

ART LEADERS AS CULTURAL MOVERS

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When we consume any form of art – be it in form of verse or reel – we tend to commend or criticize the artist behind the art. But behind every artist is a person or persons who believed in their vision and provided them with an opportunity to shed a light in this world. This is similar with young artists in schools. Oftentimes, behind every young artist is a school leader who believed in the power and magic of arts.

As leaders, many school heads are charged with advocating and representing various form of arts among other administrators, faculty, staff, families, and learners. School leaders, as creative leaders, have the power to weave what they teach into every fiber of the culture of educational institutions and communities; thus, not only contributing to the present, but also for future growth of the learners.

As such, we can take a glimpse on the National Art Education Association for some ways on how school leaders can contribute to school culture and success. Gregory C. Hutchings, Jr. of Alexandria City Public Schools stated that school leaders must be bold and courageous, show their authentic self, and be unapologetic about dismantling of systemic racism. John Green-Otero, a Creative Learning Initiative District-Wide Coordinator, offers a unique proposition on how to live the tenets of collective impact: four smart people in a room is not enough. Vanessa Smart of University of North Carolina focuses on the importance of teachers. She suggested on the existence of school improvement team and its involvement in various ways. She posited that leaders must position themselves as partners where school can communicate about cross curricular planning. Margaret Koreman, an art education, furthered the role that school leaders play

by pointing out that leaders should inspire future art educators. She believed that our everyday practice shapes how our students see the future of arts education. When leaders celebrate arts, we validate its importance in our learners' lives and our school communities. Leaders should let learners know and realize how amazing art professions are and that they can be caring and imaginative art leaders as well.

On the other hand, the British Council reported that there are ten (10) philanthropists in the country whose works and contributions play an important role in strengthening the creative industry of our nation. Some of those include Jam Acuzar, Founder of Bellas Artes Projects; Gigo Alampay, Founder and Executive of The Center for Art, New Ventures and Sustainable Development; Yael Buencamino Borromeo, President of Museum Foundation of the Philippines, Inc.; Katya Guerrero, Founder of LUZVIMINDA Archive of Philippine Photography; and Adelaida Lim, Co-founder of HABI Textile Council. These philanthropists heed the call of the culture and arts because funding for creative pursuits is often deemed insufficient in our country. Through interviews with the mentioned persons, the Council indicated that philanthropy is not limited to the wealthy and the privileged. In a way, these individuals also serve as art leaders because they help young artists and aspiring artists to turn their sketches into framed images, their ideas into well-written verses.

Indeed, school leaders and philanthropists play an equally important role in ensuring that the school-community ecosystem is united in advocating for the culture and the arts. One of the solutions we can offer in the lack of funding is a strengthened ecosystem of stakeholders from previous sectors who will consistently contribute and cooperate with art and cultural projects and programs. In a nation that clamors for progressive and sustainable growth, art leaders are at the forefront of the battle. In every cent and sweat they offer, a young heart will be moved and inspired.

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