

EDMONTON PUBLIC SCHOOLS

December 14, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Presentation – Creative Alberta

ORIGINATOR: T. Taylor, Director of Executive and Board Relations

RESOURCE

STAFF: Anne Sherwood

INFORMATION

Trustees requested that arrangements be made for a representative of *Creative Alberta* to make a presentation to Board. *Creative Alberta* is a not-for-profit Society that was formed to promote and catalyze creative idea generation in individuals and institutions. Arrangements have been made for Dr. Haley Simons to make a presentation the Board with respect to the work of *Creative Alberta* on Tuesday, December 14, 2010. Attached as Appendix I is background information provided by Dr. Simons.

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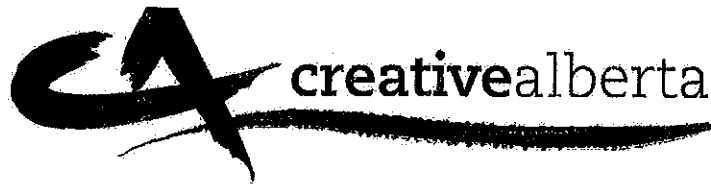
APPENDIX I – Background Information on Creative Alberta

Edmonton Public School Trustees Board Meeting; Tuesday, December 14, 2010

Creative Alberta – Haley Simons, presenting

Presentation Background Materials:

	<u>Page</u>
• Creative Alberta (PDF)	1
• Creative Alberta-Edmonton Public School Board Vision Piece (Draft)	2
• Dr. James Catterall, UCLA (CV)	5
• Arts Education Partnership	6
• Creative Oklahoma	7
• Districts of Creativity	8
• Lincoln Center – Imagination Conversations	9



vision

Creative Alberta is a province-wide non-profit organization that encourages and supports creativity in the multiple arenas of Culture, Commerce and Education.

Creative Alberta recognizes that creativity must become an overarching and essential mindset for Albertans in order for us to thrive economically and socially in the 21st Century.

Creative Alberta welcomes and seeks collaborations and partnerships with local, Provincial and private entities within Alberta that share the same goals.

Creative Alberta strives to become affiliated with national and international associations that encourage and support creativity.

Creative Alberta is pursuing designation as the second North American region recognized by the International Districts of Creativity. This is a distinction sought by cities and regions around the world. The 12 Districts include:

Oklahoma, USA	Nord-Pas de Calais, France
Baden-Württemberg, Germany	Qingdao, China
Catalonia, Spain	Rhône-Alpes, France
Flanders, Belgium	Scotland, UK
Karnataka, India	Shanghai, China
Lombardy, Italy	Stimont, Finland.



Rio de Janeiro, Brazil, and Copenhagen are to receive IDOC designation this year.

mission

to establish Alberta as a world-renowned centre of creativity and innovation in commerce, culture and education.

Our goals are: To empower all Albertans to develop their capacities for creativity and innovation.

To facilitate the growth of an entrepreneurial economy that will stimulate new careers, companies and industries.

To facilitate the further development of world-class cultural and educational opportunities.

We seek: Help to promote new opportunities for creativity and innovation at all levels – in education, government, the work place and in the daily lives of all Albertans.

A commitment from stakeholders for continuous process through dialogue, strategy, implementation and expansion.

Support and funding for immediate and longer-term (five-year) planning to implement strategies in the areas of education, culture, and commerce, including ongoing representation in the IDOC as an International member.

Draft: Vision Piece

EPSB-CA Arts Integration Schools

Edmonton Public School Board-Creative Alberta (EPSB-CA) Schools Pilot Project is the Province's only research-based whole school network with a mission of nurturing creativity in every learner. The EPSB-CA Pilot Project is an initiative to fully integrate the Arts into the Provincial core academic curriculum standards by developing an intricate network of support, regular collaborative opportunities, ongoing professional development, and an active research component. The Pilot family consists of a cross-representative contingent of (six) schools spanning early childhood through high school, with the intention to expand the numbers of participating school communities.

The initiative was conceived in March 2010, after EPSB Programs' introduction to and further investigation of the Opening Minds through the Arts Program from Tucson, Arizona, and Oklahoma's A+ Schools as identified models of successful education reform. When a team from the EPSB and community identified both the OMA Program and A+ Programs as those with great potential for replication and adaptation in Alberta, the initiative was born. This initiative will be further strengthened and sustained by the support of a newly formed official association between Alberta's schools and arts communities with the Arts Education Partnership in Washington, DC.

The EPSB-CA Pilot Schools will endeavor to help build the capacity of each school to collaboratively set and reach the goal of creating the schools they want, and inspire the love of learning in the children they love. Leading the way by preparing Alberta youth with skills for the 21st century workplace, this system develops schools that encourage creativity, innovation, and critical thinking.

The research results are clear: Systematic and creative integration of Arts into core curriculum subjects leads to higher achievement, joyful, engaged students, teachers, and community, and more creative, focused instruction.

This public/private partner model focuses on the strength of collaboration in local, provincial, national and international initiatives, helping communities create the schools we need to prepare our children – this Province's greatest natural resource - for continued leadership in the 21st century.

EPSB-CA SCHOOLS SET OF COMMITMENTS

The EPBS-CA Schools network delivers whole school reform through ongoing professional development that focuses on collaborative, research-based practices. EPSB-CA schools adhere to a set of

commitments that include daily arts instruction, experiential learning and enriched assessment, aided by the newly formed AEP/CCSSO Creativity Assessment initiative: EdSteps.

The schools collaborate around curriculum, mapping the instruction so that interdisciplinary concepts emerge that encourage cross-curricular integration, and the use of multiple intelligences to structure learning opportunities for students. Through the whole school approach, each member of the network becomes a vital, collaborative participant in the creation of an integrated and rigorous program encompassing academics and the arts.

Ongoing research documents changes in the climate of EPSB-CA schools that foster an engaging learning environment. The infrastructure in EPSB-CA schools supports common planning time, shared vision, and faculty commitment to the goal of schools that work for everyone.

In EPSB-CA Schools curriculum is addressed through the use of:

- mapping that reflects alignment
- thematic webbing
- development of essential questions
- creation and use of interdisciplinary thematic units
- cross-curricular integration

The goal of EPSB-CA Schools will include Arts programming that is:

- taught daily
- inclusive of drama, dance, music, visual art and writing
- integrated
- valued as essential to learning
- included in planning
- practiced
- a part of personal experience

In EPSB-CA Schools experiential learning:

- is grounded in arts-based instruction
- is a creative process
- acknowledges entry points
- includes differentiated instruction
- provides multi-faceted assessment opportunities

In EPSB-CA Schools multiple learning pathways are:

- used within planning and assessment
- understood by students and parents
- studied, and new research is explored by teachers
- creating balanced learning opportunities

In EPSB-CA Schools enriched assessment:

- is on-going
- is designed for learning
- is used as documentation
- is a reflective practice
- helps meet school system requirements
- is used to self –assess by teachers and students

In EPSB-CA Schools collaboration:

- is intentional
- occurs within *and* outside of school
- occurs during planning time: classroom teachers with arts teachers
- occurs with teachers, students, families, the community
- includes broad-based leadership

In EPSB-CA Schools infrastructure supports the philosophy by:

- addressing logistics, such as schedules that support planning time
- providing appropriate space for the arts
- continually developing faculty commitment
- creating a shared vision
- providing related professional development
- continual team building

Dr. James Catterall - Biography

Leading professor and Chair of the Faculty at the UCLA Graduate School of Education and Information Studies, James Catterall has recently published his latest book: *Doing Well and Doing Good by Doing Art: A 12-Year Longitudinal Study of Arts Education—Effects on the Achievements and Values of Young Adults* (2009).

Catterall's study addresses the questions "Do the arts matter?" "Just how?" and "For whom?" Focusing on more than 12,000 students from diverse backgrounds, the study's findings demonstrate that intensive involvement in the arts by students during middle and high school associates positively with higher levels of achievement in school and college attainment. You will not want to miss this deep dialogue about the state of education in our communities.

Nick Rabkin, the senior research scientist at the National Opinion Research Center, describes James Catterall's work this way:

"Sometimes the solutions to complex problems are hiding in plain sight, but we still fail to see them. There's been a public consensus that our schools are in crisis for over three decades. During that period, arts education has been consistently eroding in our schools, the victim of budget cuts and policy-makers who are consumed with raising scores on standardized tests. But the schools, especially those serving low-income students, are still in crisis.

"A decade ago, James Catterall sliced and diced data on 25,000 students and found that those who were more engaged in the arts did much better in school and in many other ways as well. Unlike other research on the effects of arts education, Catterall was able to show that low-income students benefited from arts learning even more than privileged students. This new study picks up the same thread and shows that the positive effects of art education last well into adulthood. It points directly to a solution that has been hiding in plain sight: Our schools will improve if they deliver quality arts education to all students. The students deserve nothing less."

James S. Catterall is Professor and Chair of the Faculty at the UCLA Graduate School of Education and Information Studies. For the past two decades, his research has focused on measurement of children's cognitive development and motivation in the context of learning in the arts. Professor Catterall has published leading studies on learning music and its effects on verbal and spatial intelligence; and learning in the visual arts and the development of creativity, originality and self-efficacy beliefs. He was a principal author on the *Critical Links* and *Champions of Change* projects as well as the AERA and U.S. Education Department's *New Opportunities for Research in Arts Education*. He is now writing a book about the roles of creativity in basic cognitive processes, tentatively titled *The Extraordinary Importance of Ordinary Creativity: A Theory of Creativity, Cognition and Behavior*.

Catterall chaired the National Technical Advisory Panel for Kentucky's state assessment between 1998 and 2008; he currently serves as an appointed member of the Advisory Board for California's Public School Assessment and Accountability Act and of its Technical Design Group. Professor Catterall holds degrees with honors in economics from Princeton University, public policy analysis from the University of Minnesota, and a Ph.D. in Education from Stanford University.

The Arts Education Partnership

The Arts Education Partnership is a national coalition of arts, education, business, philanthropic and government organizations that demonstrates and promotes the essential role of arts education in the learning and development of every child and in the improvement of America's schools. The Partnership includes more than 100 organizations that are national in scope and impact. It also includes state and local partnerships focused on influencing education policies and practices to promote quality arts education. Partnership organizations affirm the central role of imagination, creativity and the arts in culture and society; the power of the arts to enliven and transform education and schools; and collective action through partnerships as the means to place the arts at the center of learning.

Since its founding in 1995, the Partnership has become the primary forum and meeting ground for organizations to explore how the arts can transform American education. Partnership organizations have led the national movement to establish education standards that include the arts. They have conducted and published ground-breaking research on the impact of learning in the arts on student achievement. And they have identified the policies and practical steps that will enable schools and school districts to achieve educational excellence by incorporating the arts into teaching and learning. Partnerships among schools, arts and cultural organizations, higher education and other agencies have become a central force in advancing arts education states and local communities.

The Arts Education Partnership identifies and promotes the formation and impact of these partnerships, convenes them at its national forums, and profiles their successes in its publications and on its web site. The Partnership issues reports and documentation of all of its meetings and activities.

Creative Oklahoma

Formed in 2006, Creative Oklahoma (CO) is a state-wide non-profit organization that promotes and catalyzes creative idea generation in individuals and institutions. The goal is to transform the state of Oklahoma through initiatives which lead to a more entrepreneurial and vibrant economy along with a better quality of life for its citizens. Through this organization, Oklahoma has become a “District of Creativity”, which is an international network of delegates. It consists of 12 regions of the world that have been working together in the field of creative innovation policies since 2004.

Creative Oklahoma is a not-for-profit organization that supports creativity and innovation in education, commerce and culture – ideas that contribute to the greater good in Oklahoma and beyond.

Why?

Only recently has the importance of imagination, creativity and innovation, as the fuel to drive America’s national economy, become more clearly understood and accepted. Without this fuel, how will our leaders – how will we – drive the advancement of:

- education that teaches our children, tomorrow’s workforce, how to generate ideas and seek multiple solutions to problems;
- more affordable health care accessibility, particularly in light of an aging population;
- workforce stability and a healthy economy;
- viable long-term energy resources; and
- solutions to global concerns, such as the environment

Imaginative solutions and new strategies are constantly needed in our ever changing world.

Districts of Creativity

A Worldwide Initiative

Founded in 2004, the District of Creativity (DC) Network unites 12 of the most creative and innovative regions around the world. Our international orientation makes us a unique network of regions that put creativity and innovation high on our agendas. We believe that cross-border collaborations contribute to advance a creative and entrepreneurial culture. Therefore the DC Network was formed to foster the exchange of best practices and experiences in business, culture and education.

From the USA to China and Scotland to India, the Districts of Creativity Network spans the globe and continues to grow. Current members include: Baden-Württemberg (Germany), Catalonia (Spain), Flanders (Belgium), Karnataka (India), Lombardia (Italy), Oklahoma (USA), Nord-Pas de Calais (France), Qingdao (P.R. China), Rhône-Alpes (France), Scotland (United Kingdom), Shanghai (P.R. China) and Tampere (Finland).

Creativity World Forum the annual gathering of the DC network

During the annual Creativity World Forum government leaders, entrepreneurs, and knowledge institutions from the DC regions come together to exchange ideas about how to tackle economic challenges and make their regions hotbeds for innovation and creativity.

Ingredients include business, education and social networking and have featured inspiring speakers like John Cleese, Sir Ken Robinson (thought leader in creativity and human resources) and Tom Kelley (General Manager IDEO), Daniel Pink, Commander John Herrington of NASA, Pranav Mistry of MIT and Sixth Sense Technology, and Eric Logan (President of Harpo).

Lincoln Center

Lincoln Center is the world's leading performing arts center. Located on 16.3 acres in New York City, the Lincoln Center complex comprises 12 Resident organizations are:

- [The Chamber Music Society of Lincoln Center](#)
- [The Lincoln Center for the Performing Arts](#)
- [The Film Society of Lincoln Center](#)
- [Jazz at Lincoln Center](#)
- [The Juilliard School](#)
- [Lincoln Center Theater](#)
- [The Metropolitan Opera](#)
- [New York City Ballet](#)
- [New York City Opera](#)
- [New York Philharmonic](#)
- [The New York Public Library for the Performing Arts](#)
- [The School of American Ballet](#)

Each organization has its own administration and its own board of directors. Together, these twelve institutions present thousands of performances, educational programs, tours and other events each year in 26 separate performance venues on the Lincoln Center campus.

Since Lincoln Center first opened its doors, it has been a major contributor to New York City's cultural and intellectual life, with an internationally recognized dedication to artistic excellence.

Perhaps less apparent is the extent to which Lincoln Center serves as a dynamic economic engine for the region, hosting some five million visitors annually and transforming the Upper West Side into an exciting neighbourhood that is now one of New York's most desirable places in which to live and work.

Background

Lincoln Center Institute (LCI) has used the study of the arts to develop young people's capacities to think imaginatively and critically for the past 35 years.

In recent years, LCI began to examine the role of imagination in American society as a whole through the Imagination Conversations. Individuals from a range of professions—an astronomer, an investment manager, a high school principal, a pediatric reconstructive surgeon, a composer, and a corporate general counsel, among others—have gathered to discuss the importance of imagination in their work. These panelists have delighted audiences with intimate accounts of their personal and professional experiences as imaginative thinkers. They have boldly addressed the obstacles facing advocates of imagination and asked provocative questions to spur audience members to action. When dynamic minds converge to explore imagination, the benefits are limitless.

LCI is not alone in its recognition of the significance of imagination. Some major voices in business, government, and education that have called attention to the issue are:

- Arts Education Partnership;
- Center on Education Policy;
- The Conference Board;
- National Center for Education and the Economy;
- National Governors Association;
- Partnership for 21st Century Skills.

About the LCI Imagination Conversations

Imagination, the ability to visualize new possibilities, is a prerequisite for success in the 21st-century global economy. America has long been at the vanguard of creation and innovation, but an economic downturn and increased worldwide competition mean that we cannot take our position for granted. Now more than ever, we must teach imagination in our schools and nurture it in our communities.

The Imagination Conversations respond to this need and prepare us for the future by:

- building national awareness of imagination as a vital tool in work and in life;
- sparking dialogue about imagination across the professional spectrum;
- leading to the creation of an action plan to make imagination an integral part of American education.

The Imagination Conversations, a project of Lincoln Center Institute and a part of the Lincoln Center 50 Years celebration, run from the fall of 2009 to the spring of 2011. Many are hosted by state government, business, and cultural leaders. They feature diverse groups of panelists with distinctive perspectives and draw a wide range of audience members from the public and private sectors. Moderators facilitate the conversations, some of which reach viewers nationwide via live and archived streaming video.

America's Imagination Summit

The Conversations will culminate in America's Imagination Summit, to be held at Lincoln Center, July 21 and 22, 2011. The day-and-a-half-long conference will be attended by: representatives from all 50 states; Imagination Conversations national sponsors; and other elected officials, legislators, education experts, business leaders, artists, and scientists. The event's centerpiece will be the presentation of an action plan for policy makers, educators, and community activists to put imagination at the forefront of our school curricula. The findings of individual Conversations, the opinions of prominent thinkers and researchers in education, and the concerns of our diverse partner organizations all will contribute to the drafting of the proposal.

America's Imagination Summit will also have a robust and attractive public presence. It will creatively showcase the thoughts on imagination of K-12 students throughout the country.