
Carclew values the work professional teaching artists undertake in schools and supports artists and teachers to work together to bring vibrant arts experiences to South Australian students.

Arts programs and residencies, in schools support learning and make a difference in the lives of children and young people. To assist teachers and artists to work together Carclew developed an artist resource kit, The Ark. This resource was developed in consultation with artists, educators, schools, arts organisations and companies to include current information about the delivery of lively, relevant and engaging arts experiences that enrich the curriculum.

The Ark provides helpful information and checklists to guide artists and teachers in working together to plan arts activities that support and enrich the curriculum.

The Ark complements Carclew's online [Artists for Schools Register](#) which lists information about South Australian teaching artists (and companies) experienced in working in schools. Listed artists have either been quality accredited (through Playfull) or meet a set of criteria for inclusion. Please contact staff at Carclew Arts & Education if you'd like more information.

[Browse the Artists for Schools Register](#) to contact an artist directly.

The Arts industry and community are essential to a twenty-first century Arts curriculum that seeks to strengthen the opportunities the Arts offer young Australians... The Australian Curriculum for the Arts will facilitate opportunities for young people to engage with professional artists and arts organisations in numerous ways, as appropriate.

Shape of the Australian Curriculum: The Arts (August 2011)

The Ark was originally developed and written by Suzanne Donovan (writer) and Helen Bock (Project Manager/Co-writer) in 2006 and is regularly updated with current links and information.

FOR TEACHERS

Your school has decided to engage a professional artist to work with the students on an arts project or activity. The artist resource kit 'The ark' will keep you afloat and help you on your way. Developed in consultation with artists, educators, schools, arts organisations and companies and recently updated, 'The ark' documents the elements and procedures that contribute to models of best practice in the delivery of lively, relevant and engaging arts and education experiences for South Australian students.

FINDING AN ARTIST

When selecting an artist consider whether the skills they have to offer will suit the nature of the project or activity, make a difference to the students and be valued and supported by the teachers and the school community.

Before you go any further browse through Carclew's [Artists for Schools Register](#) if you want an artist to work in your school but you don't already have a suitable artist in mind. You can search for a specific artist or company under performing arts or visual arts. You can also search for an artist based on the year level you would like them to work with.

Selecting the right artist for a school

Carclew cannot guarantee that the artist you select will be the right one for your school however, in order to be included on the Artists for Schools Register, all artists have been quality accredited or meet specific criteria.

Recently we asked teachers 'how do you gauge the quality/suitability of an artist or company?' and most responded 'through peer feedback'. All artists who have worked in schools should be able to provide you with testimonials from schools they have worked in before – please ask them when you make contact. If they are not able to provide written evidence of prior work in schools they will be able to give you contact details from someone you can contact.

INITIAL CONTACT, PLANNING AND INDUCTION

Now that you (the school representative) know the artist you want to engage, and you have made initial contact you need to invite them to the school for a face-to-face meeting.

During early negotiations you will need to discuss the following:

- timeframe
- artist fee
- materials
- equipment
- venue
- student numbers and year levels
- the process
- expected outcomes

After the initial discussions are completed and the school and the artist are in agreement you will need to timetable (consult with relevant classroom teachers) and budget the project or activity. A contract may not be necessary but the artist must have an agreement in writing – this could be an email or a letter.

On the first day the artist arrives they will need to get to know your school. The process of induction should include basic and more specific information. Artists will need to know everything from where the toilets are to what student behaviour management strategies are in place in your school.

The Survival Skills and Checklist will help you through the initial process and include details you need to know in order to work with professional artists and to ensure everyone enjoys a safe, stress-free and successful arts experience.

ORGANISATION AND MANAGEMENT

When planning the dates for your arts activity you will need to consider dates on the school calendar such as sports day, swimming carnivals, pupil-free days/PD, camps and NAPLAN testing. This is often overlooked in the planning stages and can have implications further down the track if not factored in. It is vital for all involved that you plan well ahead.

Communication Processes

It will assist the artist if they are aware of the school's communication procedures. Is there a daily / weekly staff bulletin? How does the school newsletter work – this is often the best way to disseminate information about the project to the broader school community. How does information flow between the staff and School Council? How does the Student Representative Council give and receive information?

Student Population

Information about student enrolment and the broader school community is important for you and the artist to consider when planning and delivering an arts project.

Information might include:

- a school context statement (detailing information about the socio-economic circumstances which prevail in the area)
- information about students with special needs
- students, identified as being 'at risk'
- Aboriginal students
- students from non-English speaking backgrounds
- religious backgrounds
- family composition (e.g. single parent families)
- any particular programs which are provided to assist these students

Parent Participation

How are parents and caregivers involved in various aspects of the school community? What expectations are there for parent involvement in special projects? It can be a very positive experience for both the students and their parents (and other family members) if they can share aspects of the project. Consider how this might happen.

Work Health and Safety

It is essential for the artist to be shown your school's emergency evacuation and invacuation procedures, on their first day in a school. It is also important they are made aware of basic procedures around responding to an incident or emergency.

Duty of Care

A teacher or other member of the school staff *must* be present at all times when the artist is working with students. An artist contracted to deliver an arts project or activity cannot take on the school's Duty of Care.

Social Justice and Equal Opportunity

Artists will require information about the school's sexual and racial harassment grievance procedures. Ensure your artist is made aware of your school's anti-bullying policy.

LEGAL, COMPLIANCE AND POLICY ISSUES

Government Schools

If you are a teacher in a DECD school and are considering engaging a professional artist to work with your students, relevant policies are listed under [DECD Policies](#) on this website.

Independent and Catholic Schools

If you are a teacher in an independent or Catholic school and are considering engaging a professional artist to work with your students, similar relevant policies will be listed at the links below.

[Policy information](#) for Independent Schools

[Policy information](#) for Catholic Schools

THE PROJECT/ACTIVITY BRIEF

What is the task?

Make sure the desired project or activity outcomes are clearly stated, understood and agreed upon and, most importantly manageable and achievable. These things should be discussed at the face-to-face pre-project meeting. If you are from a regional school, this may not be possible but regular email and phone communication is just as important and will ensure you are thinking along the same lines.

General strategies to achieve the task might include:

- Skills and Knowledge - what the artist brings to the project.
- Participation - what the students and teachers contribute to the project.
- Partnership - what the teacher/s, students and artists bring to the project ... or maybe even parents and the wider community.

Focal points or key outcomes might include:

- Curriculum - learning a new skill.
- Social - improving the ability of students to work in teams or with partners, taking risks, dealing with social issues.
- Communication - interpreting thoughts and feelings in a new or different way.
- Incorporation of creative expertise to shape a project.

Remember that the artist will bring their creative expertise to the project, sharing their experience and knowledge. The artist will assist you and your students shape what you want to achieve throughout the creative process - visioning, planning, concept development and design, art-making and outcome.

SURVIVAL SKILLS

The points below will provide you and your school will some insight into working with an artist. Even if your school has engaged an artist in the past, you may find the following points helpful.

- Take the artist through the 'sign in' procedure. They need to be aware that they need to do this each day when they arrive and leave. Ensure they are aware of the importance of this procedure – i.e. emergency, fire.
- Front office – introduce the artist to the staff in the front office and ask the staff to assist the artist if they need anything such as photocopying.
- Parking - talk to your artist about where they can park and be aware they may need to be able to get close to the space they are working in to unload material or equipment. Assist them to do this *safely* – offer to help them with lifting (or, if you can't organise another person on staff), assist them to watch out for children while they back their vehicle.
- School timetable: ensure the artist is aware of the school timetable. When are recess and lunch breaks? This will impact on the length of their workshops and when they can have breaks.
- Provide the artist with a list of teachers' names, year levels and numbers of students, and room numbers. Allow the artist ample time to set up for a workshop or a performance and see that someone is there to let them in at the desired time.
- Provide the artist with a map of the school showing designated areas, room numbers, activity spaces, the hall, the carpark, the staffroom, staff toilets.

- Staff facilities - show the artist around the school (staff room, toilets). What are arrangements for tea/coffee, cups? Is there somewhere (canteen) where they can get some lunch if they need to?
- If you are having a special morning tea while the artist is there – please invite them.
- Introductions – allow enough time on the artist’s first visit to take them around the school to introduce them to teachers, admin staff and students so everyone is aware they will be working in the school.
- Communication - if you are the coordinator of the project, but the artist is not with you and your students all of the time, make sure they know where to find you and/or who they can go to for assistance if needed.

CHECKLIST

Please feel free to use this Checklist as a starting point for working with an artist to plan a successful arts experience in your school. When you meet with the artist to discuss your arts project or activity make sure you cover the following:

- ✓ Skills and expertise - Before you meet with the artist check that their skills and experience are appropriate for your project or activity. Ask for their CV and talk to them about their past experience working in schools. It is also fine to request testimonials from other schools they have working with.
- ✓ Contacts - Introduce the artist to the appropriate contact person (teacher) who will be coordinating the project/activity and provide contact details. Please consider it is often difficult to contact teachers, due to their busy teaching timetable so you may want to provide a mobile number or personal email.
- ✓ Outcomes - Talk to the artist about the school’s curriculum priorities and why you want to do the project. Explain your expectations and, in particular the desired learning outcomes for both students and teachers (PD).
- ✓ Contract - Negotiate a contract of employment (this can be a simple letter of agreement) with the artist that includes the terms and conditions talked about at the face-to-face meeting. The written agreement should include; the agreed fee, dates and times, numbers and year level/s of students and desired outcomes. The contract should also include a clause on how to deal with a disagreement/dispute (ask Carclew staff for a copy of a standard clause).
- ✓ Negotiating the fee - When negotiating a ‘fee for service’ you will need to allow for preparation time, travel time and cost (particularly if you are in a regional school), and hourly/daily/weekly rate. This will vary depending on the artist, the nature of the work and their experience. Please contact Carclew staff for advice on appropriate rates.
- ✓ Accommodation – If the project is to take place in a regional school and the artist is not local you will need to provide and pay for suitable accommodation. This can be hotel, motel, bed and breakfast or caravan park (cabin). It is important that cooking facilities are available as there is often limited choices in small regional towns especially if the artist has specific dietary needs.
- ✓ Planning - Work with the artist to develop a project or activity plan – think about what, who, when, where, why and how.
- ✓ Professional Learning - If the artist will be in your school for a week, two weeks or more talk to them about the possibility about integrating a professional learning session (on staff meeting or

student free days) for teachers. This is an ideal way, if it happens early in the project for all staff to get to know what the artist will be doing with the students and may also equip them with new skills they can integrate into their teaching practice. If there is not an opportunity for this the teacher/s who work most closely with the artist will learn through hands-on involvement. Don't forget to ask the artist questions - they will be happy to share information.

- ✓ Materials and equipment - Ask the artist to provide a list of materials and equipment required for the project. On most occasions the school will be required to cover the cost but it will usually work best if you ask the artist to source them. Discuss how the school will then reimburse the artist or providing Petty Cash in advance (they will need to keep receipts) is sometimes a better option.
- ✓ Space / Venue - Provide an appropriate space for the artist and students to work and organise the booking for the room well in advance. When the artist visits the school show them the possible space/s and check they are suitable for the activity i.e. if it is a dance activity, a hall or gymnasium will be needed and if it's a visual arts activity, the art room or wet area will be needed.
- ✓ Communication - Consider how the school will inform teachers, students and the school community about the project (newsletter, local media). It is important that the entire school community know about the artist's visit and what they will be doing.
- ✓ Induction - Provide induction for the artist – this can happen before the project/activity begins. Information to include: signing the visitors' book; start and finish times; car parking; where things are located in the school; use of phones and other facilities (photocopier); timetables; ordering lunches; school breaks; school rules, policies and procedures; WH&S.
- ✓ Project leadership - A nominated teacher must take responsibility for coordinating the project or activity, including timetables, room bookings, resources, equipment and meetings with artist.
- ✓ Duty of Care - Ensure the artist is aware of the school's [Duty of Care](#) and that every teacher will remain with their students during the duration of the project/activity. An artist must not be left alone with a child or group of children at any time.
- ✓ Planning for success - After you have considered and addressed all of the above points it will be time for the students and teachers to enjoy working with the artist who will be a great asset to the school community.