



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

REGISTER OF POLICIES, PROCEDURES AND BY-LAWS

ARTS AND CULTURE IN EDUCATION POLICY

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Introduction

The Arts and Culture in Education Policy was developed in response to initiatives from the Ministère de l'Éducation du Loisir et du Sport (MELS) and the Ministère de la Culture et des Communications (MCC) encouraging school boards to promote arts and culture in education.

The Lester B. Pearson School Board (the "School Board") believes that its role in providing educational services includes the provision and promotion of artistic and cultural enrichment to all our students.

The School Board also believes that students should be exposed to the arts and culture in every aspect of their education throughout all cycles of their educational experience and that such exposure is an essential part of that educational experience.

The School Board believes that schools should foster an environment that is open to the arts and culture and to working with community organizations to further this goal.

Preamble

The exposure of students to the four basic expressions of the arts – Dance, Drama, Music and Visual Arts, as well as to cultural experiences, allows them to acquire a broad view of the world. By providing opportunities to experience cultural activities and allowing them to explore and excel at different artistic skills as well as to appreciate performance and exposition by others, we can assist in their becoming well-rounded citizens. Research shows that involvement in the arts and exposure to culture contributes to students' creativity and critical thinking. In order to fully understand the purpose of arts and culture in education, the notions of artistic and cultural activities must be well-defined.

Definitions

Culture: Culture is comprised of works and customs that reflect a society's attitude, values, beliefs, knowledge and traditions. These references can be from past and present societies.

Artistic Activities: Artistic activities can be personal and collaborative creations in the four arts as well as exposure and participation in artistic productions (plays, art exhibits, concerts, visits to museums, etc.).

Cultural Activities: Cultural activities encompass a wide range of experiences which expose students to the historical and literary paradigms of different societies as well as their civic and familial structures leading to a comprehensive understanding of the world.

The School Board recognizes the importance of all artistic and cultural experiences in assisting students to develop their own cultural identities and their relevance to education as a whole. This policy provides students and staff with the means to experience and explore rich and meaningful artistic and cultural opportunities.

Objectives

Through a concerted effort to promote arts and culture the School Board will:

- Offer students varied experiences that foster an ability to experience, evaluate and appreciate arts and culture anchored in all subjects as outlined in the Quebec Education Program (QEP)
- Foster the development of activities, intellectual, emotional and social, that enable students to master their knowledge of all subjects and skills through artistic and cultural activities
- Develop partnerships with its schools, municipalities and cultural organizations allowing students and staff to interact with artists and promote culture
- Establish that artistic and cultural activities go beyond the classroom setting and include, among others, our school libraries, daycares, auditoriums, cafeterias, gymnasiums, and outside cultural venues
- Celebrate the cultural richness of our diverse communities
- Suggest resources for activities that allow students and board personnel to showcase their artistic creations
- Promote artistic and cultural activities and events including activities that encourage the participation by artists in the classrooms
- Plan and offer professional development for board personnel to guide endeavours of artistic and/or cultural content
- Expose students to different career opportunities in the artistic and cultural domains

Roles and Responsibilities

The following groups are partners in promoting the arts and culture and sustaining their development in the School Boards' schools.

The Council of Commissioners shall:

- Provide oversight of the implementation of this policy.

The School Board Senior Administration shall:

- Form an Educational Services Department (ESD) Arts and Culture in Education Committee responsible for the development, implementation and application of an annual action plan. This committee shall be comprised of:
 - o Two school or centre administrators
 - o One school board senior administrator
 - o Two teachers from youth and/or adult sector
 - o One representative from Student Services Department (Community and Spiritual Care Animator)
 - o Two representatives from Educational Services Department (Arts Consultant)
 - o One librarian
- Support the Committee to carry out its functions
- Promote the Arts and Culture in Education Policy
- Offer professional development to staff of schools and school board services
- Propose teaching strategies to incorporate cultural enrichment in all disciplines as established in the QEP
- Encourage artistic and cultural partnerships with cultural groups, artists, libraries, universities, colleges and all levels of government
- Support schools in their initiatives to promote arts and culture
- Promote to the community at large the artistic and cultural events held either at the school, board or local level.

The ESD Arts and Culture in Education Committee shall:

- Reflect on and initiate discussions and actions related to artistic and cultural issues

Roles and Responsibilities CONT'D

- Devise an annual action plan and see to its implementation throughout the school year
- Report to Education Committee twice yearly, in the fall on the action plan for the year and in the spring on its implementation and achievement
- Advise and make recommendations to the School Board in relation to the implementation of the Arts and Culture in Education Policy.
- Encourage schools to organize artistic and cultural activities as well as artistic and cultural outings
- Spearhead board-wide events to promote arts and culture in order to encourage and showcase local achievements
- Reach out to artists, artistic and cultural groups, cultural venues, post-secondary establishments, municipalities, and all pertinent departments of provincial and federal governments in order to establish partnerships and to secure resources, monetary and human, for the implementation of the present policy.

The School Administration shall:

- Promote the integration of arts and culture into the school's educational project, success plan as well as learning and teaching activities and strategies
- Communicate information on artistic and cultural activities and events to the community and the School Board
- Develop partnerships with outside organizations which may include local libraries, municipalities, artists and artistic and cultural groups.

The School Teaching Staff shall:

- Seek opportunities for professional development pertaining to arts and culture
- Support students' artistic and cultural development by offering meaningful activities in the school or in artistic and cultural venues outside of the school
- Promote culture mindful of the cultural references as outlined in the QEP

Roles and Responsibilities CONT'D

The Governing Board shall:

- Highlight the richness of artistic and cultural diversity of its students and the community at large.
- Ensure that art and culture are included in the school's educational project
- Encourage the integration of activities of an artistic and cultural nature in school life.

References

- Bouchard, Georges, Claude Vallières, and Caroline Raymond. "Integrating the Cultural Dimension into School: Reference Document for Teachers." *Éducation, Loisir et Sport Québec*. Gouvernement du Québec, n.d. Web. 6 Nov. 2013.
<http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEP_S/Formation_jeunes/Programmes/99-6487-02A.pdf>.
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