Becoming the Arts City
We Say We Are

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THIS IS A TIME TO

Build **COMMUNITY**
with other working artists, teaching artists and **CREATIVE** professionals.
COME INTO THIS TIME

As a working session, a 2-WAY EXCHANGE between US.

As ACTIVE participants with VALUABLE expertise.
USE
THIS
TIME
TO

Reflect on our INTERNAL practice.

Reflect on our EXTERNAL practice.

DREAM and prioritize how to get there.
OPENING CIRCLE: Introductions & Intentions

+NAME

+ROLE (primary)
- Teaching Artist / Practicing Artist
- Education or Arts Administrator
- Arts Educator / Classroom Teacher
- Other?

+Where do you live? Work?

+Creative Medium

+Gender pronouns*  *optional
Choose an emoji. Quickly describe how it symbolizes: 1 quality that an “arts city” should possess?
INTERNAL PRACTICE: Inside an “Arts City”

Activity #1: SPEED SOLVING

When do we have space/time to problem solve in community?
→ Let’s take it on TOGETHER.

WHY IS THIS IMPORTANT?
+ Naming our values and approach
+ Collective effort to build & maintain best practices
+ Experience peer to peer coaching in a safe space
Let’s look at these **REAL ISSUES** that are most relevant for the group...

**PART 1:**

1. How do we **collectively recruit** quality teaching artists?
2. How do we **collectively retain** quality teaching artists?
Let’s look at these **REAL ISSUES** that are most relevant for the group...

PART 2:

1. What are the **common points from our answers** from Q1 (recruitment) & Q2 (retention)?
2. How do we combine our efforts between / across organizations?
How do we **PROBLEM SOLVE** the urgent questions/ issues we identified?

- Let’s get into **SMALL GROUPS**.
- The large post-it notes will stay with each group for 3:30 minutes and groups will **WRITE DOWN AS MANY SOLUTIONS** as they can.
- Then the large post-it notes will **ROTATE** to a new group.
- Afterwards: See a **SOLUTION** to an issue that you’d like to **UNPACK**? Let’s talk about it.
EXTERNAL PRACTICE: Looking Outward

Troubleshooting and skill sharing DOES NOT end with this activity!

WE’VE IDENTIFIED PEOPLE WHO:
+ Have an issue that you’re both facing
+ Have expertise in an area you’d like to improve on
+ Share an identity that you can connect with
If you had the support from your local arts education ECOSYSTEM...

How would this IMPACT YOUR HOPES for your:
+ individual practice
+ teaching artist practice
+ arts admin practice
SCHEMING and DREAMING

Activity #1: GOOD ‘OLE vs. GOOGLE MAP

In small groups, make a VISUAL MAP of the following:

+ What makes up your arts education ecosystem?
+ What is the relationship between all the components?
+ What is the function of each component?
+ What does support look like from each?
Cross Section of a Rainforest

The tops of the trees form a dense canopy, up to 40 metres above ground, where most of the mammals and birds live, feeding off the fruit and flowers.

Epiphytes are plants which grow on another plant, but are not parasites.

Where a tall tree has fallen, creating a clearing, the vegetation can grow quite thick.

There are many climbing plants (lianas) with long root-like stems, which twine around the trees. Other plants, such as figs, start in a crevice of another tree and send down long roots to the ground.

Some of the larger trees have "buttress roots" which spread out at the bottom to help support the heavy weight of the tree.

At ground level it is often quite dark with little vegetation. In the soil, fungi, insects, moulds and bacteria break down the leaf litter and other debris. This makes the nutrients available to the roots of growing trees.

The Clay Basin Field is an anticlinal dome about four miles long and two miles wide that underlies some 4,680 acres.

Storage capacity is held in the Dakota formation at approximate depths of between 5,600 and 5,800 feet below the surface.
CLOSING CIRCLE: Calling them in...

Who do we do this work for?

Think of a person or youth who you would like to share all that you gained today with?
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