



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Procedure n° P2009-ED-10:	Promotion of Arts & Culture in Sir Wilfrid Laurier Schools	
Approved:	Resolution n°	CC-090623-ED-0137
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Origin:	Educational Services	

NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.

1.0 PREAMBLE :

A partnership between the Ministère de la Culture, des Communications et de la Condition féminine (MCCCF) and the Ministère de l'Éducation, du Loisir et du Sport (MELS) was created more than 20 years ago with the aim of integrating the cultural dimension into the educational mission of the school system. This partnership is based, among other things, on the view that schools are places of culture, and that culture is a source of knowledge and learning. (MELS - The Culture in the Schools Program 2008-2009)

The Sir Wilfrid Laurier School Board, an English institution, has created this procedure with the intention of encouraging teachers to access a variety of artistic and cultural resources which will allow them to carry out cultural activities in keeping with the spirit of the Quebec Education Program, and to promote and celebrate the diverse cultural heritages in our community and within a global context.

2.0 OBJECTIVES:

The general objective of the *Procedure to Promote the Arts and Culture in our Schools* is to educate students to become culturally engaged and aware citizens by increasing their exposure to diverse and multicultural artistic experiences through the joint efforts of teachers and professional artists, writers and cultural organizations.

More specifically, the procedure is designed to:

- Ensure that diverse cultural dimensions are integrated into classroom and school activities in accordance with the Québec Education Program;
- Offer students a range of cultural and artistic experiences that will have a positive impact on judgment and aesthetic appreciation;
- Assist students in developing an interest in visiting cultural venues;
- Promote concerted action among schools and cultural organizations, while taking regional realities into account;
- Promote careers in the arts and culture.

3.0 ROLES:

3.1 The Sir Wilfrid Laurier School Board Advisory Committee for the Arts and Culture in Education:

The Advisory Committee provides a link between the schools of the Board and arts and cultural organizations, and its other partners, within the community.

The members of the Advisory Committee could include representatives from the ~~Council of Commissioners~~, senior school board administration, Educational Services, the Finance Department, administrators and teachers of elementary and secondary schools, students from secondary schools, representatives of Adult Education, representatives of the artistic and cultural community of the territory, parent representatives, and members of the community at large.

The Advisory Committee is formed at the beginning of each school year.

The role of the Advisory Committee is to:

- Develop an action plan to implement this *Procedure to Promote the Arts and Culture in our Schools*;
- Ensure its implementation, annual evaluation and, if applicable, its renewal;
- Encourage and assist school administrations in organizing cultural activities that celebrate cultural diversity;
- Encourage educational institutions to include the cultural dimension in their educational projects;
- Encourage schools to take advantage of the *Procedure to Promote the Arts and Culture in our Schools* to invite artists and writers to the schools or to organize cultural outings.
- Promote and support the schools in the organization of activities such as:
 - ❖ Arts and Culture Week in Quebec Schools
 - ❖ Heritage Week/Diversity Week
 - ❖ Black History Month
 - ❖ Remembrance Day
 - ❖ Citizenship Ceremonies
 - ❖ The entry of cultural projects in the "Essor Awards Contest",

3.2 School Board:

The role of the School Board is to:

- Support the initiatives of the schools and services of the School Board that promote arts and cultural diversity in general;
- Promote accessibility of personnel to arts and cultural activities, training and cultural venues and consult personnel in this regard as the need arises;
- Promote curricular strategies to place greater emphasis on arts and culture and teaching of arts and culture to students;
- Maintain the advisory committee for the arts and culture in education by providing the necessary support;

- Forge partnerships with cultural groups, artists, libraries, universities, colleges and cities, as well as with the Ministère de la culture, etc.;
- Publicize the artistic and cultural projects that have been carried out by the School Board and the schools among parents and the population in general;
- Consult with the administration, teaching staff and governing boards of schools, as well as the Parent's Committee, to gather input for programs and activities;
- Promote cultural activities in the different communities and regions;
- Integrate into, and be in-line with, the School Board's Strategic Plan;
- Work with the Communications and Public Relations Department to promote initiatives.

3.3 School Administration:

The role of the School Administration is to:

- Raise awareness among all personnel regarding the importance of integrating the arts and cultural dimension into the school's educational project, success plan and all other learning and teaching activities;
- Facilitate the dissemination of information and the promotion of activities of a cultural nature among the staff and throughout the School Board;
- Forge partnerships with cultural organizations and the municipalities and other interested organizations;
- Encourage and support school teams in their initiatives;
- Publicize the initiatives of the schools and the Adult Education Centres that promote and integrate a cultural dimension;

3.4 Teaching Staff:

Teachers are at the heart of the process. Without their commitment to integrate the cultural and artistic dimension, the school will not be able to offer students the opportunity to acquire a rich cultural experience.

The teacher's role is to:

- Assume a major role in the development of the artistic and multicultural dimension of students' learning;
- Expose students to a wide variety of artistic and cultural references within the context of their learning activities, as part of the Quebec Education Program;
- Provide the opportunity for students to have diverse and meaningful artistic and cultural experiences in which they can interact, take ownership of, and become involved in their culture;
- Foster openness towards the cultural diversity of the community and Quebec society.

3.5 School Governing Board:

The school's governing board is responsible for cultural and artistic events as well as for the adoption, implementation and evaluation of the educational project and school success plan.

Governing Boards are encouraged to:

- Include the arts/cultural dimension in the school's educational project;
- Encourage the integration of the arts/cultural dimension in school activities;
- Review, on an annual basis, the Arts and Culture programs and initiatives in the school, in light of the *Procedure to Promote the Arts and Culture in our Schools*, and make recommendations for the coming year;
- Promote, support and encourage schools to participate in the following initiatives and or events (and any others it deems to be appropriate):
 - ❖ Arts and Culture Week in Quebec Schools
 - ❖ Heritage Week/Diversity Week
 - ❖ Black History Month
 - ❖ Remembrance Day
 - ❖ Citizenship Ceremonies
 - ❖ The entry of cultural projects in the "Essor Awards Contest",

3.6 Parents' Committee:

The Parents' Committee is encouraged to:

- Provide input into initiatives of the Sir Wilfrid Laurier School Board Advisory Committee for the Arts and Cultural in Education;
- Promote local activities which ensure that the arts and cultural dimension to learning is integrated throughout all school activities.

The Sir Wilfrid Laurier School Board would like to thank the Riverside School Board for permission to use their *Policy to Promote the Arts and Culture in our Schools* in the creation of this procedure.