

At Alexander School, we believe...

- *Meaningful learning infuses arts and technology into the curriculum*
- *Communication and collaboration between home and school is a vital link that supports student learning*
- *Learning is best achieved in a safe and supportive environment, which nurtures self-confidence and self-esteem*
- *Students need to be engaged actively in learning that provides them with the opportunity to explore and present information, share their experiences, and make real world connections using multiple intelligences*
- *Students need opportunities to make choices regarding their learning and their behaviour to become responsible citizens*
- *Learning is a process that may take many paths to get to the learning outcome*
- *Differentiated instruction is key to supporting student learning and promoting success for all students*



What is a Balanced School Day?

The school day is divided into three relatively equal learning blocks that are separated by two nutrition and movement breaks. The intent is to give students three uninterrupted learning blocks to facilitate more time on task. It is also intended to provide two opportunities for students to meet their nutritional and movement needs.



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At Alexander School, we are committed to providing our students with quality learning opportunities that inspire and engage them through differentiated instructional practices. Our "Learning with the Arts" programming approach integrates the arts and technology into all areas of the **Manitoba Curriculum** and is designed to address the multiple ways students learn. The distinguishing feature of this program is the "integration of the arts" into the core curriculum. Our goal is to provide students with multiple ways of constructing and demonstrating their learning in a supportive environment that fosters ongoing student growth and achievement.



Mission Statement: To engage students socially, emotionally, intellectually, physically, and artistically through quality learning experiences in a multi-age environment.



The Learning with the Arts Program

In this instructional model, the school becomes a place of discovery that nurtures creativity, higher order thinking skills, and self-directed learning. In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. Students are encouraged to find ways of learning that help them understand concepts, analyze experiences, and develop attitudes that value the rigour that the arts require. There is a greater emphasis on the process of learning through this experiential methodology.

The prescribed Manitoba curriculum serves as the foundation for our work in providing quality learning experiences for all students. Through the infusion of the arts into the curriculum and opportunities to work with various artists, the students have the opportunity to extend and go beyond the basic curriculum expectations.

Arts-Infused Classrooms

Arts-integration is an instructional strategy that brings the arts into the core of the school day and connects the arts across the curriculum. Teachers plan meaningful lessons that enable students to demonstrate their learning in multiple ways.

Artists in Residence

Students work with professional artists and mentors to develop their technical skills. We work in partnership with the Royal Conservatory program, *Learning Through the Arts*, to bring highly trained artist educators to work with our students. For more information about LTTA checkout their website <http://learning.rcmusic.ca/ltta>

Benefits of Artists in Residence

- Students learn the technical art skills from "real-life" artists
- The artist becomes a part of the learning community
- The artist supports the infusion of the arts into the curriculum and provides ongoing professional development for teachers



"Talent" is not the issue in Arts-Infused Learning; rather the emphasis is on a learning process that encourages:

- Collaboration
- Exploration
- Inquiry
- Experimentation
- Problem-Solving
- Reflection



What the Research Says...

- Arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores, and they appear to have more powerful effects on the achievement of struggling students than more conventional arts education programs do (Rabkin and Redmond, 2006).
- Effective curriculum and instruction for gifted learners responds to their individual readiness levels, interests, and modes of learning. Curriculum and instruction should be responsive to a student's affective needs as well as his or her cognitive needs (Tomlinson, 2005).
- The Arts Education Partnership released a report that concluded that students who are exposed to dance, music, theatre, and the visual arts appear to better master reading, writing, and math than those who simply focus on the basic curriculum (La Fee, 2008).
- The arts provide students with authentic learning experiences that engage their minds, hearts, and bodies. The learning experiences are real and meaningful for them (Ruppert, 2006).

