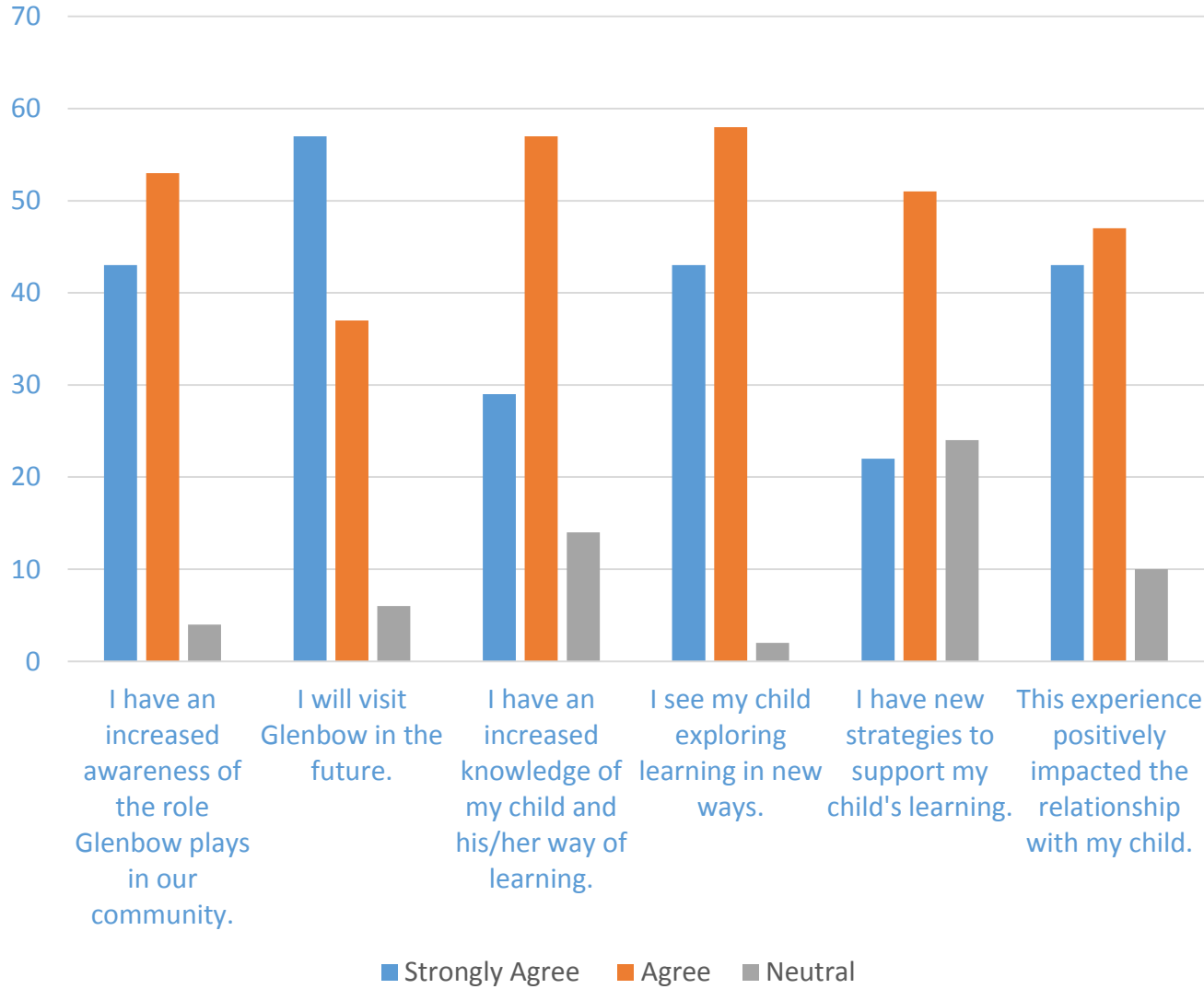
“Many of their concepts of what a museum is, why they are necessary, and how they function were changed fundamentally by the week at Open Minds.” Teacher

“Most of my kids have never stepped foot in a museum prior to their week. They just LOVED their week and have appreciated what a museum has to offer.” Teacher



“Since many of my students have not had many experiences with museums, I would say that their eyes have been opened and their horizons expanded.” Teacher

Adult Volunteer/Parent Survey



“It was great - every day he came home excited about what he had learned. **When asked how each day was, he would say "Awesome!"**. He never says that normally when coming home from school.” Parent



Thank you, Chevron!



Why does time fly by so quickly in the museum?