



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	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
✓		Luna	Student Advisory
✓		Kal	Student Advisory

Welcome/ Introductions

- Review of Minutes from Nov meeting
Clancy
 - no edits requested
 - Overview of our goals for today
- Community Partner Updates/ Pair Share Pairs
 - Margaret's group: ATP – Central Memorial drama – pilot work – different connections to students where they can access experts in the school
 - TC – Central selected by TC to have large groups go to Red, Boomex came and visited Central working with students
 - ATP – announced their season and some PD camps
 - Central – 2nd annual – jr h arts festival, keynotes, classes centered around arts
 - Corp. Partnerships – working with schools/performance groups/things that are going on in your buildings, connect with me. Just finished up with the CBE/Hitmen. Community partners come to me with offers/opportunities/funds that are available
 - Adam UofC – technological etc part of the curriculum, still fairly traditional mainstream.
 - Luna – Central – started an Instagram account following by a lot of shows, 10,000 followers, artists do takeovers of her acct will take over her account for the day so her followers can ask her questions about what its like to be in a musical, etc.
 - Ray – was Kal's teacher in elementary. Inspiring to see Kal continuing with his dance & drama.
 - Jeannine everyone is trying to bring as much art and drama - there really should be an arts specialist in every school
- Welcome to new Student Advisors, Meara, Luna, Kal
- Review of CBE Arts Programming
Chris
- Description of CBE Dual Credit: Alex Hunt – UofC/ACAD grad

- Dual credit is listed as personalization of learning for high school
- Careers – could be a job, could be going to university
- How are students transitioning out of high school
 - Student impact – dual credit has been life-changing
 - The whole model of supportive transition is part of the journey, we are not there to straighten out that road for you
- Dual credit programming – 29 planned dual opportunities with an enrolment of over 600 students, have 3 fully certificated programs (vet tech, pharmacy, medical aide – they can go directly to work from high school)
 - Work Experience Programs – off-campus learning, exploratory and internship programs – supported with: program costs, material costs, PPE, transportation, guidance from an industry professional and high school teacher
 - Exploratory: Carpentry, pipefitters, female cohort of pipefitters, insulators, iron workers, metal trades, recreational leadership, film previewer, fresh prints – ATP – high school students meet once a week to learn playwriting over the course of six months – then it is produced and shown at Martha Cohen – Talore will send us an invite, sports broadcasting
 - UofC – have students experience the adult world, part of the culture and day to day world – they are there 4 days a week – 2 in one discipline and 2 in the other. They are looking at expanding into other courses as well
 - Dual credit programs in software development, visual communication and 3D object design, business management, and psychology.

Unique Pathways tinyurl.com/qzo3z2u

Twitter @Unique_Pathways

Arts Jam Update

- Review of events/activities
Clancy
- March 1 | Arts Jam – in the core
- Multiple partners: Calgary Public Library, Arts Commons, Decidedly Jazz Danceworks, NMC, Loft 112
- 20 sessions: Dance, Drama, Music, Art, Literary Arts
- Many session for a variety of teachers (generalists, language, phys-ed,



integrate arts, etc)

- Theatre Calgary offering a directing workshop
- Adam – music & technology session – how do we integrate some of the new
- Ewa – visual arts – using the library and patrons for drawing
- Teachers can sign up on EAMS, they can sign up on the spreadsheet, it was sent out to a lead teacher in every school, it went out in the Monday message and will go out again – sent to arts specialist teachers first to give them first opportunity and is avail to all teachers.
- Some sessions are already full
- #YYCCBEARTS

New K- 4 Programs of Study Review

On ABEd website: see newlearnalberta

All aligned with our 3-yr Ed plan

- Literacy, mathematics, indigenous, education, high school success
- Learning leader/lead teacher sessions
- Professional learning networks
- School –based

Small Group to Large Group Discussion

- What does it mean to move to a ‘concept-based’ curriculum?
- What opportunities do the new programs for study provide Arts organizations?
- Begin with pre-existing ideas and then discover and refine these ideas – transfer – add more nuance – uncover conceptual relationships – connected to encourage students to be come problem solvers and innovators.
- Curriculum starts with 1) essential understanding, guiding question(s), Learning Outcome(s), conceptual and procedural knowledge – what do you need to know and understand at the level of the “concept” as opposed to knowing the isolated facts.
Knowing how, why, and when
- What do you notice about the curriculum? Your first impression? Do you read curriculum documents?
 - Jim – good for the student teachers at UofC to look at the curriculum and relate it to their strengths – and look at where you need to add – maybe bring in specialists to fill in those gaps.
 - We need time to sit down and look at this.
 - Mike – I have teacher teams who do this and sit down and plan

- and other teachers who are not used to this kind of planning.
- The gaps can be covered more easily if you have a teaching team.
- Margaret – school settings are different – 170 students very different than a school who has 600 – how can the system support this planning, groups where there are specialist gaps?
- Clancy – are you inspired, what do you not see?
- Chris – what does the next chunk of Jr and Sr high look like – its ambitious – a math/science specialist in elementary may be terrified by looking at this – if there is no specialist help it may also turn students off by having someone teaching them this curriculum when it is completely out of their experience zone
- Jim – we need to find the end goal and work backwards – what is required to enter university? Does our high school goal meet that – then we work backwards from there.
- What kind of competency or mastery is required – where is the concept of being able to demonstrate the mastery of a skill – what does mastery look like – what kind of measurement/outcome/assessment rubrics are available to educators?
 - What are we going to do as a jurisdiction to come up with our competency / assessment strategies?
 - Are we working on the competencies?
 - What does the creative process look like in the arts? What are we asking students to do?
 - Ray – if you have a school with 12 teachers and no specialist – where is the equity in that? Where is the investment in capacity?
 - How can we support our higher needs schools to have equity in the system?
 - There isn't money for transportation to free programs.
 - You have to pay for your own sub so you can go to the free program with your students
 - Giving teachers PD/support
 - TC - Chris – 3 pilots
 - go into a school and teach a class and then do teacher mentoring
- Craig UofC – it will take a couple of years before we can send our students as interns to facilitate or compensate for a lack of specialists in schools – just in the beginning of developing this
- Patricia, Calgary Opera, students have all bused down to us to participate in our events
- Clancy – In order to design programs that are responsive to the inquiry that a specific class is engaged in, we may have to say to our partners, can you partner with us? design a program with us?
- Certain institutions also have guidelines – you can't just come in and play with the props, etc. so someone could have a professional outcome and adjudicate a performance at a school instead
- Chris – Shirley will there be enough indigenous experts to handle all the requests that will be coming in? There are a lot of young people who could do this.
- How does a focus on Art concepts prompt deeper thinking and transfer



- of knowledge in Art classes? What does this look like?
- What strength do competencies bring to Arts learning?
- Does the discussion of conceptual understandings and competencies influence your conceptualization of program design?

- **Reconciliation through the Arts - Acknowledgement of Land**
 - Listened to a couple of minutes of Hayden King unreserved
 - are arts spaces privileged space?
 - How does your land acknowledgement call you to act?
 - What does it mean to engage in this work in a good way?

Website Development Review, Clancy

- Review of the draft website
- How can we use this site as something that teachers and community partners seek out?

Networking and Communication

Next Meeting: May 3, 2019
1-3:30pm
CBE Ed Centre Room T332

