Partnering with Your Art Gallery

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Importance of Partnerships

- Oppourtunities to expand audiences, network with teachers share relevant resources with peers

- Reciprocal relationships between institutions and educators.

- Builds capacity for art education across Canada and pushes boundaries on who has access to certain spaces

- The emphasis of taking the time to collaboratively think together about discourse in art education.

Professional Learning: AGO/CSEA Summer Institute

Goals

- Establishing a sense of community among art educators.

- Researching most relevant practices in art education.

- Moving forward strategically as an art education community.

Highlights of 2017 Summer Institute
Canada 150: Where Are We In Art Education

- Explore AGO collections, *Georgia O'Keeffe* exhibition and *Every.Now.Then.* exhibition.
- Engaging conversations with key thinkers in Contemporary Art, Education and Activist practices.
- Hands on art making workshops of various techniques.
- Site visits to McMichael Gallery, ROM and Power Plant.
- Critical, reflective discussion sessions with Institute participants.
- Resource sharing and more…

CSEA
SCEA
canadian society for education through art
société canadienne d'éducation par l'art

AGO

Participant Feedback

"The wonderful diversity of experiences and voices made the institute such a valuable experience".-2016 summer institute participant.

"I thought this was an incredible experience. I appreciated being exposed to a variety of different museums and conversation that was very thought provoking and relevant".- 2017 summer institute participant.

"Thank you for organizing this institute. I hope to implement the various approaches to learning about art in my class this September and I am grateful for the opportunity to connect with like-minded colleagues".– 2017 AGO/CSEA Summer Institute Participant

Lessons Learned

- Evaluation at end of week informed agenda for the following year.

- Build in more time for discussion and hands on art-making.

- Sent a survey prior to Institute to familiarize with participants.

- Utilize prior knowledge of participants throughout the Institute.

- Allow time for reflection and networking.

Establishing Your Own Professional Learning Community

- What are the professional learning needs of you and your colleagues?

- What are the strengths of this group?

- What skills would this group like to develop?

- What types of programming would best serve this group?

Stay Connected

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Find out more about the Summer Institute:

Send us an email to get on the list!

Questions

Resources

'Tell Us About It': Diverse student voices in creative practice by Terry Finnigan. Published in "Art, Design & Communication in Higher Education", Volume 8, Number 2. pg.135-150

Clausen, K., Aquino, A. & Wideman, R. (2009). Bridging the Real and Ideal: A Comparison between Learning Community Characteristics and a School-based Case Study. Teaching and Teacher Education 25. P. 444-452

Dooner, A., Mandzuk, D., & Clifton, R. (2008). Stages of Collaboration and the Realities of Professional Learning Communities. Teaching and Teacher Education 24. P. 564-574.

Fullan, M. (2005). Professional Learning Communities Writ Large. In On Common Ground, p. 208-223.

Huffman, J. (2003). The Role of Shared Values and Vision in Creating Professional Learning Communities. NASSP Bulletin. Vol. 87, No. 637. P. 21 -35.

Lumpe, A. (2007). Research-Based Professional Development: Teachers Engaged in Professional Learning Communities. Journal of Science Teacher Education Vol. 18 p. 125-128.

Vescio, V., Ross, D. & Adams, A. (2008). A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning. Teaching and Teacher Education 24. p. 80 – 91.

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