ARTS VIC/FACULTY OF VCA & MCM - STRATEGIC INITIATIVE FUND
‘MANY CULTURES - MANY VOICES’ ARTS PROJECTS (2013-2014)
2013 PROGRESS REPORT – THE CENTRE FOR CULTURAL PARTNERSHIPS
THE ARTS - ARTISTS - CULTURAL DIVERSITY - COMMUNITY ENGAGEMENT
‘MANY VOICES – MANY CULTURES’ PROJECTS (2013-2014) funded by
State Govt-Arts Vic & Faculty of VCA & MCM - Strategic Initiatives Fund & Australian Govt Diversity & Social Cohesion Program

- 19 MULTICULTURAL ARTISTS EMPLOYED in 2013 (14 Alumni) in 52 participatory arts workshops & 6 community cultural events
- ARTS & CULTURAL DIVERSITY - communities from China, Vietnam, Timor, Burma, Eritrea, Somalia & Sudan
- ENGAGEMENT & PARTNERSHIP - 300 school children, 120 parents, 10 key partners & members of the wider community
- MULTI-ARTS - storytelling, drama, music, songs/singing, visual art/drawing, ceramics/tiles/sculpture & public art
- CREATIVITY & SKILL DEV’T – arts workshops explore cultural symbols/patterns/stories to create installations - ceramic tiles + sculptural animals
- A CULTURAL MEETING PLACE - “LEAVING A LEGACY” - as a permanent paved outdoor garden space

THE VALUES THAT ARE EMBODIED BY ARTS & CULTURE ARE CENTRAL TO OUR IDENTITY AS A NATION

Communities are empowered by collaborating with artists in acts of self-expression:
- confidence is gained by exploring creative processes with playfulness, determination & delight
- community building is witnessed in positive relationship building that affirm collaboration & interaction
- communities are strengthened through the arts participation & engagement of many cultural communities

Through the arts, communities build shared goals & then experience & celebrate collective achievement.
- children & families gain new confidence, knowledge & pride through the arts & intercultural experiences
- by imaginatively exploring & creating new ideas, communities shape their own cultural identity
- artists have a key role to play in facilitating creativity & cultivating a new sense of belonging & connection

Through the arts community can identify the many voices of our social & cultural identity
- Participatory arts programs offer cross-sectoral partnership opportunity & resource sharing

Arts projects can bridge & connect community with key partners
(Arts Vic, AMES, Oxfam, DHS, Horn of Africa Comm. Network, Fed/State Govts, Uni. of Melb. + Faculty-VCA & MCM & wider community)
THE ARTS – MULTI-CULTURAL ARTISTS – COMMUNITY
SKILL DEV’T WORKSHOP
COMMUNITY EVENTS
INTERCULTURAL EXCHANGE

RICHMOND WEST PRIMARY SCHOOL PROJECT with communities from
... CHINA ... VIETNAM ... TIMOR ... BURMA ... SOMALIA ... ERITREA ... SUDAN ...

INDIGENOUS CULTURE
Indigenous storyteller ... didgeridoo playing ... dreamtime tales ... Aboriginal heritage - flora & fauna ... caring for the land...
In residence ... working with all grades ... presentations to parents ... cultural awareness experiences...

MANY RHYTHMS
Hand bell ringing ... harmonic patterns ... Asian & African compositional rhythms ... echoes that remain in our memory
Training teachers ... teaching children ... rehearsing ... 210 children in a bell orchestra ... reverberations of many cultures
Performance for parents & community ... confidence, respect & pride in collective achievement...

MANY VOICES - MANY CULTURES
Cultural stories, films, songs, dances from Timor & Sudan
Diversity of multicultural herbs & food ... Australian plants ... examining/observing ... drawings ready for ceramic tile inlay decoration
Guardian animals ... imaginative animals & fantastical drawings ... creativity ... sketches ready for making of ceramic animal sculptures
Saturday workshops with parents & children ... creation of ceramic tiles & animals ... oxide tints ... coloured glazes...
Klin firing & re-firing ... preparing for site installation ... an outdoor garden site construction

A CULTURAL MEETING PLACE
Site works ... laying castlemaine stone pavers ... installing ceramic totem poles ... wooden sculptural fence rods...
Children’s tiles creating a river stream in pavers ... sculptural animals adorn the totems ... a special spirit of place ...
A new meeting place ... a space of harmony & pride ... "leaving a legacy"
The Centre for Cultural Partnerships (CCP) is undertaking a Many Voices - Many Cultures program (2013-2014) with 2 primary schools Debney Meadows PS & Richmond West PS. These schools have been chosen as their school population has a high % of refugee & new arrival community children. The school & community-based arts & cultural learning activities are creating opportunity to learn, share & celebrate the diversity of many cultures.

“...Participation in structured arts activities increases cognitive abilities. Students from low-income families who take part in arts activities at school are three times more likely to get a degree. The employability of students who study arts subjects is higher & they are more likely to stay in employment. Students who engage in the arts at school are twice as likely to volunteer & are 20% more likely to vote as young adults”.

Cultural Learning Alliance, Key Research Findings: The Case for Cultural Learning, 2011

Underpinning the Centre’s arts in education program are key objectives to:
- increase active participation in community-based arts & culture in primary schools
- demonstrate how the arts in education encourage social cohesion & promote cultural diversity
- foster intercultural dialogue & highlight cultural identity diversity by sharing cultural experiences
- align cross-sectoral partnerships to enhance arts & community engagement
- provide artist skill development experiences for new & emerging artist/facilitators
- lead & document collaborative planning, delivery & evaluation processes

The diverse participatory activities focus on a cultural learning in order to.
- Promote concepts of identity, cultural diversity & intercultural understanding;
- facilitate empowerment & support settlement of refugee children, families & communities;
- build young people’s confidence & pride in contributing positively to their communities & wider society

The program design has a nos of key features:
- creativity through arts & cultural activities has been planned with schools, parents & cultural communities
- workshops focus on storytelling through a multiple intelligence framework with music-making, art/drawing, drama, film, singing, ceramic sculptures as place-making art & landscape activities
- multicultural artist collaborations develop a range of arts skills & guide the diversity of cultural experiences
- tailored programming activates empowerment & enriches the arts & community engagement

Program highlights
- Promoting the value of multi-cultural diversity with communities from China, Vietnam, Timor, Burma, Eriterea, Somalia & Sudan engaged
- Demonstrating the impact & employment benefits of multicultural artists in arts & community engagement activities
- Fostering workshop activities including storytelling through music, song, drawing, ceramic sculpture & drama participation
- Creativity with children experimenting & learning new skills to create story narratives, films & develop symbols & patterns for permanent art products.
- At Debney Meadows PS digital storytelling workshops with children, parents & teachers resulting in the children producing of 3 films
- At Richmond West PS creating a Cultural Meeting Place as paved outdoor garden with school children, parents & the Centre’s staff of 2 & a team of 18 artists
ARTS IN EDUCATION & CULTURAL LEARNING APPROACH

A number of reports both here and overseas have addressed the important role of the arts in education. These reports have placed emphasis on issues of access and the provision of arts activities to schools (e.g. John Holden, Culture and Learning: Towards a New Agenda, 2008, Demos’ and Get It: The Power of Cultural Learning. Report of a public consultation by the Culture and Learning Consortium, UK, 2008\(^i\), have discussed the need for participatory arts activities, and for ‘cultural education which enables young people to engage positively with the growing complexity and diversity of social values and ways of life’ (Professor Sir Ken Robinson, All Our Futures: Creativity, Culture and Education, 1999)\(^ii\).

Cultural learning involves both learning through culture & learning about culture & it also involves new methods of inquiry, creativity & experimentation that can activate new ideas & actions

The Young Foundation, working in consultation with a number of agencies in the UK, including the Department for Education recently produced - A framework of outcomes for young people\(^iii\). This document identifies ‘a clear connection between social and emotional capabilities and positive life outcomes, including educational attainment, employment status, health and behavior’ (p 6). The framework is defined by two dimensions – the distinction between individual and social outcomes and between extrinsic and intrinsic outcomes. In the individual/intrinsic quadrant are outcomes such as confidence, creativity, managing feelings, resilience and determination. In the extrinsic/social quadrant are outcomes such as strengthened community through leadership and civic participation and contribution to the economy through labor market participation.

The framework also focuses on developing clusters of abilities & of particular relevance to the issues of this project is addressing ‘identity capital’ to combat social exclusion for children and young people (p 33). It identifies the need for a rights-based approach which maximizes the potential for all children. Educational and other policies need to deal with the capabilities of the most disadvantaged if they are to address social exclusion (p 33).

The following framework presents the key principles of Cultural Learning model (UK Cultural Alliance adapted material by Sue Clark (CCP)

1. Every child should have equality of access to the multicultural diversity in cultural learning opportunities.
2. Cultural learning happens inside & outside of schools & universities in a wide range of settings.
3. Families, parents & cultural communities are important providers of cultural learning.
4. Children can shape their own cultural landscape & become empowered & supported to engage with, & contribute directly
5. Cultural learning involves diverse practices, multiple intelligences. It can encompass storytelling through the arts (music, drama, sculpture, film-making, drawing) combined with nature & environmental studies & knowledge valued by all cultures
6. Arts subjects taught in schools & other settings as part of the curriculum have depth, rigour & an established canon of knowledge. They can contribute with status, value & importance within curriculum & require equal resource & provision.
7. Partnership, collaboration, a shared commitment & a united cooperative approach is key to successful delivery.
8. Cultural learning enriches our national life & makes a contribution to our society in the development of our economy through cultural learning children gain the skills as creative cultural citizens
9. It inspires civic engagement & helps schools to make positive changes through collective ownership of culture. This leads to personal, social & community benefit & a shared sense of identity
10. Cultural learning has clearly evidenced educational & social outcomes. Young people who have the opportunity to learn through & about culture are better equipped to achieve across the curriculum & to take responsibility for their own learning. Attendance, attitude & wellbeing are all improved by engagement with culture. Cultural learning practice should be informed by rigorous research & evaluation into impact & outcome

PROGRAM STAKEHOLDER DIRECTIONS

For policy makers, researchers, CCD practitioners & academics
The program in creating opportunity for refugee/new arrival school children provides access & direct participation in arts & cultural programs to build a new sense of identity & cultural values, promoting meaningful interactive participation & exploring the value of cultural diversity & connection with the broader community culture.
For arts/education managers & partner organisations

The MVMC program encourages inter-government approaches & responds to issues confronting refugee children, families & their communities. A collaborative partnership model has been initiated with inter-government agencies (Dept of Immigration, DHS, Arts Vic, AMES), artists, teachers & community leaders as well as specific cultural & language communities. These partnerships can:

(a) empower children & encourage community engagement with families
(b) create new models of social/cultural identity & multiculturalism
(c) challenge preconceptions & transform self-perception

For schools, students & wider community

Discussion, social & intercultural dialogue generates broader learning amongst children, teachers & parents about cultural identity. Students & parents have greater exposure to a diverse range of arts learning (contemporary arts, multicultural & environmental studies). A culture of sensitivity & celebration has been developed to reinforce the importance of the diversity, meaning & value of cultural traditions. Children have become more confident, experimental and creative.

Educational Programming

- Micro/macro arts skill dev'ts…observing…drawing…thinking…applying designs to tiles & sculptural creations
- Storytelling at Debney Meadows PS …drama improvisations… role plays…story-forming…film scripts…film-making
- Bell Orchestra at Richmond West Ps as a whole school learning with 210 school children – developmental music learning & performance processes …teachers in training & teachers transferring acquired skills to children…a conducted performance for parents & communities learning &experiencing together
- Multi-sensory experiences…arts activities…cultural awareness experiences…many voices experiences
- Cultural diversity… new awareness & understanding …encountering value of difference …many cultures
- Process of building ideas …creating process & product awareness…empowerment
- Collaboration & sharing…celebrating collective achievement.
- Rituals as community interactions…concepts of identity
- Legacy – art installations as decorative tiles & sculptural animals in Cultural Meeting Place & 3 Social Issue Films screenings

Every child should have equality of access to arts & cultural learning opportunities as:

- Children are empowered by the act of self-expression.
- Children & their families can gain new confidence, knowledge & pride through the challenges of creativity
- Communities become active agents by learning imaginatively to shape their own cultural identity
- Artists have an important role to play in cultivating creativity & identifying the many voices that represent cultural identity in our culturally diverse communities.
- The values that are embodied by our arts & culture are central to our identity as a nation.
- Cultural learning programs can offer living partnerships between children, parents, artists, teachers & community
- Projects can bridge & connect cultural communities, key partner agencies (Dept of Immigration, AMES, Oxfam, DHS, Arts Vic, HACN, Fed/State Govts) ,University of Melbourne, Faculty of VCA & MCM & the wider community.
- Through cultural learning children learn to co-operate with each other, work towards a shared goal, & celebrate collective achievement.
EVALUATION

11

The evaluation project will provide benefit to CCP’s research in the following ways:

- identifying levels of school/community participation in arts in education program
- examining barriers to & enablers of arts participation, particularly among recently arrived and/or settled families (Timor, Burma, Horn Of Africa - Somalia & Sudan) & other cultural communities (China/Vietnam)
- gathering understanding of role of school & their communities to examine how the arts can build social capital, develop community identity & create inter-cultural connections;
- consider the role of artists, arts groups & community organisations in enhancing school arts curriculum opportunity;
- measure levels of arts participation generated by different models of arts & community engagement practice.

5 FILM & PHOTOGRAPHIC DOCUMENTATION AS RESEARCH

As an important part of the program research is the filming of all workshops. This documentation will capture the children's creativity & their experience of imaginative learning. Class & community workshops will be filmed to give evidence to the children’s cultural background - its richness & diversity. This film documentation will also show how the artist establishes an open & inviting learning environment that aims to encourage many domains of learning inquiry & integration as listening, playing, seeing, watching, interacting, performing, devising, designing, composing, making, writing & doing.

The films will also highlight how cultural learning evolves from both learning through culture & learning about culture. In addition, observing the learning model of inquiry & creativity will highlight the structured development of original ideas & action. The films are designed to expand knowledge & build new commitment about the value of cultural learning as part of the culture of daily living.

Culture is a web of meanings as it is the way we come to know the world, both individually & collectively. It is as rich & diverse as the traditions that stand behind its making. It is the active engagement with the creation of our arts & cultural heritage, & the expression of what and who we are as individuals, as communities, & as a nation. The quality of culture is a measure of the way we live. At a time of social & economic stress, the case for cultural learning is stronger than ever.

The films will highlight how through cultural learning primary school children learn to co-operate with each other, to work towards a common goal, & celebrate collective achievement. The children are empowered by the act of self-expression as they are able to test their skills, gain confidence & self-knowledge through the challenges of performance. In many ways they become active agents learning imaginatively to shape the world around them. Cultural learning offers partnership between the school, teachers & children both in and outside formal education, between professionals & practitioners, between families, communities & cultural agencies – all working to articulate the values of our multicultural society. These values that are embodied by our arts & culture are central to our identity as a nation, & can help to bind our society & communities together.

FILM 1) THE ARTS & CULTURE IN EDUCATION - 2013

Every child should have equality of access to arts & cultural learning opportunities. Artists have an important role to play in cultivating creativity & activating the many voices of our diverse cultural identity.

- Arts Workshops 2013 – Richmond West PS (kids with Jorge(Timor), Ajak(Sudan) & Ron( Aboriginal Culture )
- Meaning of Culture –unearthing cultural stories, symbols, patterns & interpretations (Nusra, Caitlin, Neil & James)
- Public Art & Landscape (Ian, John, parents & Sue) meeting place design/construction & handover

FILM 2) STORYTELLING - CREATIVITY & EMPOWERMENT - 2014

Through cultural learning children learn to co-operate with each other, work towards a shared goal & celebrate collective achievement. Children are empowered by the act of self-expression. They gain confidence, knowledge & pride through the challenges of creativity & become active artists learning imaginatively to shape their identity in the world around them.

- Creativity & Empowerment - Prof Barry Conyngham, Dur-e (Women’s Trust) & Prof Glyn Davis (Uni Melb.)
- Storytelling & ‘voice’ (Shahin-Iran) Debney Meadows PS Kids films - identity & belonging +Principal Helen Ottway
- Multiple voices (Festival performers 2014, Asian musicians +African drummers 2014* community researchers)
- Harmony Day 2014 (Fed Square screening bus trip ,parents + kids + public etc)
- Intercultural research - 4 African community researchers (Somalia + Sudan) & school parents
6 PRODUCT OUTCOMES 2013-2014

- Photographic documentation & book - children in action...school celebrations...community engagement
- 2 Films accessed via website 1) The Arts & Culture in Education 2) Storytelling – Creativity & Empowerment
- Filmed interviews at both primary schools – School Principals, teachers, parents, key partners & stakeholders

7 PARTICIPATORY COMMUNITY-BASED ACTION RESEARCH

A community research plan will include a participatory action research & training component, which will involve local community researchers.

The participation of school parents will enable a process of self-reflection & systematic learning as part of the project. Parents, cultural and/or community members will become involved as community researchers to assist in data gathering & reflective analysis in order to distil the learning from the project & to apply findings for future actions within the school & community.

Community members will be trained in basic social research methodology & will be mentored in their roles as community researchers. The training in basic social research methodology will be delivered by researchers at the Centre for Cultural Partnerships, drawing on the application of social research methods in community cultural development.
The Centre for Cultural Partnership program management (Sue Clark & Caitlin Dullard)

RICHMOND WEST PS

2013-14 = 37 artists working with 210 school children
(2013 = 18 artists (*14 Alumni) + 2014 = 19 artists)
CHINESE, VIETNAMESE, TIMORESE, BURMESE, SUDANESE
SCHOOL CHILDREN, PARENTS & COMMUNITIES

PROGRAM 2013

Ron Murray Wamba Wamba aboriginal man, cultural educator (Masters Education), storyteller & didgeridoo player
*Neil McLachlan (VCA Music) Federation Bells public art designer & percussionist
*James Richmond (PhD Uni of Melp) percussionist /musician
*Jorge de Araujo (CCD graduate) photographer, East Timorese community filmmaker & storyteller
*Ajak Kwai (CCD CAP) Dinka woman, Sudanese singer, dancer, storyteller songwriter teacher & writer
Dur-e Dara Vic Women’s Trust, restaurateur & cultural cuisine (Indian, Malay & other) & percussionist

Millenium Art Ian Burns & John Clark Award winning sculptors, Foundry business with landscape features
*Nusra Latif Qureshi (VCA grad) visual artist
*Shahin Shafaei (CCP MA) filmmaker/documentation

CCP GRADUATES

*Jen Tran (CCP Grad Cert) architecture, design, cultural cuisine
*Sophia Constantine (CCP Grad Cert) performing arts, community cultural facilitator
*Warren Howden (CCP Grad Cert) musician flute, piano, guitar, percussionist
*Carmen Maddison (CCD MA) dance, animateur, research

VCA ARTS STUDENTS

*Xanthe Waite visual arts
*Nina Gilbert visual arts

*Sophie Neale visual arts, photography, & art installations

INDIGENOUS CULTURE (storyteller in school – all classes involved)
CHILDREN’S BELLS ORCHESTRA (classes & workshops with teachers & children)
TIMORESE & SUDANESE CULTURAL STORIES, FILMS & SINGING
CULTURAL FABLES & LEGENDS – STORYTELLING & DRAWING MYTHICAL CREATURES
DIVERSITY – DRAWING CULTURAL HERBS & AUST WILDFLOWERS FOR TILE MAKING
CREATING MYTHICAL CREATURES AS SCULPTURES FOR TOTEMS
TILE MAKING FOR PAVED AREA OF CULTURAL MEETING PLACE
BRINGING IT ALTOGETHER - PAVERS - TILES – TOTEMS INSTALLATIONS- PLANTING

PROGRAM 2014

ACTIVATING CULTURAL MEETING PLACE AS A PERFORMANCE SPACE
HARMONY DAY EVENT – WORKSHOPS & PERFORMANCES
(ASIAN MUSICAL INSTRUMENTS-GAMELON, CHIMES, HAND DRUMS)

ARTS FESTIVAL CELEBRATION - WORKSHOPS & PERFORMANCES
(AFRICAN DRUMMING, ACROBATICS & SINGING)
(CULTURAL DECORATIVE TABLECLOTHS & FRUIT PLATTERS)

14
The Centre for Cultural Partnership program management (Sue Clark & Caitlin Dullard)

DEBNEY MEADOWS PS
2013-14 = 9 artists
(2013 - 1 artist/teacher/trainer, 6 teachers, 12 key parents + 2014- 8 artists)
SOMALIAN – SUNI MUSLIM CULTURE school children, parents & community

PROGRAM 2013

Shahin Shafaei digital storytelling, filmmaker, artist/performer with refugee background
STORIES AS DRAMA IMPROVISIONS
PARENT ENGAGEMENT
TEACHER TRAINING
STORYTELLING & DIGITAL FILMAKING
CREATING STORY BOARDS FOR FILM MAKING
FILM MAKING WITH CHILDREN
FILM SET DESIGN & MAKING
ANIMATION PRODUCTION
TEACHER ASSOCIATION CONFERENCE PRESENTATIONS
FILM EDITING
FILM SCREENING TO SCHOOL & PARENTS

PROGRAM 2014

HARMONY DAY WORKSHOPS + EVENTS including
CHILDREN’S FILMS ON FED SQUARE BIG SCREEN + CULTURAL TOUR
& WITH PARENTS – INDIG ARTS EXHIBITION AT IAN POTTER NGV GALLERY
EARTH FESTIVAL OF THE ARTS– INDIGENOUS STORYTELLER IN SCHOOL
MUSIC & SONG WORKSHOPS & PERFORMANCE CELEBRATIONS WITH PARENTS & COMMUNITY
<table>
<thead>
<tr>
<th>MANY VOICES-MANY CULTURES</th>
<th>2013 – Faculty Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINANCIAL BREAKDOWN</strong></td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>RICHMOND WEST PS Salaries</td>
<td>$36,349</td>
</tr>
<tr>
<td>-18 artists in workshops/events - 210 children</td>
<td></td>
</tr>
<tr>
<td>Richmond West Materials</td>
<td>$7,417</td>
</tr>
<tr>
<td>workshops &amp; events</td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>DEBNEY MEADOWS PS Salaries</td>
<td>$12,500</td>
</tr>
<tr>
<td>-1 artist in residence</td>
<td></td>
</tr>
<tr>
<td>-100 children</td>
<td></td>
</tr>
<tr>
<td>Debney Meadows Materials</td>
<td>$350</td>
</tr>
<tr>
<td>- film making costs</td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>MATERIALS TOTAL</td>
<td>$11,151</td>
</tr>
<tr>
<td>Including reimbursements to CCP</td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>SALARIES TOTAL</td>
<td>$48,849</td>
</tr>
<tr>
<td>__________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>TOTAL 2013</td>
<td>$60,000 Faculty OF $90.00 approved funds</td>
</tr>
</tbody>
</table>

**SUMMARY**

- Faculty/Arts Vic approved funding of $90,000 over 3 yrs for MVMC arts in ed. program with $60,000 expended
- Currently funds of $30,000 are available for 2014 programs (final design, planning, delivery, evaluation & reporting)
- The Faculty/Arts Vic funding enabled leverage of $50,000 from Fed Dept of Immigration for 2013-2014 programs (signed contract & Invoice 1 of 2 for $33,000 has been sent)
- Change of Fed Govt & Dept restructures have resulted in funding payment hold ups
- There will need to be some bookkeeping adjustments made in order to align Dept of Immigration funds as the program delivery contract presents the overall program as jointly funded activities for 2013 - 2014

**RECOMMENDATION**

In order to program manage & deliver the 2014 programs in 2 primary schools, it is recommended that the $30,000 available Faculty/Arts Vic funds be assigned to cover the payment of Sue Clark’s part-time program management consultant fees of $25,000 & with $5,000 allocated for report production, presentation material cost & film distribution & promotion
The Many Cultures – Many Voices program is a Strategic Initiative of the Faculty of VCA and MCM at the University of Melbourne, and is jointly supported by the State Government of Victoria through Arts Victoria and the Diversity and Social Cohesion Program, an Australian Government initiative.