



ARTISTS IN ENGLISH-SPEAKING SCHOOLS AND COMMUNITIES: AN ECOLOGICAL PARTNERSHIP MODEL

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ARTIST- SCHOOL- COMMUNITY PARTNERSHIPS



“Arts education partnerships in the twenty-first century continue to address the need for strengthening schools and communities and furthering cultural understanding while developing students’ capacities for creativity, collaboration, and innovative thinking.”

(Carlisle, 2011)

OUTLINE

ARTIST-SCHOOL-COMMUNITY PARTNERSHIPS

examples & definitions

SCOPE OF INFLUENCE

traditional view:

- student-centered focus

emerging interests:

- multi-stakeholder benefits

- ecological model of partnerships

POTENTIAL

ELAN's ACE Initiative

HANDOUT

what can I do to support successful partnerships?



The “artists-in-schools” partnership model is still one of the most widely used approaches to support high-quality arts education in Canada

- Artist in the School

- ArtStarts

- Art for Life
- Live Arts
- Artists in Schools
- Artists in the Schools

- ELAN ACE
- Mik’w Chiyâm
- N’we Jinan

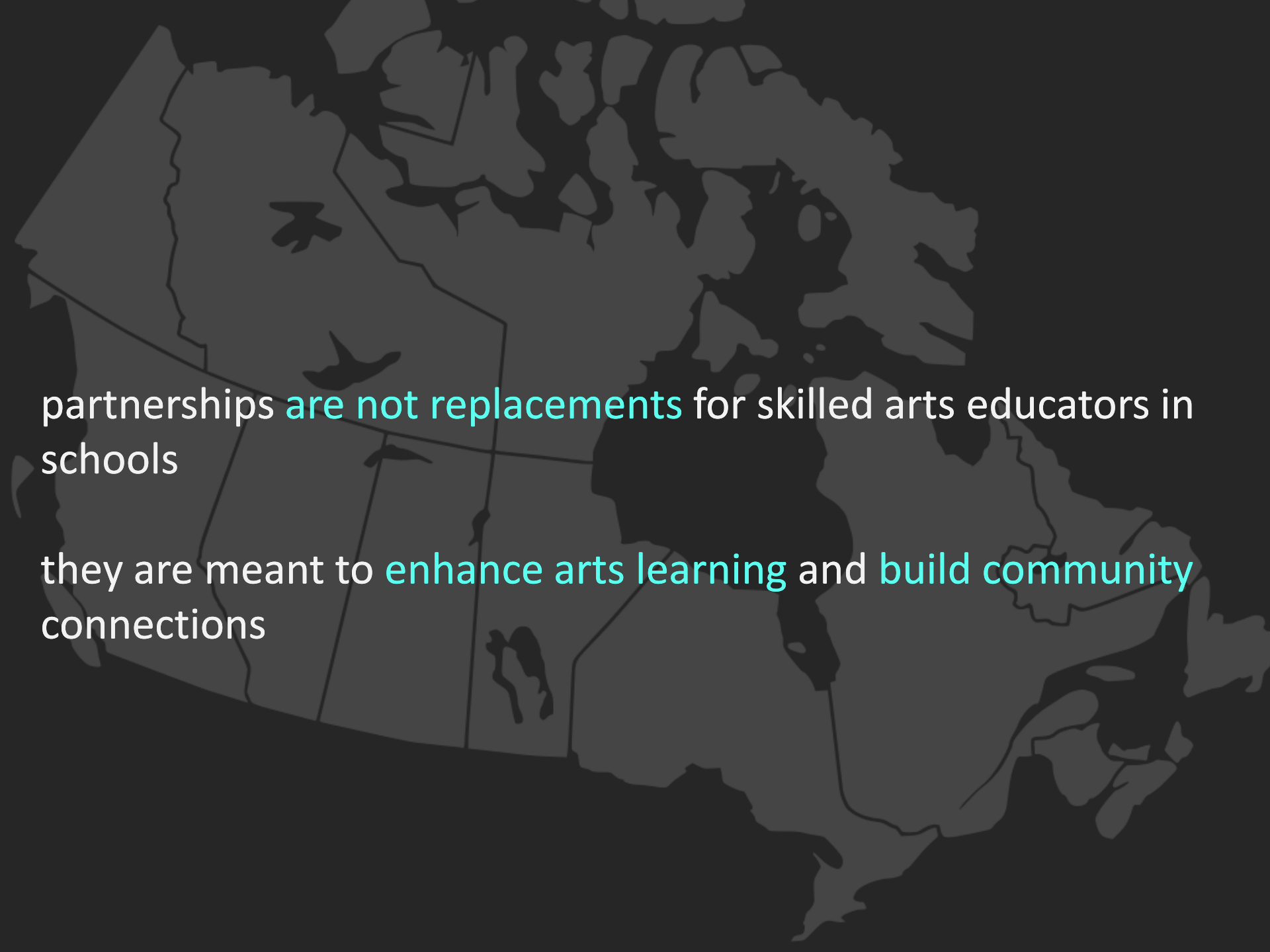
- PAINTS
- Perform
- MASC
- Learning Through the Arts

Funded and facilitated by:

Arts councils / boards

Non-profit organizations

School board-funded programs



partnerships **are not replacements** for skilled arts educators in schools

they are meant to **enhance arts learning** and **build community connections**

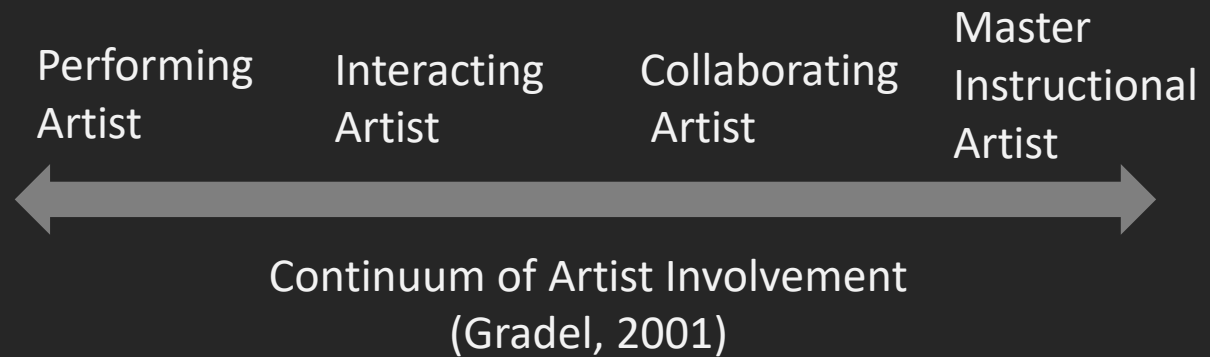
Learning
in,
through,
& about
the arts

in
formal +
informal
school
settings

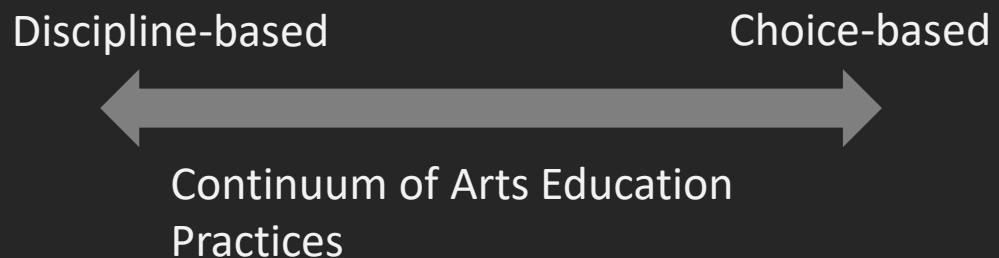
ARTS EDUCATION

definitions & concepts for partnerships

With different levels of **artist involvement**



And a range of **arts education approaches**

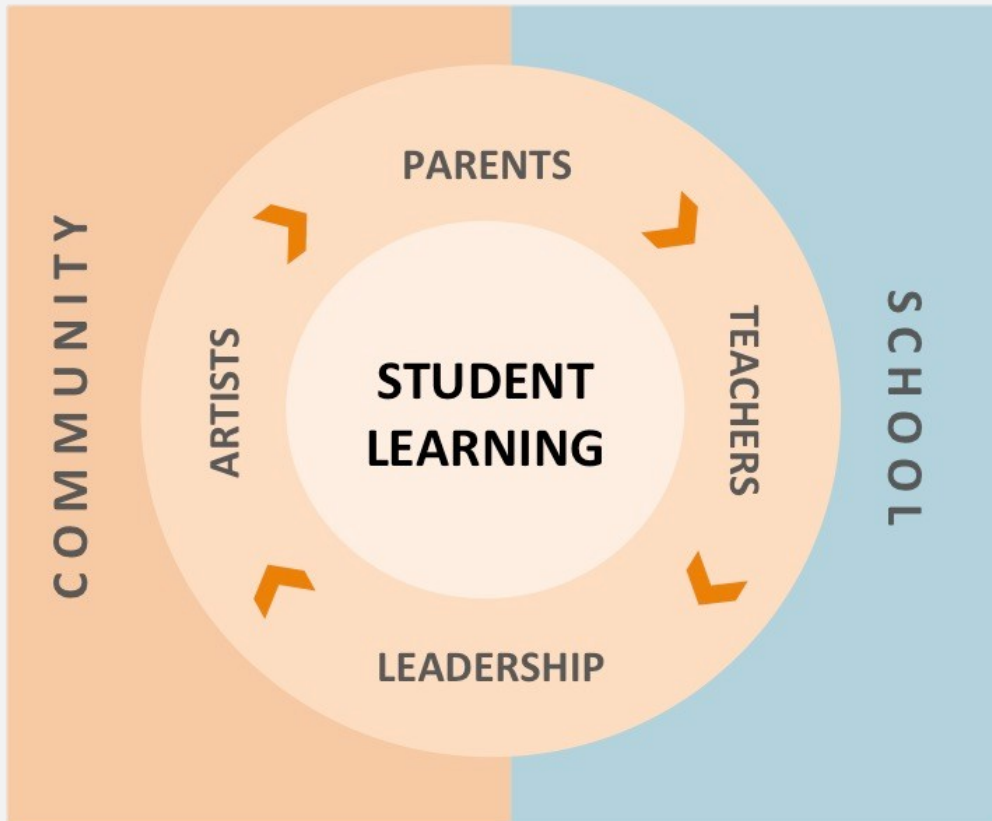


SCOPE OF INFLUENCE



SCOPE

traditional view



Student-Centered Model

“Arts partnerships survive when students’ educational needs are the central focus of the partnerships... Parents, teachers, artists, school administrators and community leaders all share ownership in the enterprise and accept responsibility for its success.”

(Andrews, 2011)

- What about student responsibility?
- What about the learning benefits for others?

SCOPE

emerging interests

Research is increasingly emphasizing the benefits of partnerships for **teachers, artists, schools, and the community**, as well as the **active role** students take on in the partnership initiative

“They treated us all very seriously as real musicians ourselves...professionals who treated us like we were professionals.”

–Student participant, *Composer’s Project Workshop* (UK)

(Burnard & Swann, 2010)

SCOPE

emerging interests

multi-stakeholder benefits

TEACHERS

Professional development

Changed perceptions of the arts and student abilities

Improved personal artistic skills, confidence, and creativity

Better relationships with students

Broadening of networks within the arts industry

“Teachers referred again and again to what they learned about their students and their teaching from their experiences in the classroom with arts partners and arts integration.”

(Ingram & Seashore, 2003)

ARTISTS

New outlooks on practice and identity as artist and teacher

Challenging common concepts of artists

Improved adaptability to new circumstances

Financial and career development

Contributions to student and whole-school development

SCOPE

emerging interests

multi-stakeholder benefits

SCHOOL

Improved school culture (e.g., openness, creativity, love of learning, and engagement)

Developed connections between school and the arts community

Enhanced school reputation within the community

“Through the arts program, the culture of the school has become more open and supportive. Children feel less of a need to be on guard while they are on school grounds. Former students often return to visit, having come to see the school staff as akin to family.” (Brouillette & Jennings, 2010)

COMMUNITY

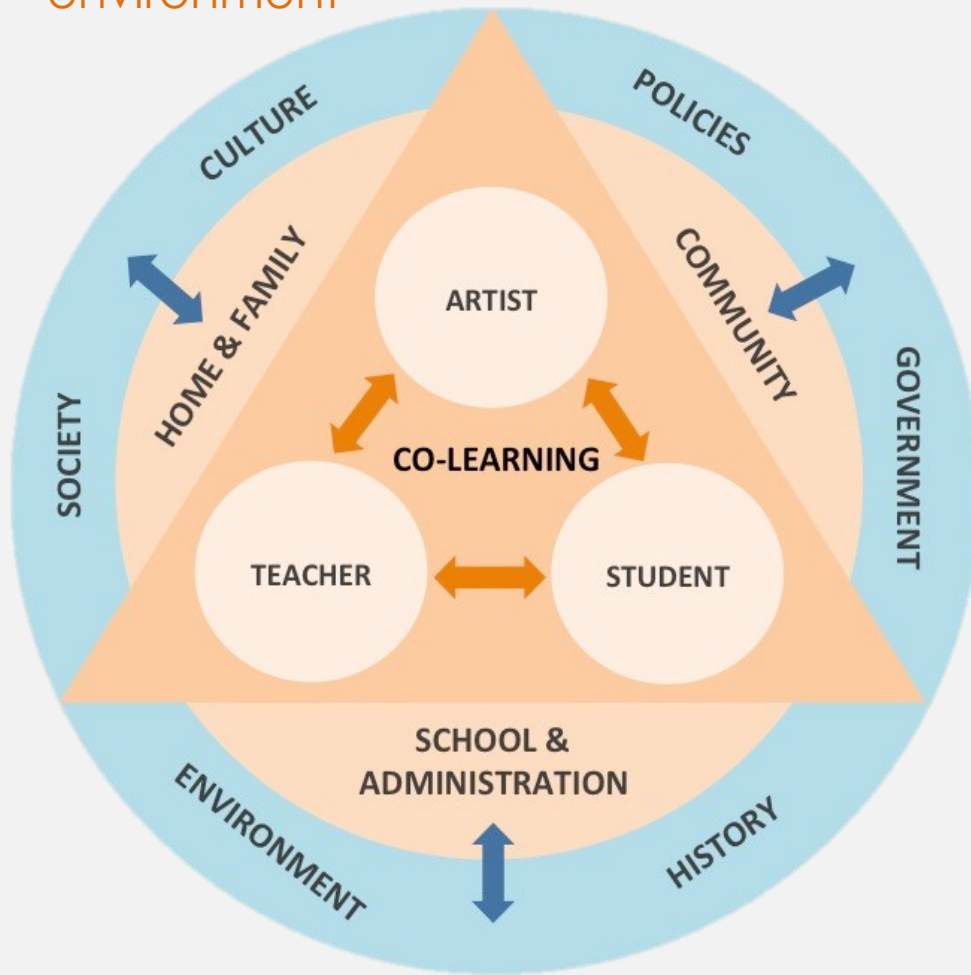
Development of arts and culture ecosystems

Inclusion of local businesses in support of arts education

Promotion of local culture and artistic offerings

Increased awareness of issues facing the community

Ecological models recognize the complex interrelationships between actors in human systems and the environment



Ecological Model of Artist-School Partnerships

SCOPE

ecological model

BENEFITS:

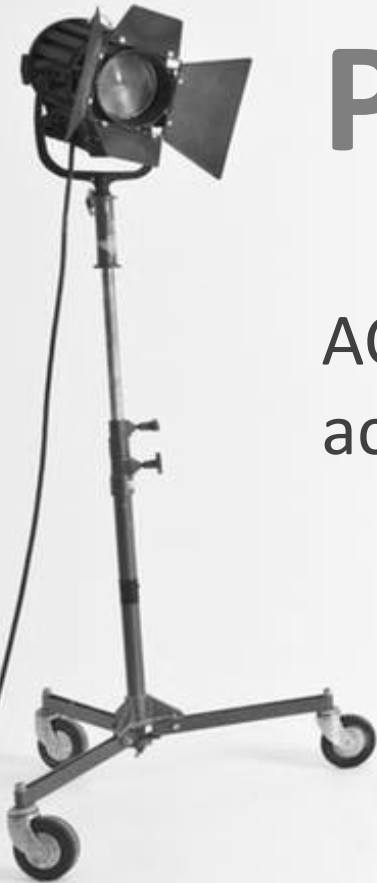
Increases the scope of influence of artist-school partnerships to include all stakeholders and the broader contexts in which they occur

Recognizes the active role of students in the partnership, and the fluid nature of artist-student-teacher roles

Shifts the focus of partnership benefits to *processes* and *co-learning* rather than academic achievement (too narrow) or

POTENTIAL

ACE as an example of the model in action



Québec

995,000 English FOLS and mother tongue speakers

91,743 students in English-speaking schools

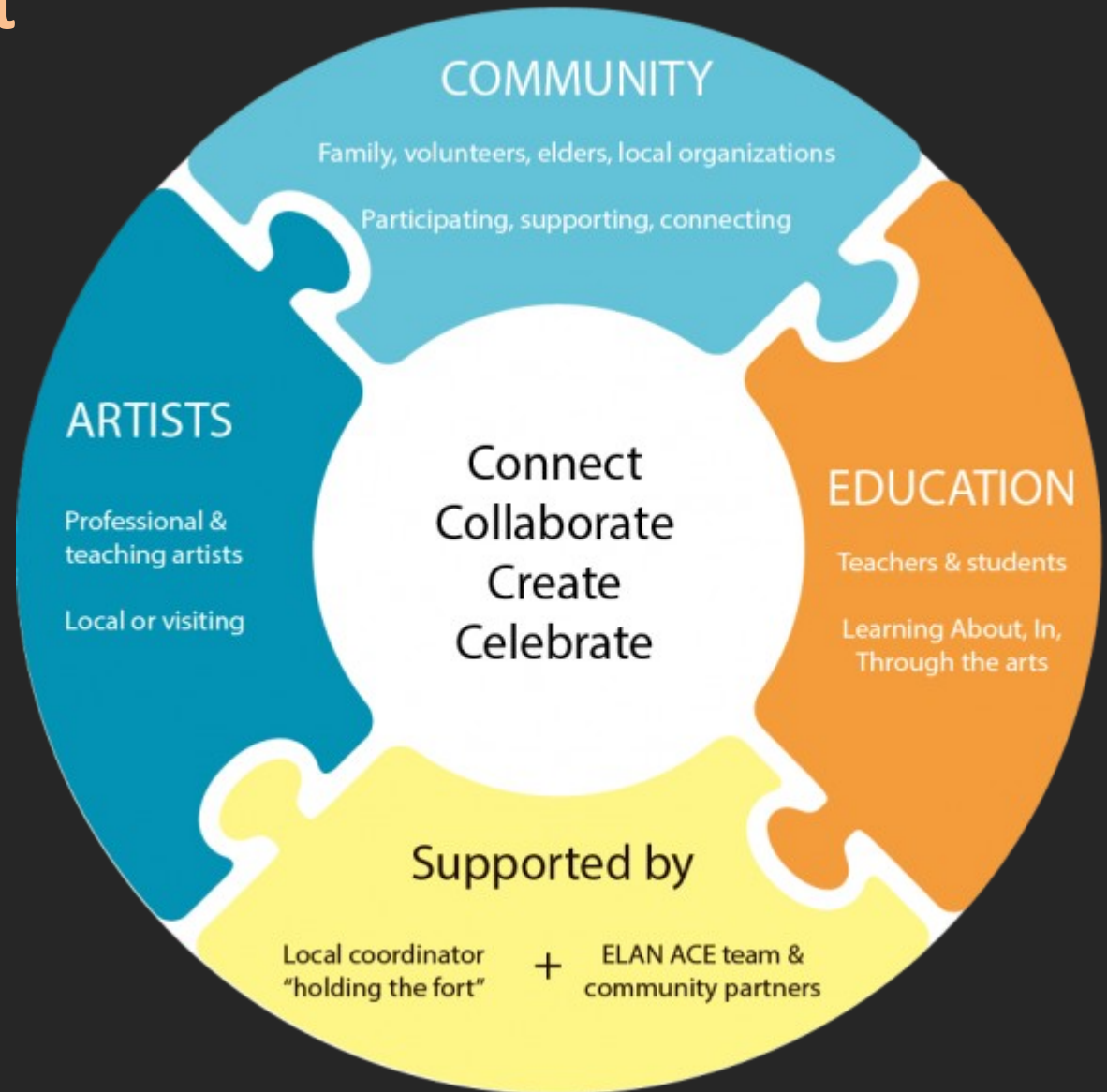
As an official-language minority community, these populations often experience unequal access to educational and social services (particularly in rural areas) and higher unemployment rates than the French-speaking majority.

“The question is not whether the arts are valued in education, but in whose education the value of the arts is always assumed and taken for granted.”

(Gaztambide-Fernandez et al., 2016)

The ACE Concept

By supporting Artists, Community organizers, and Educators to connect and develop projects with and for members of their community, the ACE approach creates innovative opportunities for lifelong learning, developing skills and connections that contribute to personal and community vitality for everyone involved



HANDOUT

What can I do to support successful partnerships?

Who do I need to connect with?

What factors do I need to consider at each level?

Challenges & Future Directions

- Supporting more education leaders and artists to access the funding opportunities available – more training, consulting and coaching are needed
- Coordination capacity in communities to devote time and energy to developing local arts and culture initiatives with schools that benefit the community
- Connecting with higher education institutions and teacher training programs

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