

USE THIS SHEET TO: Agree on basic communication, protocol for absences and general working guidelines.

# ARTIST & TEACHER BASIC INFORMATION SHEET

For artists and teacher partnerships to be both positive and meaningful, open communication should be established and maintained throughout the process. Expectations of each partner should be discussed to create a solid foundation for your working relationship.

Please take the time to review the following together:

COMMUNICATIONS PROTOCOL

What is the preferred way to reach each other and when? How and when can we debrief on lessons, share updates, discuss progress of project?

 **ARTIST** Preferred way to get in touch: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Good time to connect:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER** Preferred way to get in touch: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Good time to connect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When and how will we debrief on a session? Share updates? Discuss project in general? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCHEDULE PROTOCOL

Start of school day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected arrival time of artist for setup: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What to do if late (teacher and artist): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What to do if sick (teacher and artist): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Visitor pass/Office check-in required: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LOGISTICS

School announcement to acknowledge the presence of the artist in the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tour of the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lunch area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where to store supplies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nametags: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## HEALTH AND SAFETY INFORMATION

The artist and classroom teacher are aware that the artist cannot be left alone with students in the classroom, under any circumstance.

The artist and teacher have reviewed planned classroom activities to ensure that the school and/or school board’s health and safety protocols are followed during the course of the project.

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMITMENT TO ACCESS AND DIVERSITY

Review the Arts Education Access and Diversity Statement (see below) to ensure that the spirit and principles of it are upheld throughout the process.

**OAC’s ARTS EDUCATION ACCESS AND DIVERSITY STATEMENT**

***Access to the arts by Ontarians in all their diversity*** is a guiding principle for the Ontario Arts Council’s Arts Education programs.

As defined by the Ontario Human Rights Code, all students have a right to educational services without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

Artists and teachers should strive to create and foster an inclusive creative experience that eliminates social, physical and financial barriers and respects the diversity of all students.

Further, OAC’s Arts Education office has adopted the United Nations Declaration on the Rights of Indigenous Peoples and expects OAC-funded projects to respect the following excerpts in particular:

Article 13  
Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures . . .

Article 31  
1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their . . . cultures, including . . . oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

What this means in practice for artists and educators is, if your project teaches Aboriginal cultural material, that one or both of you have the expertise in the form and/or cultural knowledge and you will address the cultural protocols that define that knowledge and/or practices.

PLEASE NOTE: This is different from using source materials and/or resources that reflect the diversity of Ontario and/or giving student voice in artistic projects. OAC encourages artists and teachers in their OAC-funded projects to continue these positive and effective practices.