



THE ARTS IN SPECIAL EDUCATION – IN THE NATIONAL INTEREST

Professor Brian J. Caldwell
International Symposium on
Re-imagining Special Education through
Arts Education and Arts Therapy
Melbourne Convention Centre, 29 July 2008

'The quality of an education system [or school] cannot exceed the quality of its teachers'

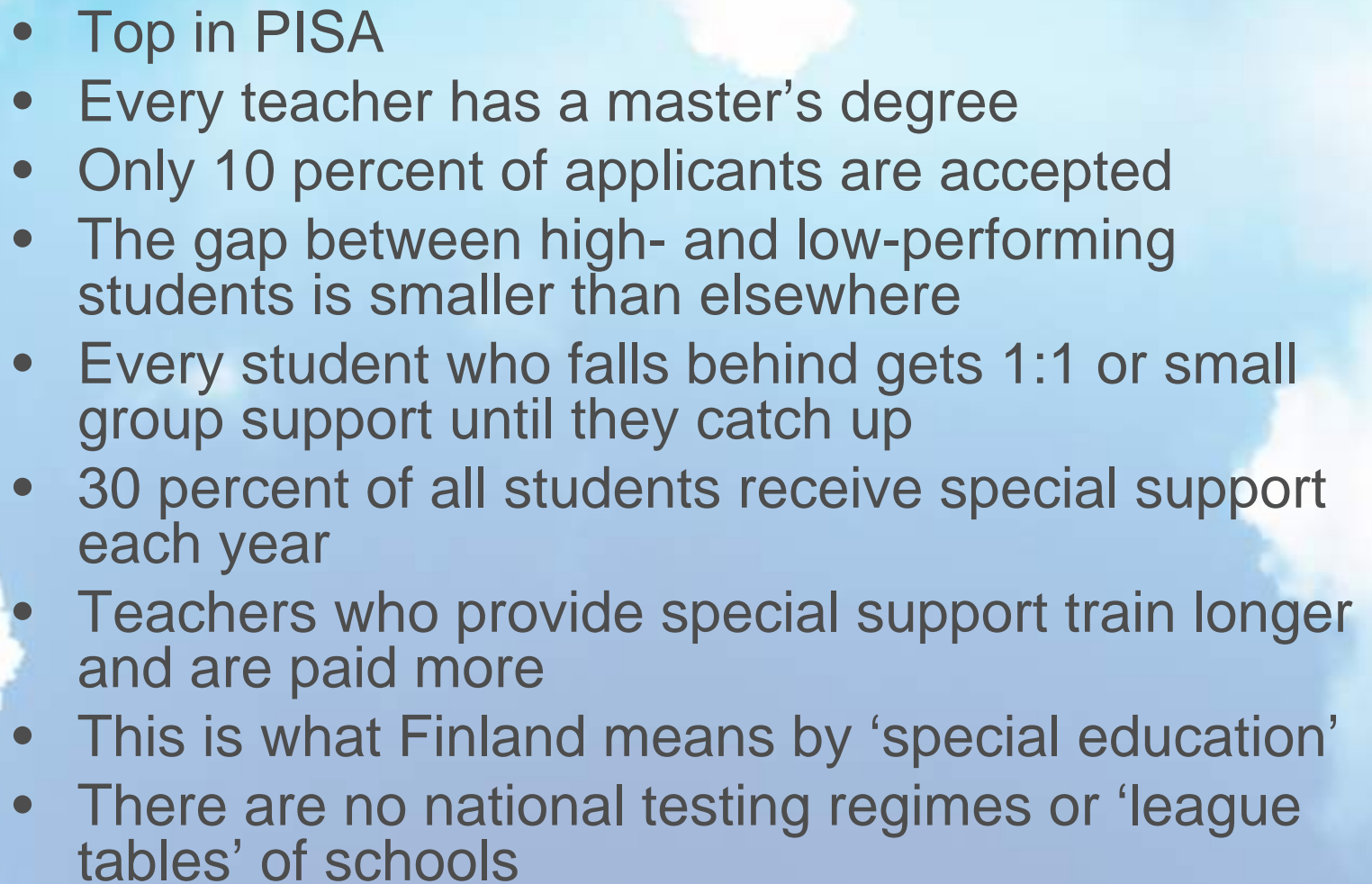


McKinsey: *How the world's best performing school systems come out on top*




While there are many definitions and many practices are encouraged, a common feature is that there should be a learning plan for every student, that the progress of each student in this plan should be monitored frequently, that support is available to get the student back on track should he or she fall behind, and that at least one teacher should know the student well and serve as a mentor.

Personalising learning

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- Top in PISA
 - Every teacher has a master's degree
 - Only 10 percent of applicants are accepted
 - The gap between high- and low-performing students is smaller than elsewhere
 - Every student who falls behind gets 1:1 or small group support until they catch up
 - 30 percent of all students receive special support each year
 - Teachers who provide special support train longer and are paid more
 - This is what Finland means by 'special education'
 - There are no national testing regimes or 'league tables' of schools

Learning from Finland



Integrated Services Committee at Port Phillip Specialist School involves the Principal, two Assistant Principals, Social Worker, Psychologist, Director of Integrated Services (Carl Parsons), the Speech Language Specialists, Occupational Therapist, Physiotherapist, Music Therapist, Art Therapist, Drama Therapist and various members of the special education teaching staff and classroom assistants

‘Integrated services are the heart beat of the school’ [Carl Parsons]

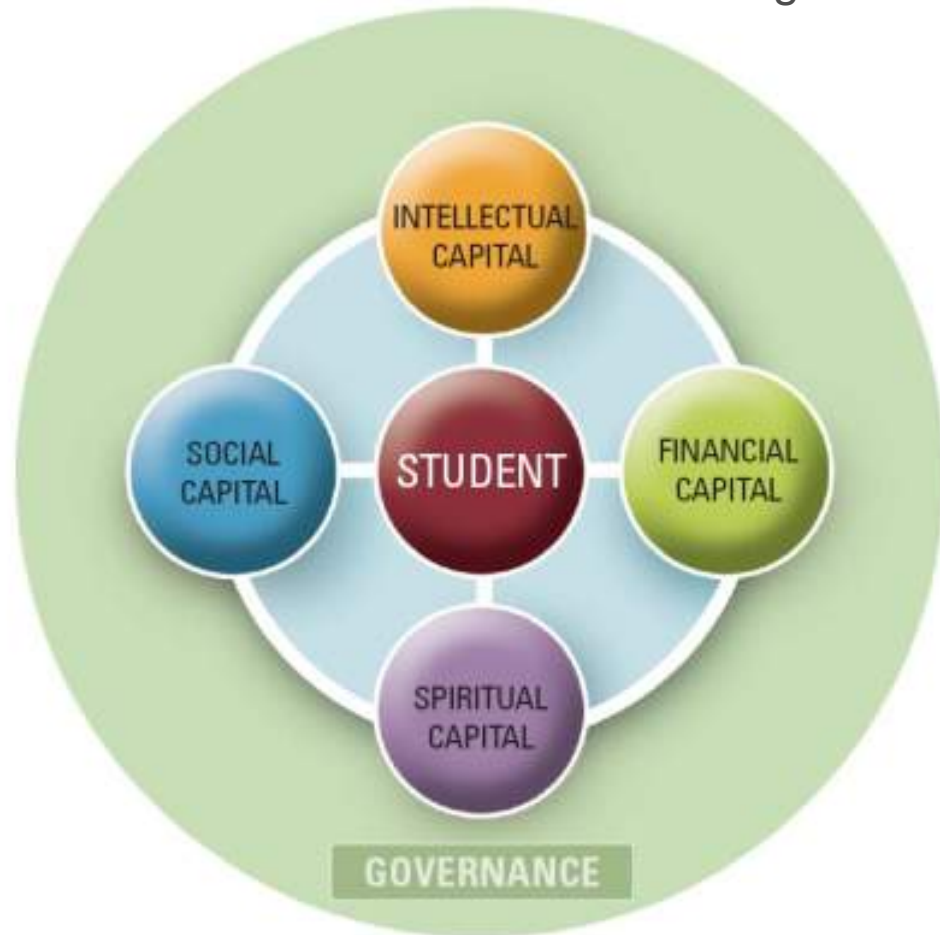


- I see no difficulty scaling up to a school of 1,000 or 2,000 students the particular approaches that are working so well in special schools of 50 or 150 students.
- It will mean remarkably different approaches to the delivery of services, but that should be part of the education revolution.



Scaling up

Transformation is significant, systematic and sustained change that secures success for all students in all settings



Alignment of four kinds of capital



- **Intellectual Capital . . .** The knowledge and skill of those who work in or for the school
- **Social Capital . .** The strength of formal and informal partnerships and networks that have the potential to support or be supported by the school

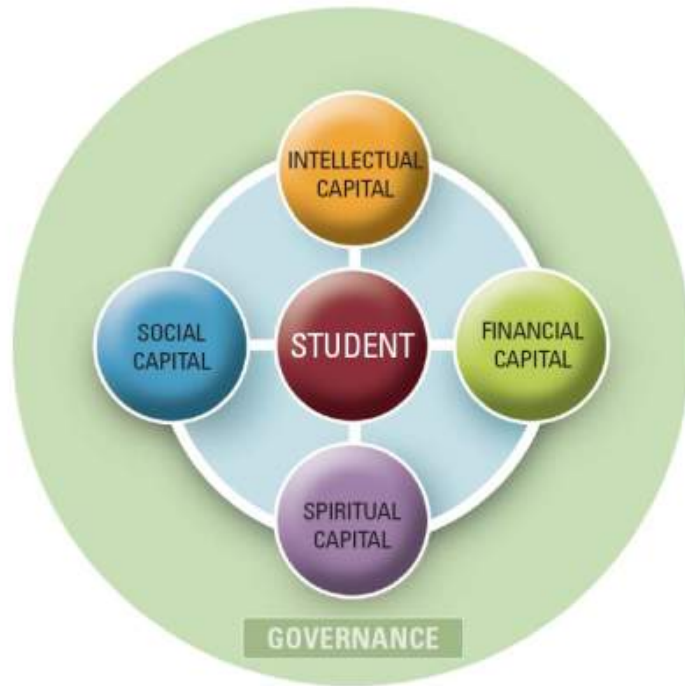
Intellectual and Social



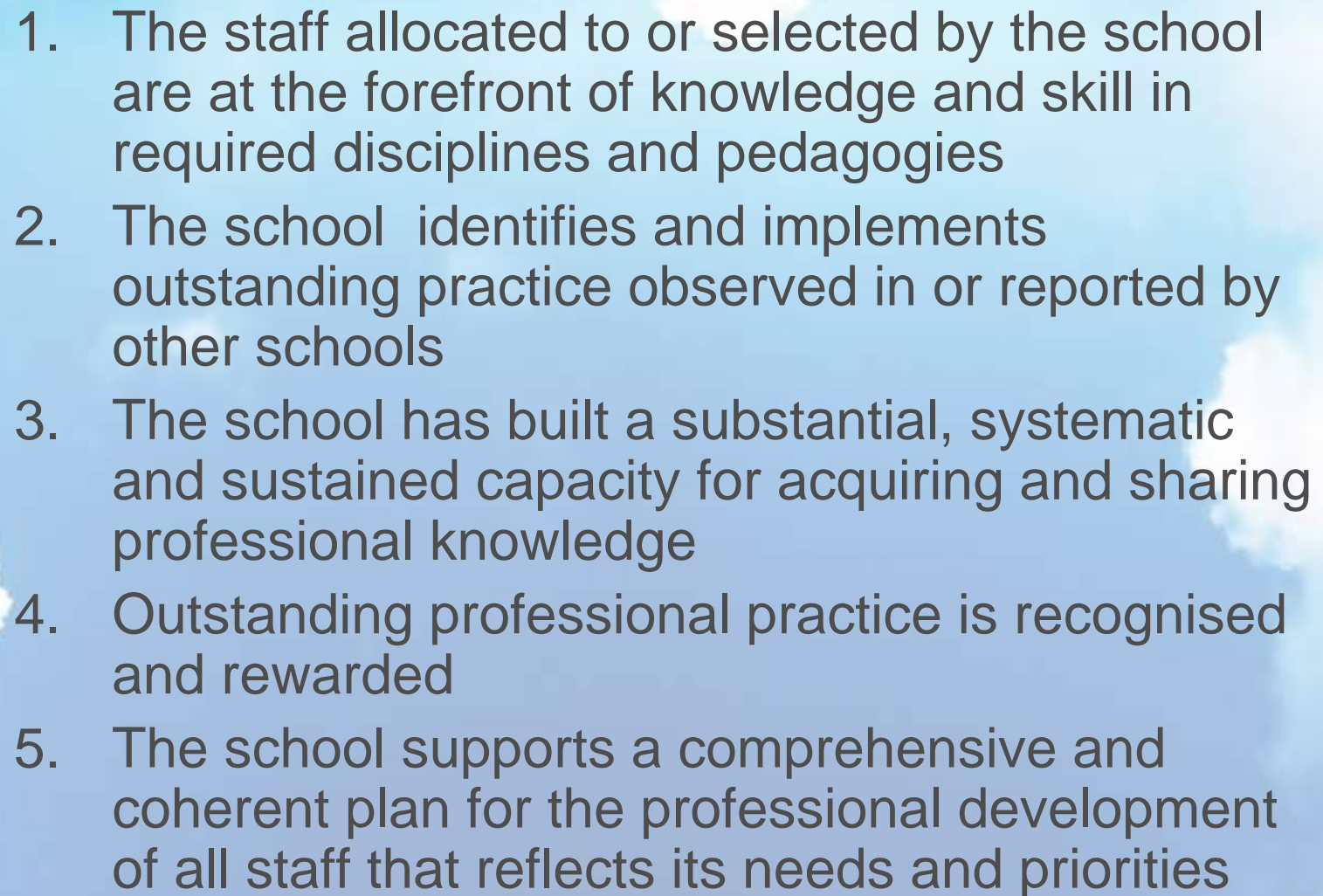
- **Spiritual Capital . . .**
The strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning
- **Financial Capital . . .**
The money available to support the school

Spiritual and Financial

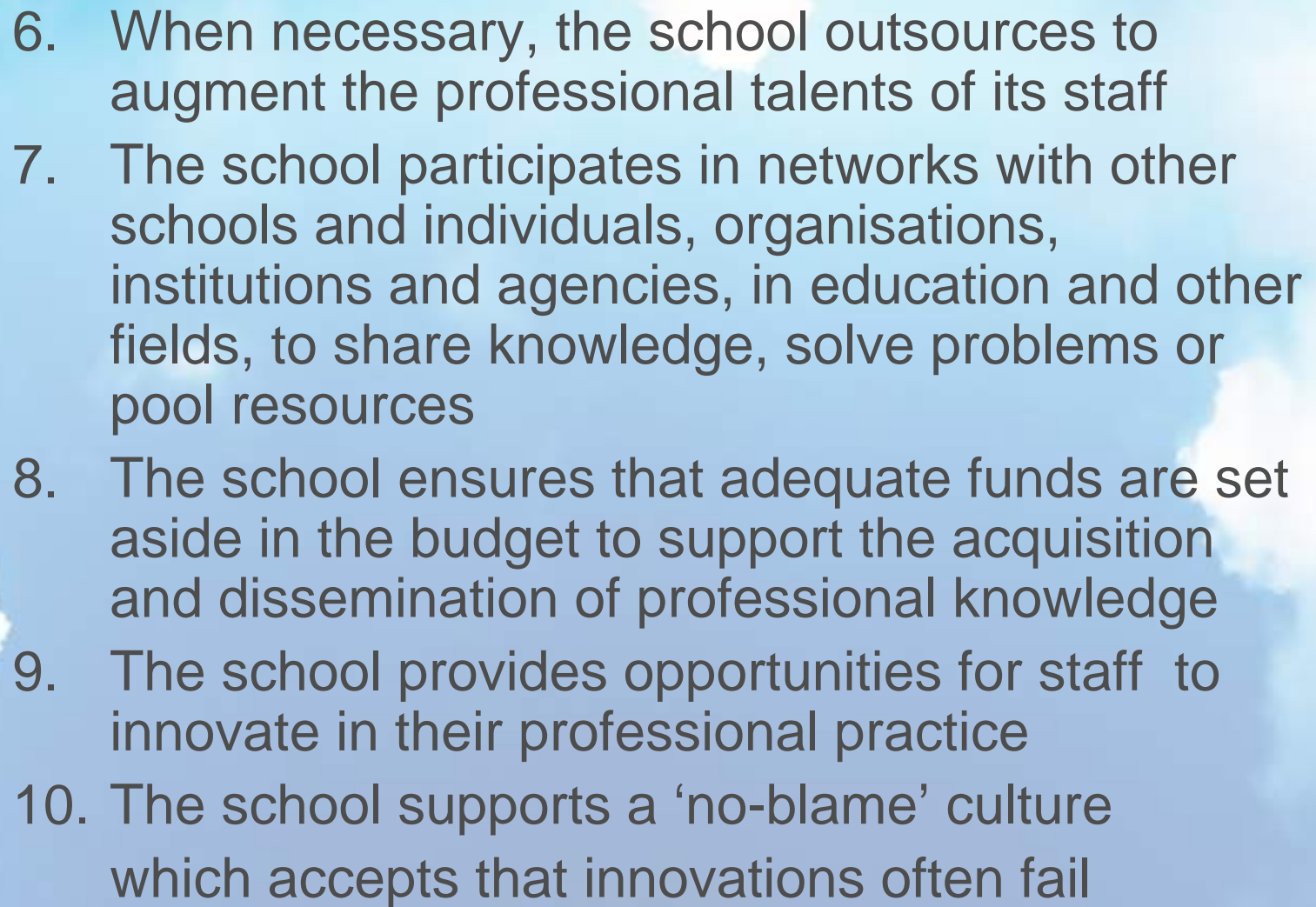
- **Governance . . .** The process through which a school builds its intellectual, social, spiritual and financial capital and aligns them to achieve its goals



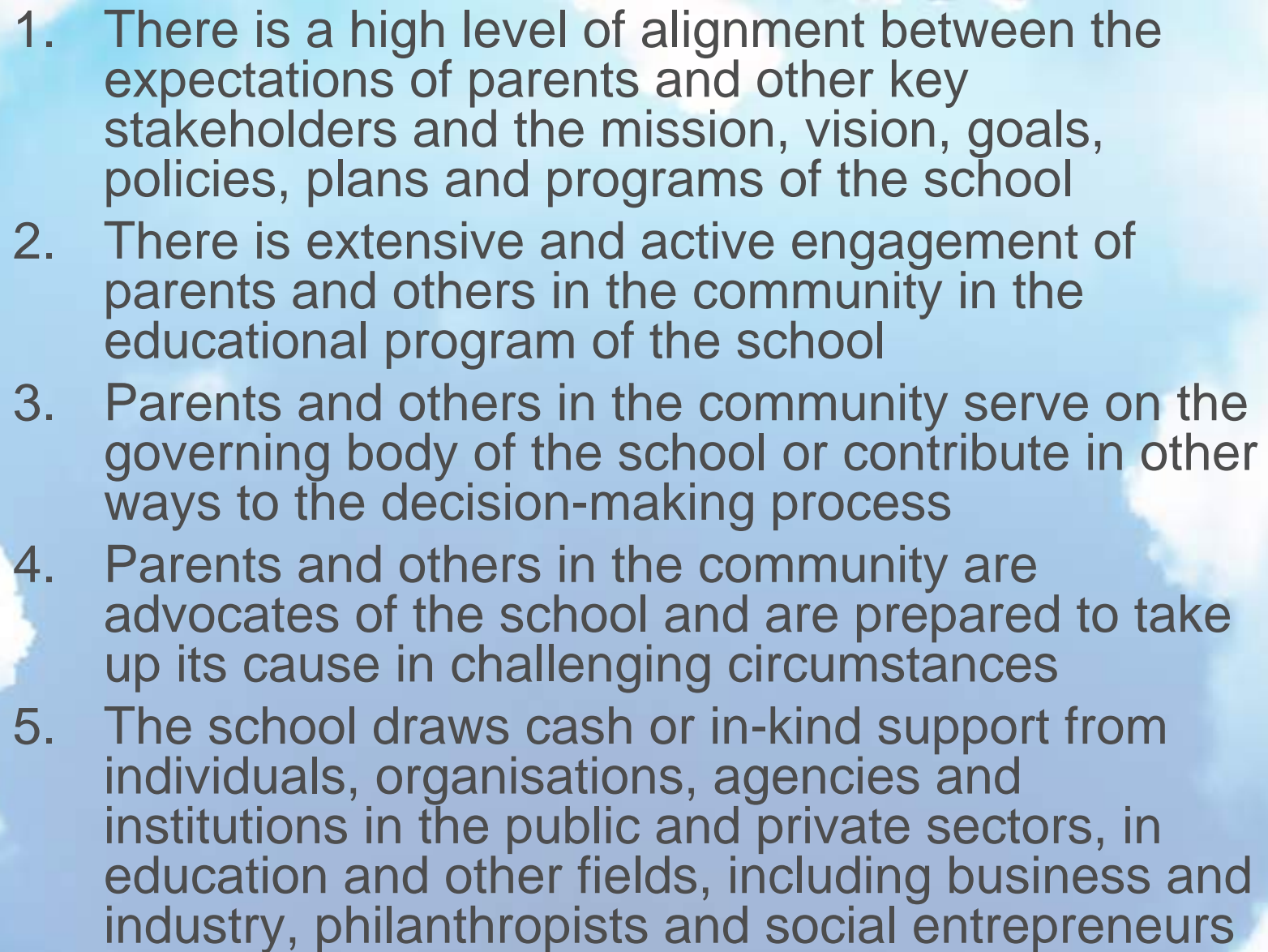
Governance

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1. The staff allocated to or selected by the school are at the forefront of knowledge and skill in required disciplines and pedagogies
 2. The school identifies and implements outstanding practice observed in or reported by other schools
 3. The school has built a substantial, systematic and sustained capacity for acquiring and sharing professional knowledge
 4. Outstanding professional practice is recognised and rewarded
 5. The school supports a comprehensive and coherent plan for the professional development of all staff that reflects its needs and priorities

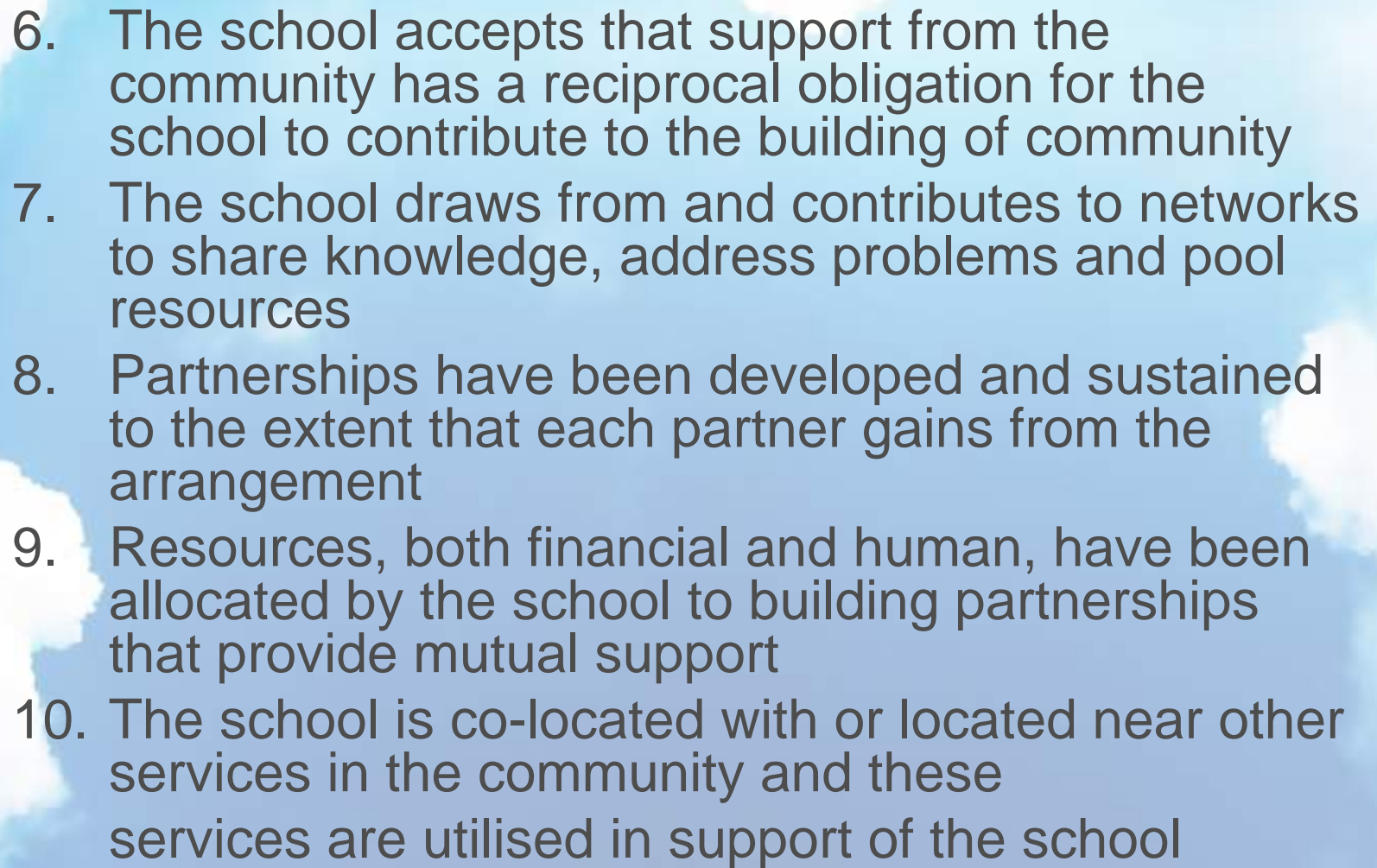
Intellectual capital indicators

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6. When necessary, the school outsources to augment the professional talents of its staff
 7. The school participates in networks with other schools and individuals, organisations, institutions and agencies, in education and other fields, to share knowledge, solve problems or pool resources
 8. The school ensures that adequate funds are set aside in the budget to support the acquisition and dissemination of professional knowledge
 9. The school provides opportunities for staff to innovate in their professional practice
 10. The school supports a 'no-blame' culture which accepts that innovations often fail

Intellectual capital indicators

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1. There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, policies, plans and programs of the school
 2. There is extensive and active engagement of parents and others in the community in the educational program of the school
 3. Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process
 4. Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances
 5. The school draws cash or in-kind support from individuals, organisations, agencies and institutions in the public and private sectors, in education and other fields, including business and industry, philanthropists and social entrepreneurs

Social capital indicators

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6. The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of community
 7. The school draws from and contributes to networks to share knowledge, address problems and pool resources
 8. Partnerships have been developed and sustained to the extent that each partner gains from the arrangement
 9. Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support
 10. The school is co-located with or located near other services in the community and these services are utilised in support of the school

Social capital indicators

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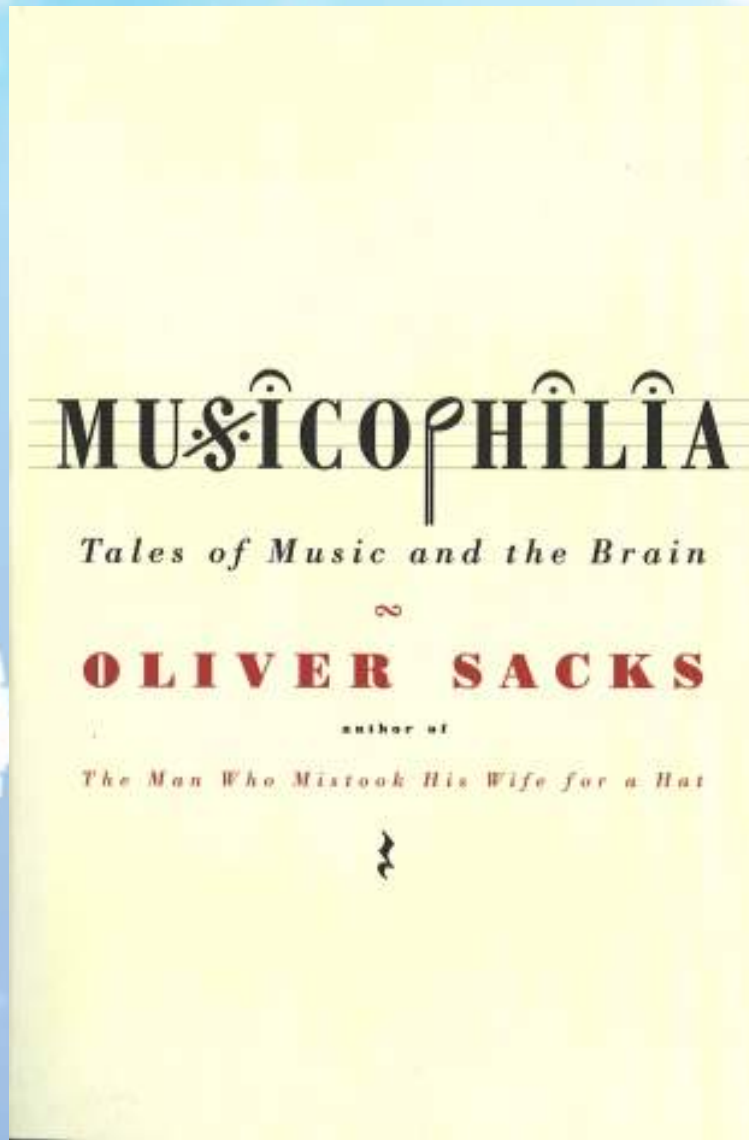
Diane Elizabeth Mardock
 Eldon Ford, Mrs Lindner, Amelia Eliza Richard Trust, The Carter-Jones Foundation, Michael D'Alto, Maxine Hall,
 Greg Mann, John Andrew, Justin Robertson, Don Chisholm, Michelle Skerrett, Port Phillip Specialist School Council, Phillip Jones,
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 Lord Hayes Trust, Harold Ross, Peter Stern - Prisca Cateris, Paul Harris, Professor John Miller,
 Bethan Spricknell, Ross Edgworth

Sponsorship at Port Phillip Specialist School



- ‘How can we shift understanding at a community and / or policy level to advocate for the importance of the arts and arts therapy in special education?’
- Arts education and arts therapy demand that learning and the support of learning be personalised.

Arts education and personalising learning



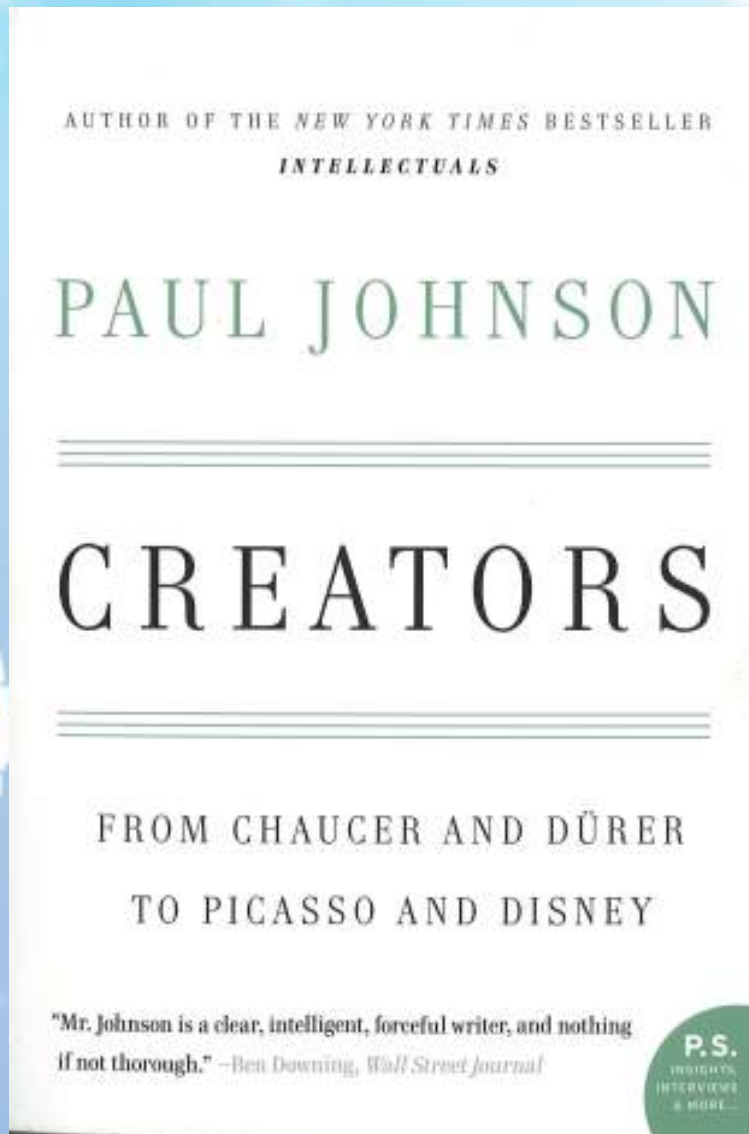
[Students] who may be unable to perform fairly simple sequences involving perhaps four or five movements or procedures – but who can often do these tasks perfectly well if they set them to music. Music has the power to embed sequences and to do this when other forms of organisation (including verbal forms) fail’

Comparative advantages of the arts



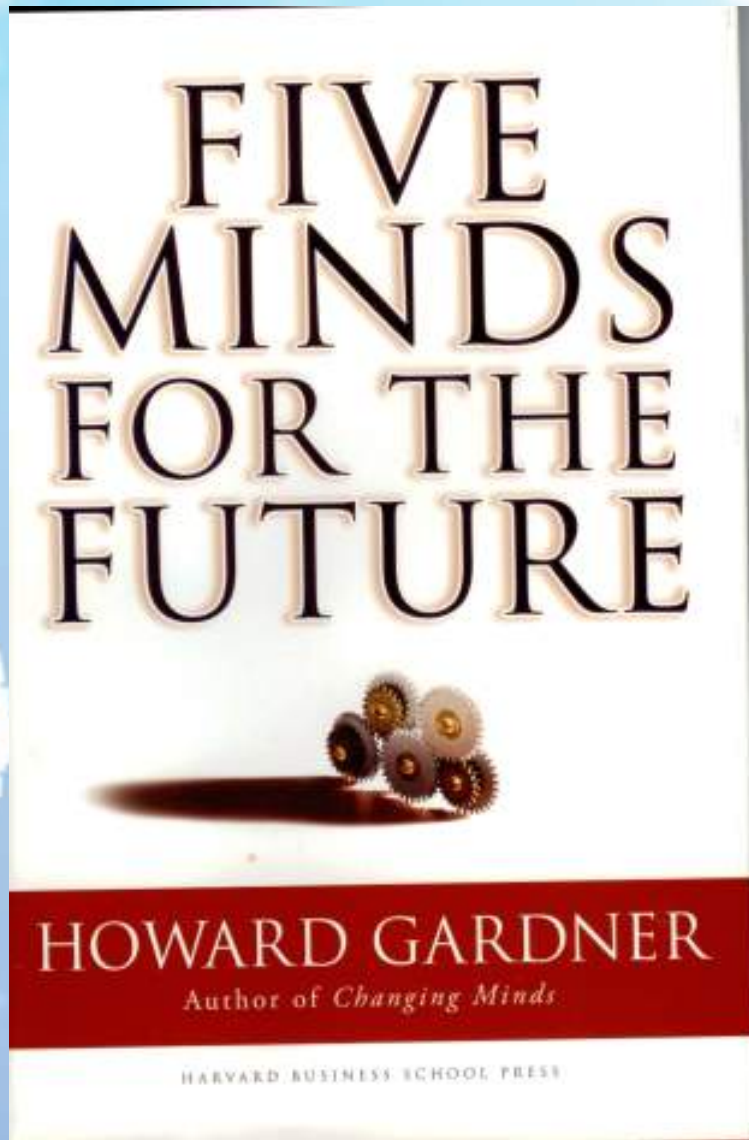
- There is no place for the arts and arts education in the remit of the National Curriculum Board (NCB), conducted under the auspices of the Council of Australian Governments (COAG) and its Productivity Agenda Working Group.
- Its remit in the first instance is to develop a national K-12 curriculum in English, mathematics, the sciences and history. After that it will work on geography and languages other than English.

Arts education and the national curriculum



- ‘There is creativity in all of us, and the only problem is how to bring it out.’ In special education you know how to bring it out in ways that were not accomplished and could not be accomplished in a curriculum that sidelines the arts.
- ‘The art of creation comes closer than any other activity to serving as a sovereign remedy for the ills of existence’

There is creativity in all of us



- 'I believe it is essential for individuals in the future to be able to think in the ways that characterise the major disciplines. At the pre-collegiate [school level] level, my own short list includes science, mathematics, history and at least one art form'

What does Howard Gardner have to say about the arts?



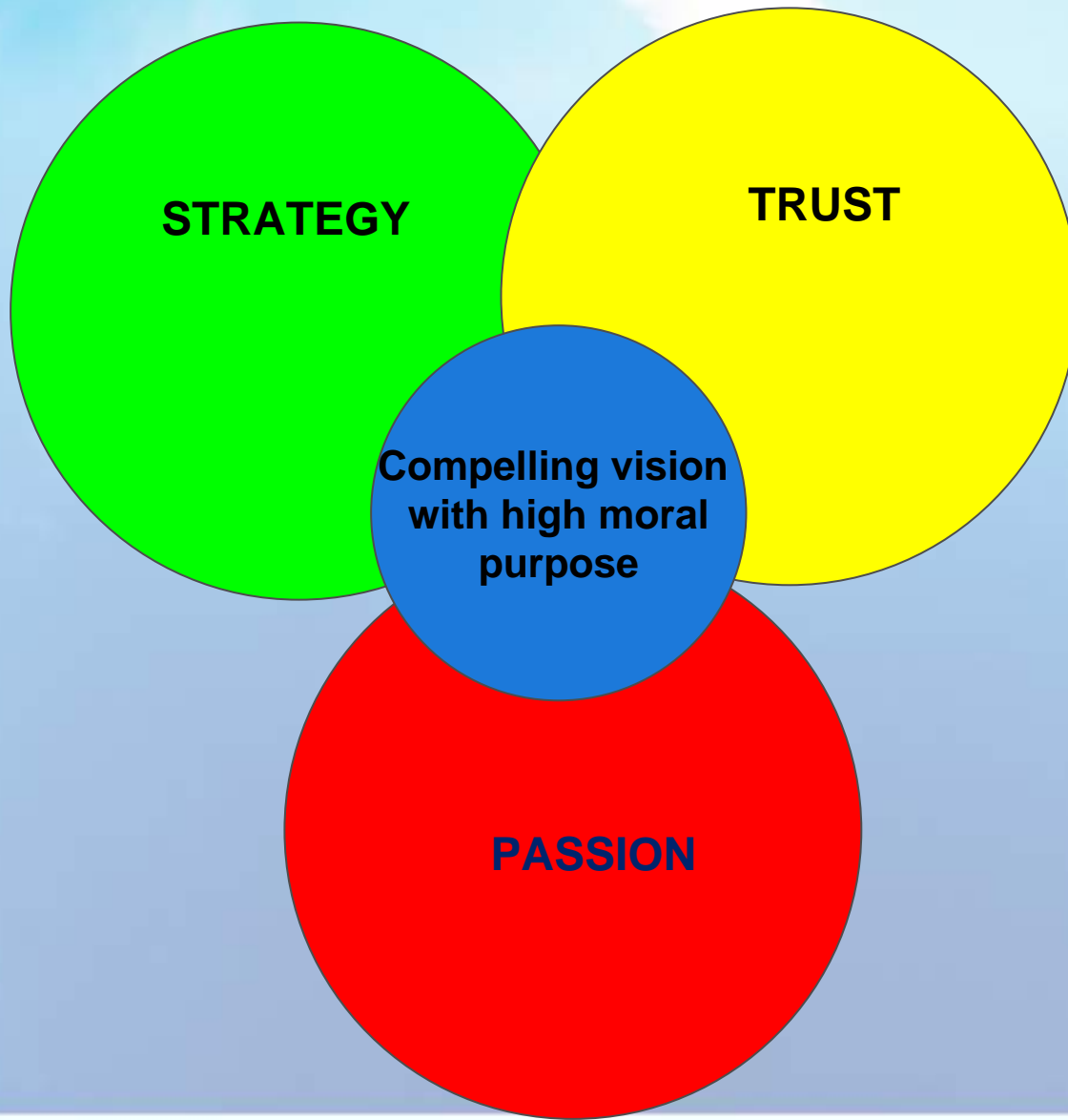
- 'Toward a Creative Australia: The Future of the Arts, Film, and Design'. Two 'big ideas' were:
- 'Mandating inclusion of specific streams of arts and creativity – Indigenous storytelling, film, philosophy, Asian culture, music, design, art, drama – in the kindergarten to year 12 national curriculum'
- 'Ensure the role of arts and creativity is central in education through the requirement of a national reporting of creativity'

What was said at the Australia 2020 Summit?



- Deputy PM Julia Gillard's John Button Memorial Lecture and the education revolution
- Starting a 'raging debate'
- John Maynard Keynes: 'When the facts change, I change my mind. What do you do?'
- The facts have changed about special education

Now for a real revolution



Passion, Trust & Strategy



THANK
YOU!

Re-imagining Special Education