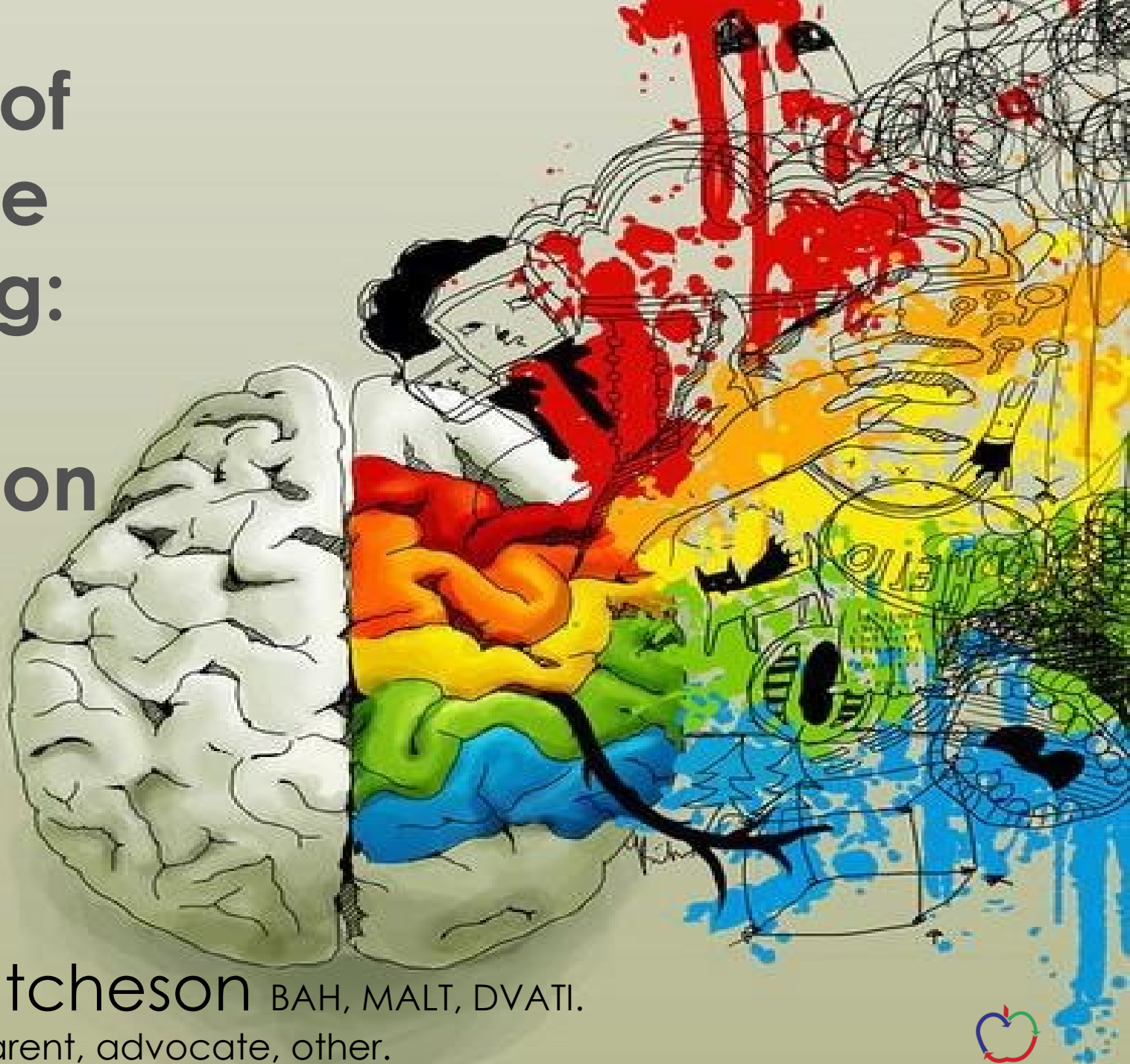


The Art of Inclusive Learning: Public Education As Critical Care ?



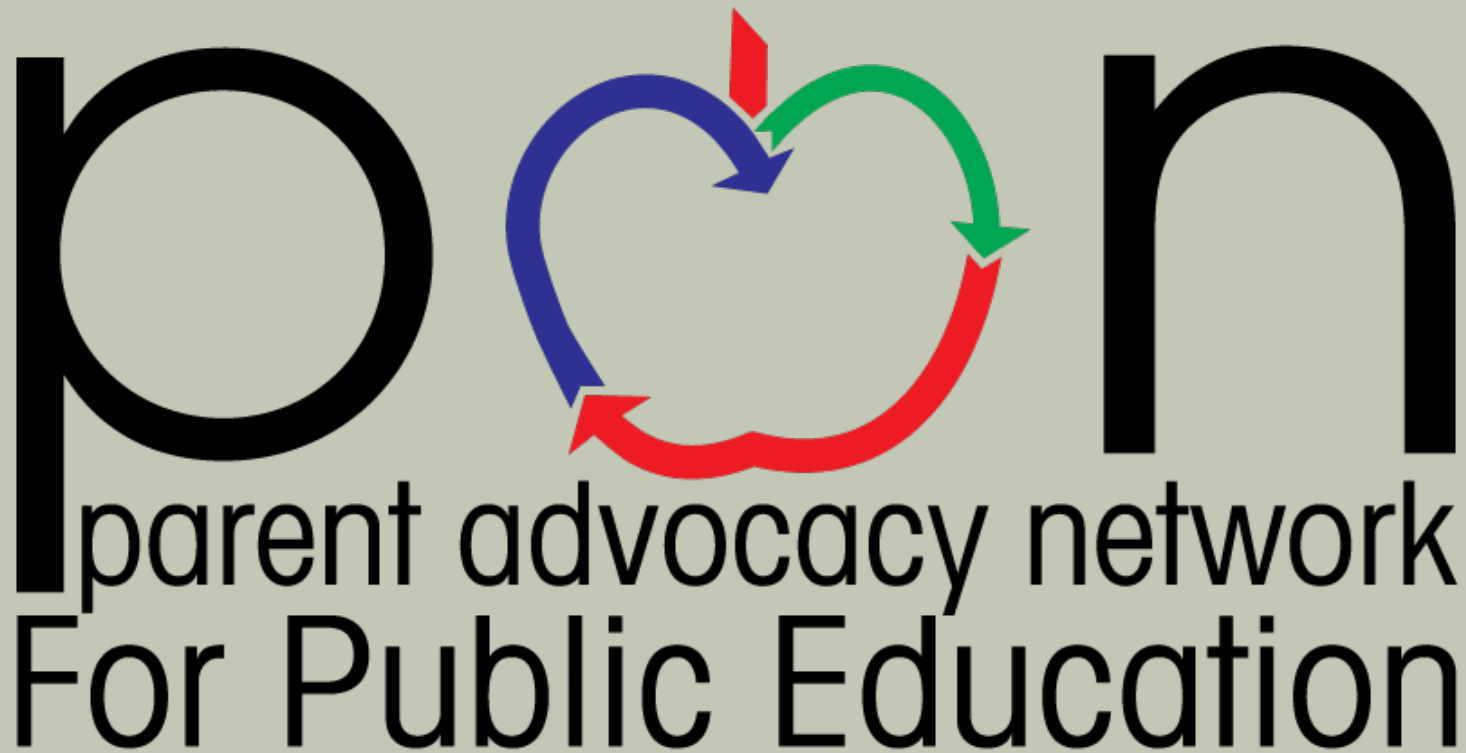
Galen Hutcheson BAH, MALT, DVATI.
Human, artist, parent, advocate, other.



I would like to acknowledge the Coast Salish People on whose traditional territories we are privileged to live, work and play.

and for this we are grateful



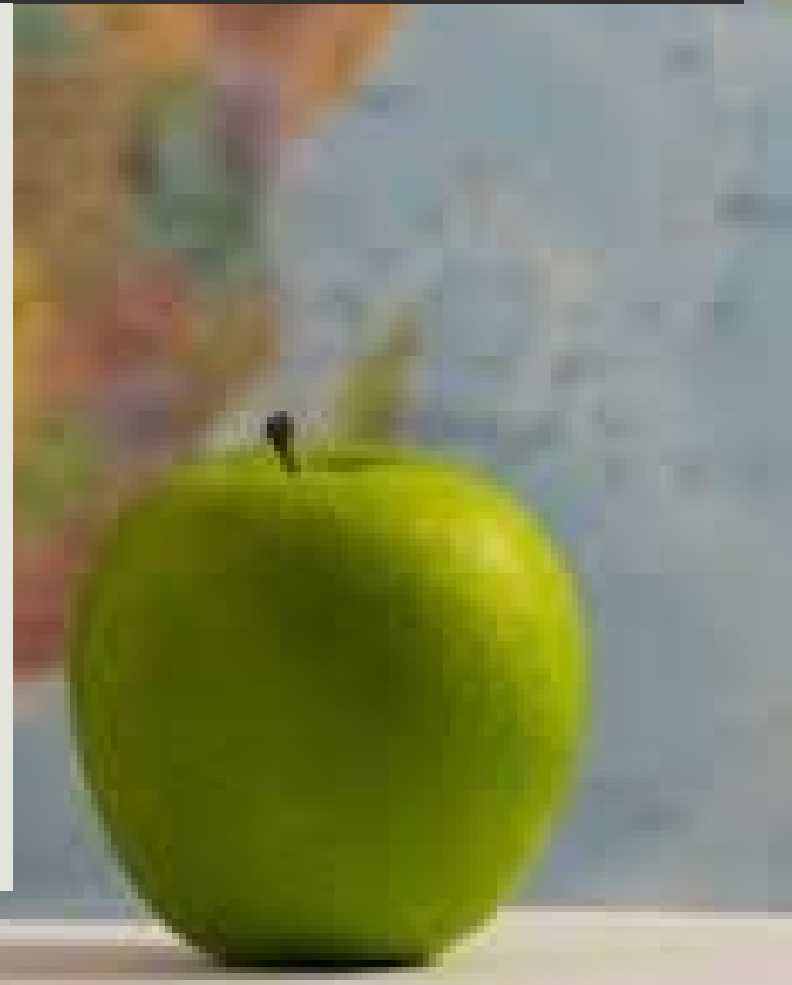


Galen Hutcheson, BAH, DVATI, MA

Human, Parent, Artist, Advocate, Other.

Who is P.A.N.?

- Parent Advocacy Network for Public Education
- Grassroots, non-partisan, collective of parents and community members committed to Public Education
- Address chronic underfunding and devaluing of public education in Vancouver & throughout BC
- Network who support one another's advocacy
- www.Panvancouver.ca



Who is P.A.N.? (cont.)



- Share emerging issues, information & policy research
- Support, amplify & complement existing groups such as FACE, PENS, DPAC & BCCPAC
- Member of Poverty Reduction Coalition



Public Education Context

- After more than 17 years of systemic chronic underfunding BC public education is struggling
- Cuts to services, programs, resources, training, infrastructure & deferred maintenance are evident
- We are tied for last in per-pupil funding in Canada
- Although with the SCC ruling \$ was provided, it did not address the years of gutting and did not relieve the crisis
- The new gov't promises hope, but Budget 2018 did little for public education beyond SCC requirements. We still need to advocate to re-prioritize public education in Budget 2019



So many hot public education topics...

Capital Funding related:

- Physically safe schools: Seismic Mitigation Program, lead in water, asbestos, deferred maintenance
- Long Range Facility Plan including school closures
- Getting new schools built in time to meet need
- Area standards updated to meet current curriculum & teaching methodology

...



So many hot public education topics...

Operational Funding related:

- SSC reinstatement – (teacher shortages
- PAC fundraising to cover needs (inequities)
- Funding Formula Review (underway, but not considering increasing \$ amount to meet need)
- Upcoming contract negotiations
- ...



So many hot public education topics...

Education related:

- Teacher & support staff – shortages, inconsistent training & mentoring, too few specialists
- Lowered graduation requirements
- New curriculum (& issues with implementation)
- Supporting inclusion and diversity including class size & composition
- New reporting method
- And on and



Today's Take Away

- How true Public Education advocacy and 'inclusive education' is about EVERYONE ALL the time.
- How Specialist Art education is essential pedagogy for equity, social justice, and building our 21 century learners.
- How advocating for these domains are linked
- How allies and advocates need to join these advocacy silos & motivate influencers for change and critical intervention



By the end of this you'll know...



- Why arts education is essential to support ALL students in science, 20th century learning, gainful employment & the development of the connected & compassionate citizen
- What the state of arts education in BC elementary schools is
- Why you should care
- What you can do



Advocacy Sustainability & Resiliency

- Public Education is Complex and evolving
- Long term investments aren't sexy!
- People with Power have 'solved these problems' by leaving public education or outsourcing gaps, creating hidden costs, funding via PACs
- Parent advocates age out of PE with their children
- In a Culture of Scarcity allies are pitted against each other when we fight for crumbs

BUT: Our economy is robust, it's not a question of \$, it's a question of prioritization.



PAN's Vision:

ALL CHILDREN

HAVE A RIGHT TO HIGH QUALITY PUBLIC EDUCATION, ACCESSIBLE IN THEIR OWN NEIGHBOURHOODS, IN EDUCATIONALLY APPROPRIATE & SEISMICALLY SAFE BUILDINGS WITH THE RESOURCES & STAFF NECESSARY TO MEET THEIR LEARNING NEEDS.

The Challenges:

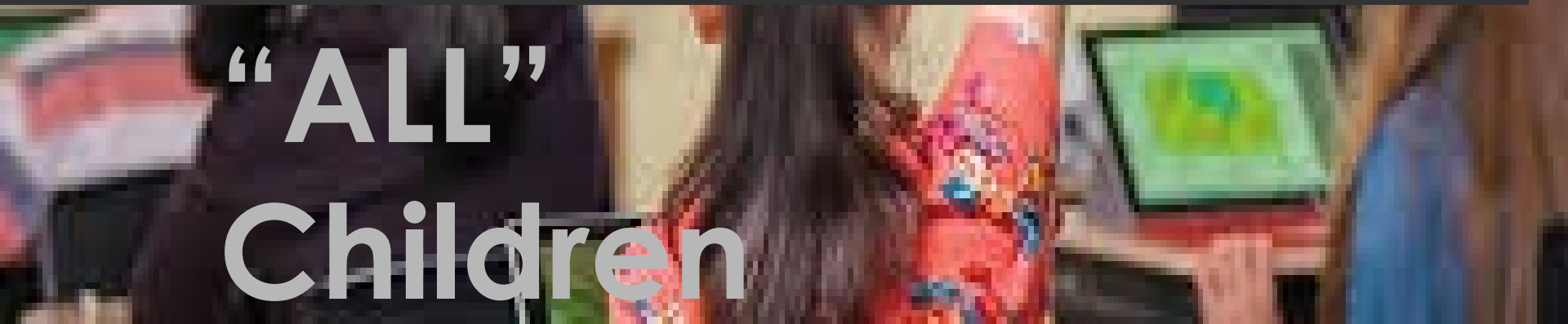
- ALL Children
- Right
- Accessible
- Own neighbourhoods
- Educationally appropriate
- Seismically safe
- Resources & Staff necessary
- Meet their learning needs





Challenge:

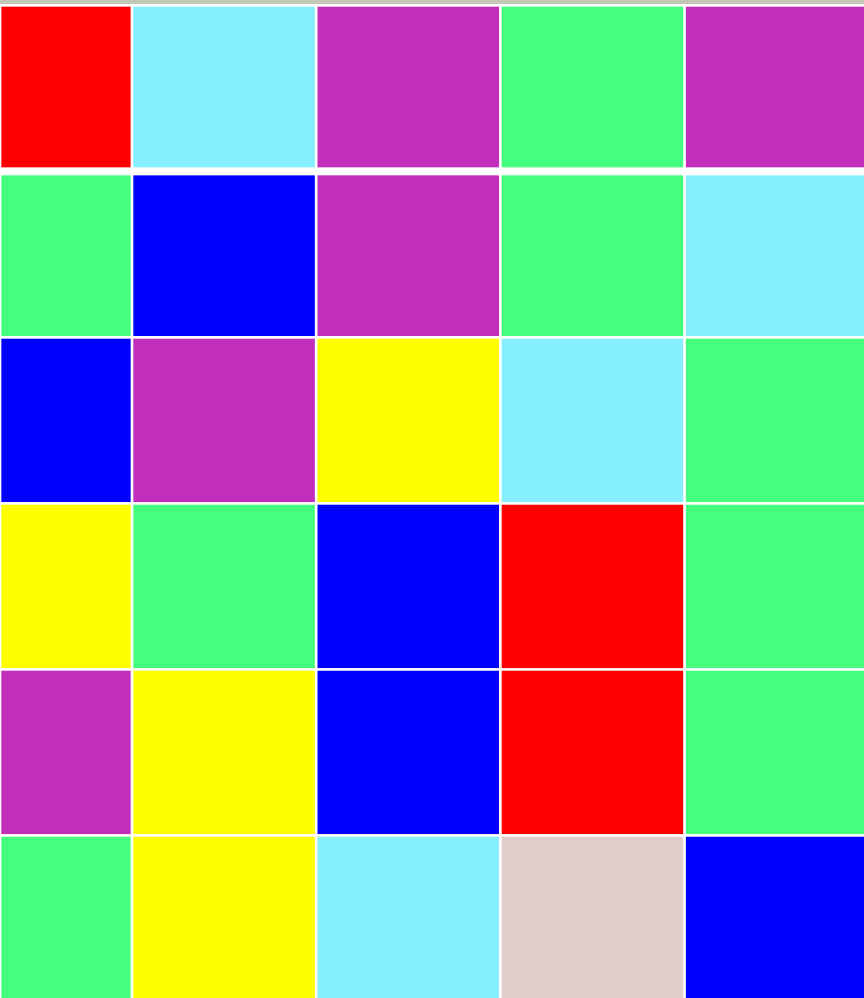
**“ALL”
Children**



Typical class: Victoria, BC, Grade 4, 2017

Teacher: Kwyn Denny Maxwell

“Some are harder and some are easier”



Light Blue: ESL students with 45min extra support / wk

Dark Blue: Students in class who are at least 2 years behind in 1 or more subject areas. They receive no support.

Pink: Students with challenging behaviours who disrupt the classroom regularly. They receive no extra support.

Yellow: Students who have been tested (or hopefully will be soon) and have a designated learning disability. They receive 1 hour a day extra support.

Red: Students who are facing HARD THINGS. Divorcing parents, deaths of close family members, poverty. These “things” are impacting their learning.

Green: Fully capable students who are meeting grade level and are able to work fairly independently. They have stable home lives & are getting their basic needs met. **This is a fluid snapshot in time!**

"Thirty years of research shows us that when all students are learning together (including those with the most extensive needs) AND are given the appropriate instruction and supports, ALL students can participate, learn, and excel within grade-level general education curriculum, build meaningful social relationships, achieve positive behavioral outcomes, and graduate from high school, college and beyond."

—SWIFT Schools

A Typical

- Reading
(Cole, Waldron, Majd, 2004)
- Math
(Cole, Waldron, & Majd, 2004; Cosier, Causton-Theoharis, & Theoharis, 2013)
- Literacy skills
(Dessementet, Bless, & Morin, 2012)
- Autism specific study
academic achievement tests
(Kurth & Mastergeorge, 2010)

Typical

- Peer supports
- Increased academic achievement
- Assignment completion
- Classroom participation
(Cushing & Kennedy, 1997)
- 81% Positive or Neutral
(Kalambouka, Farrell, and Dyson's (2007) meta-analysis)



Inclusive Education Research

- More than 30 years of research says inclusion benefits ALL students ... IF supports are in place
- Anecdotally parents experience it when adequate supports are not present.
- Parents know it – and complex learners & their families are set up to fail... So are the teachers and the system
- **Universal Design** considers diversity the norm and creates a sustainable approach to instruction
- This critical Ideological and pedagogical shift supports & values ALL our learners complexity

Learning burden shifts to curriculum / curriculum design and away from the individual



Inclusive Education & Special Needs Funding only serves about half the children in need British Columbia (BCTF, 2017)

- **There have been drastic cuts to specialist teaching positions in British Columbia over the past 15 years**

Only 2,376 of the 5,199 children with special needs triggered funding support last year, which is insufficient already to meet the needs of children that qualify. The highest level of support (level 1) that requires full time support at \$37,700 is not sufficient to cover the salary and support expenses required.



Have I got your attention?
Whew...



The Evacuation of Arts Education in BC



Critical Next Area of Defunding...



Thought Experiment



At your table
brainstorm with
your fellow learners
the answer the
question:

What does a
Scientific Lab and
an Art Studio have
in common?



Answer: What do a Scientific Laboratory & an Artists Studio have in common?

- Failure is seen as a welcome part of the process & supports Growth Mindset
- Open ended inquiry
- For learning to occur it must do so by a continuous feedback loop between thinking and doing
- S.T.E.M is now becoming S.T.E.A.M.....



=



So what *exactly* does the arts teach that is so important for ALL the diverse brains?

- When I'm talking about arts I don't mean pinterest / googling or solely results based
- I *do* mean *authentic art making* which is knowledge based art practices in which children learn to make their own aesthetic choices with both intention & purpose
- Open ended inquiry with multiple conclusions
- Research shows that education in the Visual Arts is one of the most effective ways of developing **critical thinking skills**



Critical Thinking Is:

- **Creativity** - the ability to imagine new possibilities (rather than predetermined ends)
- **Flexible thinking** - the ability to continually evaluate and change course mid process
- **Open ended problem solving** - inventing solutions and taking risks which in turn fosters independence & confidence



What is Creativity & How do we measure it?

- Assessing creativity: By definition, any test with questions that have just one right answer or one correct pathway to solution is not a test of creativity.
- Torrance Tests of Creative Thinking (TTCT)—collected from normative samples of schoolchildren in kindergarten through twelfth grade over several decades.



TTCT Findings

- Scores on these tests at all grade levels began to decline somewhere between 1984 and 1990 and have continued to decline ever since. ⁽²⁾

Kim states: “children have become less emotionally expressive, less energetic, less talkative and verbally expressive, less humorous, less imaginative, less unconventional, less lively and passionate, less perceptive, less apt to connect seemingly irrelevant things, less synthesizing, and less likely to see things from a different angle.”



Creative Elaboration in Crisis

- According to the research, all aspects of creativity have declined, but the biggest decline is in the measure called Creative Elaboration, **which assesses the ability to take a particular idea and expand on it in an interesting and novel way.**
- This is exactly what quality arts education teaches!
- This exactly what some ADHD brains love!



Arts for the Economy

- It is these critical thinking skills, taught through the visual arts, that have been identified by leading economists as imperative for the 'creative economy' of the 21st
(According to Daniel H Pink "An MFA is the new MBA")
- In a recent IBM poll, 1,500 CEOs acknowledged this when they identified creativity as the best predictor of future success.



VSB "Art in Education" policy

(last revised January 1999)

- "It is the policy of the board to provide necessary personnel, facilities, materials and staff development to ensure that all students achieve their potential in the arts."^x
- When this policy was adopted, 25 years ago, Vancouver Schools were alive with the arts – the VSB had a comprehensive district program ensuring every elementary school could provide quality education in all four branches of the arts.^{xi}
- For the Visual arts, there were over 200 elementary teachers with specialization. Every elementary school had access to an art specialist - many working in a designated art room.^{xii}
- The majority of these were trained through UBC art education department, was renowned across North America, as it had its own studio program, and 12 internationally recognized artists and scholars leading instruction ^{xiii}



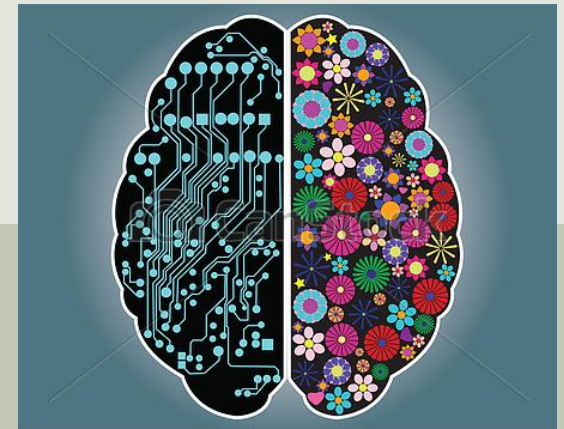
Now a >95% reduction in art specialist knowledge

- Out of 90 elementary schools, there are now only 2 (prep time) art teachers and less than a handful of classroom teachers (many former art teachers) with declared training in the visual arts.^{xiv}
- At UBC, in the art education department, generalist teachers are now only required to take a single 6 week pedagogy course in visual arts - with little studio application.^{xv}



Arts for Society

- What we learn from Neuroscience
 - Prioritizing of the rational and functional left brain is actually diminishing our capacity for engaging in right brain thinking - seeing the big picture, the ability to see **alternative perspectives**, **sustained attention** and also **empathy**



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Arts for **Social Emotional** Well Being

- Opens up the capacity to feel and perceive the world through an empathic connection.
- This is consistent with indigenous ways of knowing and learning and contributes to an ethic of care for our environment and one another.^{vii}



Arts, Identity & Community

- Art allows for a healthy exploration of self-identity through individual expression - and when this is celebrated, builds community and a powerful sense of belonging
- According to attachment experts like Gabor Mate & Gordon Neufeld belonging inoculates against mental health decline
- In a world that is increasingly mediated and saturated with stereotyped images of consumer culture - this is desperately needed.



Arts & Self Regulation

- Develops sustained attention & self-regulation
- Supports processing, communication, diverse ways of re writing a stale narrative, revisions, rebuilding, bypasses verbal 'expertise' and can democratize the playing field



Arts, Communication & Self Esteem

- Art is for some children the primary vehicle for learning and communicating ideas and therefore critical for self esteem
- Helps bring the inside outside & teach emotional intelligence (E.I.)
- Supports symbolic communication and allows for reconstructing and reframing of the self
- Vital for trauma informed practice



History of Arts Education in BC

- Arts is CRITICAL for the development of children
- Knowledge based arts education has been eroded from B.C. elementary schools in the last 25 years (Specialist teachers)
- Massive loss of school based knowledge & expertise about the need for art & for children's social emotional and intellectual development
- Generalist teachers with little or no background, resources, or facilities are now responsible for delivering curriculum
- NOT enrichment but providing art for ALL children



Fine Arts as Core Mandated Curriculum

- Arts are often considered expendable extras
- This misconception is reinforced by the emphasis on comparative achievement scores used to rank schools or provincial performanceⁱ⁾
- Visual arts is not measurable in this regard. There is a VAST body of research that demonstrates the vital importance of visual arts education for the intellectual and social emotional development of children ⁽ⁱⁱ⁾



Now that we know better, we must do better

- For ALL kids
- And specifically our most vulnerable kids
 - Out of the box/ a typical/ neuro & physically diverse kids
 - Kids who have experienced poverty, instability, trauma, grief
 - Kids in care
 - First Nations students emerging from the legacy of residential schools



Teachers Need Resources

- Our amazing generalist teachers are working hard to fill these gaps, but they can not do it without your advocacy for time, money, facilities and training
- They are being asked to implement a new curriculum with students with more needs, \$0, training or time so something has to give...
- Teachers at our school are longing for more opportunities for advanced art education & connected, skilled support staff for complex learners



Where does this leave us today?: The Need for Critical Care



Arts & the New Curriculum

- Currently teachers are faced with implementing a new curriculum. The new BC Curriculum's core competencies are rooted in the arts
- Communication, critical and creative thinking, personal & social identity calls for an integration of the arts throughout the curriculum ^(xix)



Arts & Social Justice

- The lack of art education affects students unequally.
- For some children, parents are able to compensate through private lessons, or PAC funding for art programs or materials
- People with power have outsourced
- Many children do not have this luxury! ^{xxi}



The Effects of Arts Education

- We know from longitudinal research studies that participation in the arts has significant impact on mitigating the effects of socio-economic disadvantage in all areas of life outcomes – in **graduation rates**, **academic achievement**, **volunteer participation**, and **future employment** ^{xxii}
- **These are extraordinary findings!!!!**
- And protective for factors for complex learners



Let's make some art and solve all the problems!

Using the markers and paper at your table divide your paper in $\frac{1}{2}$ with a line down the centre

In only 2 minutes, and using only stick figures on the left side of your paper draw: A problem in Public Education

On the right side: Draw a solution

After 2 minutes when you hear the ding, share with your group

One member from each table show a drawing, name the problem and the solution.



Why art education matters?

- Transcends language, cultural and neuro differences
- Combats trauma and has therapeutic potential
- Validation and implementation of STEAM investment
- 21 century learners
- Flexible, adaptable, creative thinkers
- UBC entrance #1 indicator of student success is comprehensive arts education



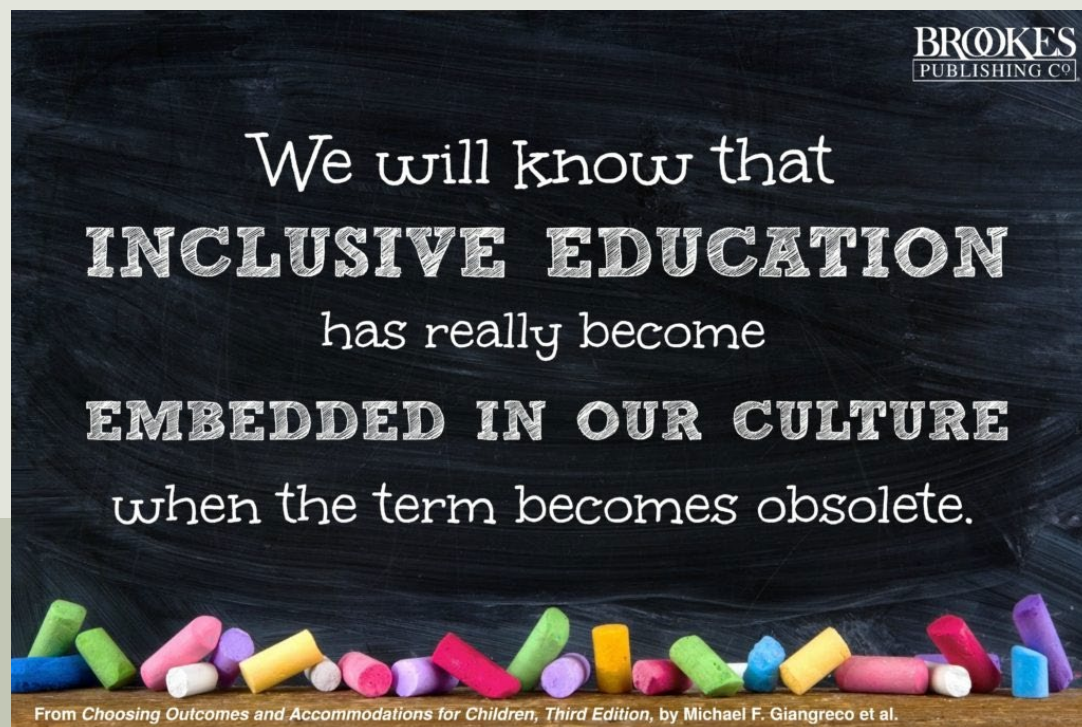
Recommendations

- Area Standards. If we don't build it, we won't invest in it.
- Targeted funding for Arts and Inclusive Education. Nothing prioritized, nothing done.
- We need to support our most vulnerable students and art education is a critical bridge to do so
- We need to make the world, and create the solutions and we need the resources, tools, practices and space to do so



Strategies, policies & practices that mitigate challenge


- Substantive understanding, funding, expertise and delivery of true Inclusive Education via Arts Education ... and more



Acknowledgement that the purpose of education & the world is changing

- No longer for the creation of the factory worker
- For human rights and the cultivation of the empathetic and democratic global citizen
- Students are arriving at school with less preparation for interpreting the world with less f2f interactions and more reliance on technology and less free play
- Learners are presenting with more complex issues, brains, ACE, anxiety, mental and emotional health issues and teachers are expected to do more
- You can't get to teaching until a student is socially emotionally regulated enough to learn





a rising
tide
lifts all
boats

Wraparound Support

- Validation and reprioritization of public education as the primary source of the social safety net as more parents leave the home to seek employment
- Captive audience to build our future citizens who we are counting on to solve today's hard problems. 6 hr/day, 5 days/ wk for 13 years we have them at school.
- Let's partner for success and help learners reach their potential





Citizens ? Non Parents

Long term strategic thinkers

Grandparents

Political

Will

Successful, expert,
international voices

Entrepreneurs

Visionaries

Decision

Makers

**Who
needs
to be
with
us?**

Opportunities to advance long term positive change in BC

- Evolved and improved Area Standards implemented before Seismic mitigation rebuilds/ upgrades
- Increased awareness re value of Arts Education
- Building collective responsibility for education for ALL learners
- Up River investment
- Realigning public education as critical access point for wrap around social services and care providers
- Partner with health sector, childcare, community ...



What can YOU do?

TAKE ACTION

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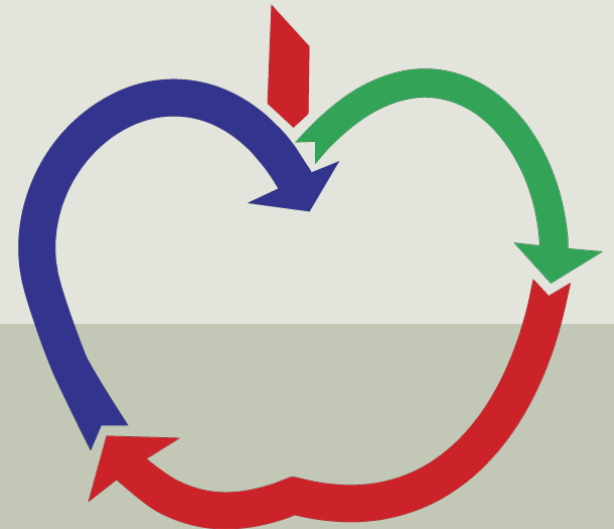
- If you don't believe in specialist Arts education as essential: Reframe your brain & read up on it
- Start talking about the value of Art- for ALL kids, parents, businesses, community, democracy, humanity
- Talk to your teachers, PAC, DPAC, BCCPAC, administrators & advocate!
- Write to your school Administration, Trustees, your District, MLA, MoE re: prioritizing Public Education via targeted funding for Specialist Arts Education and Complex Learning needs in Budget 2019
- Talk to the press, email networks.

YOU can be a superhero & powerful force of change !



Contact PAN

- Come join us, share your expertise, become a knowledge philanthropist
- Find our resources and updated advocacy events on our website
- Join our google group
- www.panvancouver.ca





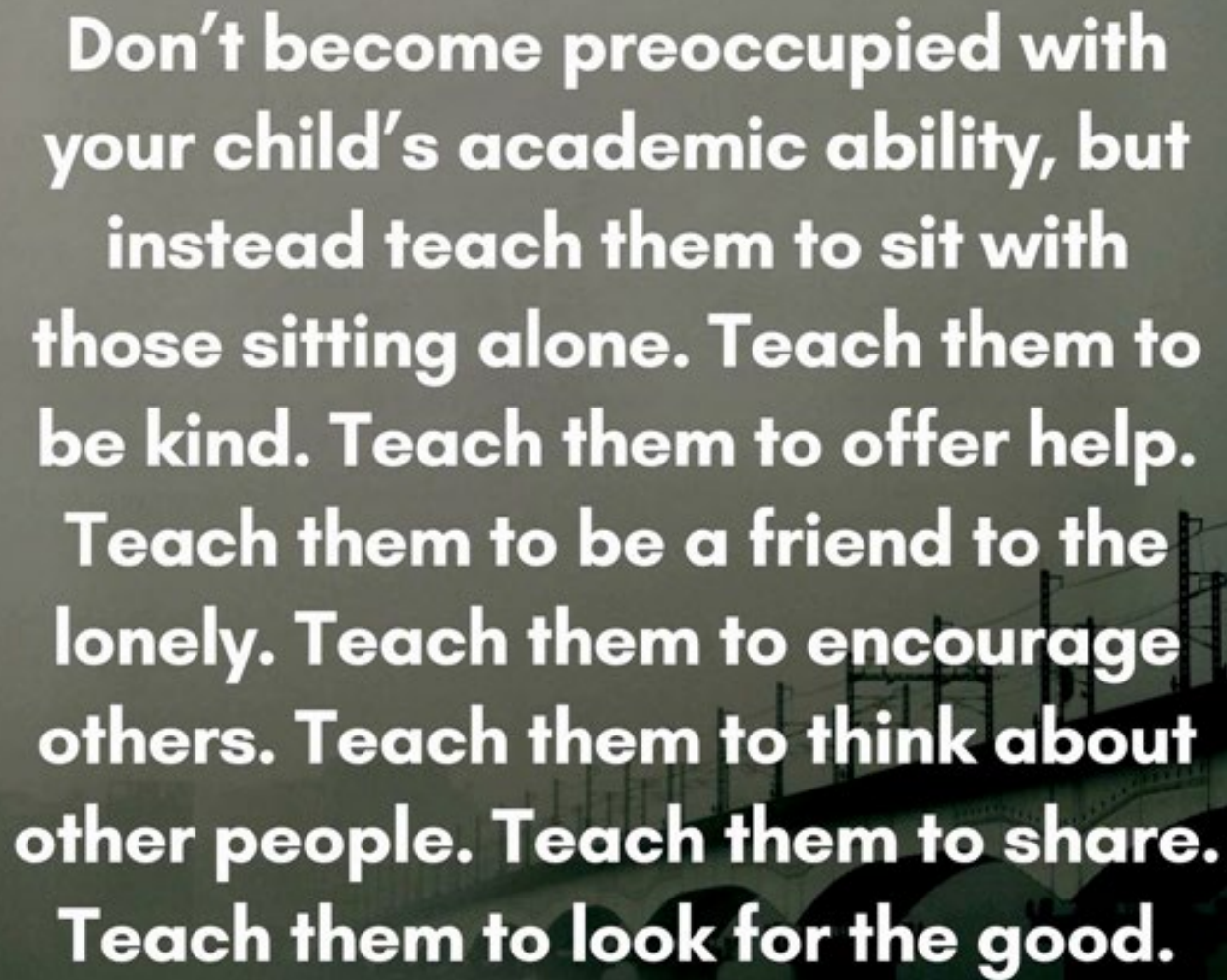
**THIS IS YOUR
WORLD. SHAPE IT
OR SOMEONE
ELSE WILL.**

bulkbillionaire.com

THANK YOU

VERY MUCH

Questions/ Discussion/ Deep
Thoughts etc.



**Don't become preoccupied with
your child's academic ability, but
instead teach them to sit with
those sitting alone. Teach them to
be kind. Teach them to offer help.
Teach them to be a friend to the
lonely. Teach them to encourage
others. Teach them to think about
other people. Teach them to share.
Teach them to look for the good.**

**This is how they will change
the world.**

ALL
of
them.

And
ALL
of us.

References

For extensive references please see:

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- [1] IBM 2010 Global CEO Study: Creativity Selected as Most Crucial Factor for Future Success. <http://www-03.ibm.com/press/us/en/pressrelease/31670.wss>.
- [2] Kyung Hee Kim (2011). The creativity crisis: The decrease in creative thinking scores on the Torrance Tests of Creative Thinking. Creativity Research Journal, 23, 285-295.
- [3] Garnett Millar, Christine Dahl, and John Kauffman (2011). Testing the whole Mind—educating the whole child." *Illinois Association for Gifted Children Journal*, Spring, 2011 issue.
- [4] Mark A. Runco, Garnet Millar, Selcuk Acar, & Bonnie Cramond (2010) Torrance tests of creative thinking as predictors of personal and public achievement: A fifty-year follow-up. Creativity Research Journal, 22, 361-368.
- [5] Mo Bronson & Ashley Merryman (2010). The creativity crisis. The Daily Beast, July 10, 2010. The Daily Beast, July 10, 2010. <http://www.thedailybeast.com/newsweek/2010/07/10/the-creativity-crisis.html>.
- [6] See: Mark A. Runco, Garnet Millar, Selcuk Acar, & Bonnie Cramond (2010) Torrance tests of creative thinking as predictors of personal and public achievement: A fifty-year follow-up. Creativity Research Journal, 22, 361-368. Also: Kyung Hee Kim (2008). Meta-analysis of the relationship of creative achievement to both IQ and divergent thinking scores. Journal of Creative Behavior, 42, 106-130.



End

1 500 BCEDAccess parents say these policies would help

- Timely, fully funded assessment and diagnosis
- Adequate supports, accommodations, and principles of Universal Design be implemented in all classes, all of the time.
- Better pay for Teachers and EA's in BC that mirror cost of living.
- S.N. Specialist training for all teachers & EA's



What would help

- Extensive training, accreditation and full time employment for EA's
- Specialist training and incentives for arts education professionals
- Commitment to S.T.E.A.M. learning practices.
- Best fit, Continuity of placement for supports
- Full time position for each eligible diagnosed student (time they are not used to be dedicated to undiagnosed students)
- Child specific consultation prior to job posting
- Familiarization hours- no learning on the job



What would help

- Understanding that accommodation is the ramp to inclusive education and is non negotiable. Inclusion is not a luxury.
- Understanding of family systems theory. Parents advocating for their non neurotypical kids are consequently experiencing anxiety, depression, exhaustion, PTSD, burnout and trauma navigating systemic underfunding. Accruing medical debt, quitting their jobs when kids are sent home or there is school refusal. A trauma informed model of care needs to be used with kids AND parents. We need wraparound care.
- The goal is thriving not surviving.



What would help

- Removing isolation rooms
- Inclusion on field trips. Accessible to all or none
- EA placement before the beginning of school so inclusion begins day 1
- Accountability to follow the School Act and the Special Ed manual
- Penalties and consequences for not engaging in meaningful consultation , collaboration and communication
- Funding follows the kid who needs funding



Extra (Ignore what follows)

Arts & the Rights of Children

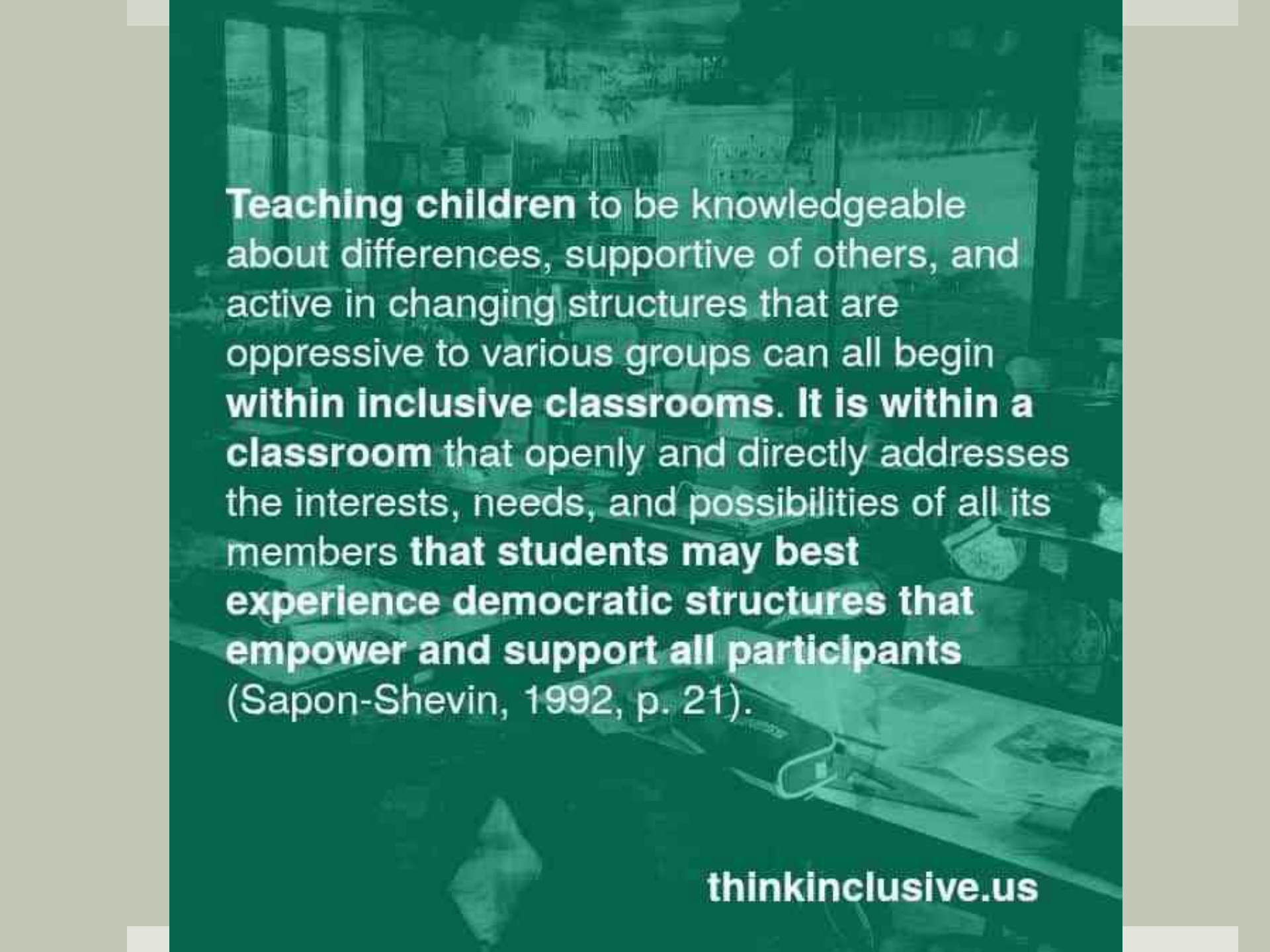
- Universal Declaration of Rights & Freedoms
- Article 26 & 27
- 1. Everyone has the right to education. Education shall be **free**, at least in the elementary and fundamental stages. Elementary education shall be **compulsory**. Technical and professional education shall be made generally available and higher education shall be equally **accessible to all** on the basis of merit

Article 26 (cont'd)

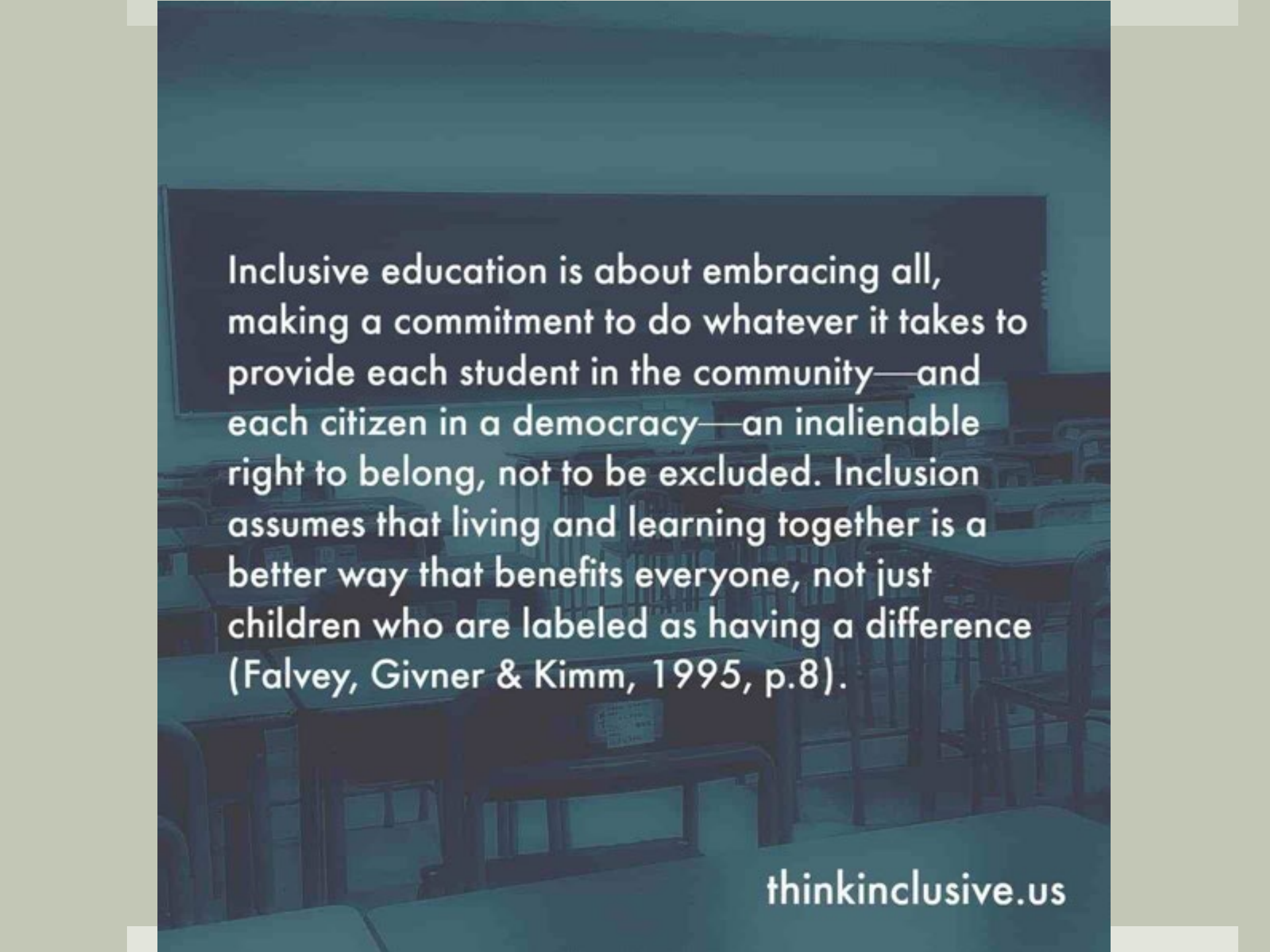
- 2. Education shall be directed to the full **development** of the human personality and to the strengthening of **respect** for human **rights** and fundamental **freedoms**. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace
- 3. Parents have a prior right to **choose** the kind of education that shall be given to their children.

Arts & the Rights of Children

- Universal Declaration of Rights & Freedoms
- Article 27.
- (1) Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author



Teaching children to be knowledgeable about differences, supportive of others, and active in changing structures that are oppressive to various groups can all begin **within inclusive classrooms. It is within a classroom** that openly and directly addresses the interests, needs, and possibilities of all its members **that students may best experience democratic structures that empower and support all participants** (Sapon-Shevin, 1992, p. 21).



Inclusive education is about embracing all, making a commitment to do whatever it takes to provide each student in the community—and each citizen in a democracy—an inalienable right to belong, not to be excluded. Inclusion assumes that living and learning together is a better way that benefits everyone, not just children who are labeled as having a difference (Falvey, Givner & Kimm, 1995, p.8).

thinkinclusive.us

Operating Capacity- Nope

- No research that says 95% is good for student learning
- Elementary Non gov't preschools, non enrolling all considered surplus space
- Secondary shop, science lab, art, food are counted as unused 'surplus space' if not used 100% of the time

Core curriculum teacher says lets do art

- ii In the 2015/6 satisfaction survey, only 41% of grade 3/4 students and 33% of Grade 7 students responded with “many times” to the question "At school are you learning about art?" In the same survey, only 53% of grade 3/4 students and 43% of grade 7 students responded “many times” to the question "At school, are you learning about music?" Government of British Columbia, *Satisfaction Survey, 2015/16*
http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/public.pdf The satisfaction survey of 2016/17 has eliminated these questions and replaced them with “At school, are you learning to be creative?”

Erasure of transparency in elementary school education

- ☐ Went down...
- ☐ Taken out the question are you learning about art and music in class
- ☐ Replaced with Learning to be creative