

Sharing the CESET Results

Artists in Neighbourhoods- Fall 2025



Artists in Neighbourhoods across the City

AiN-Fall 2025 by the numbers

4,450

children



494

children weekly

20

artist educators

22

community partners

32

neighbourhoods accessed

806

Educators

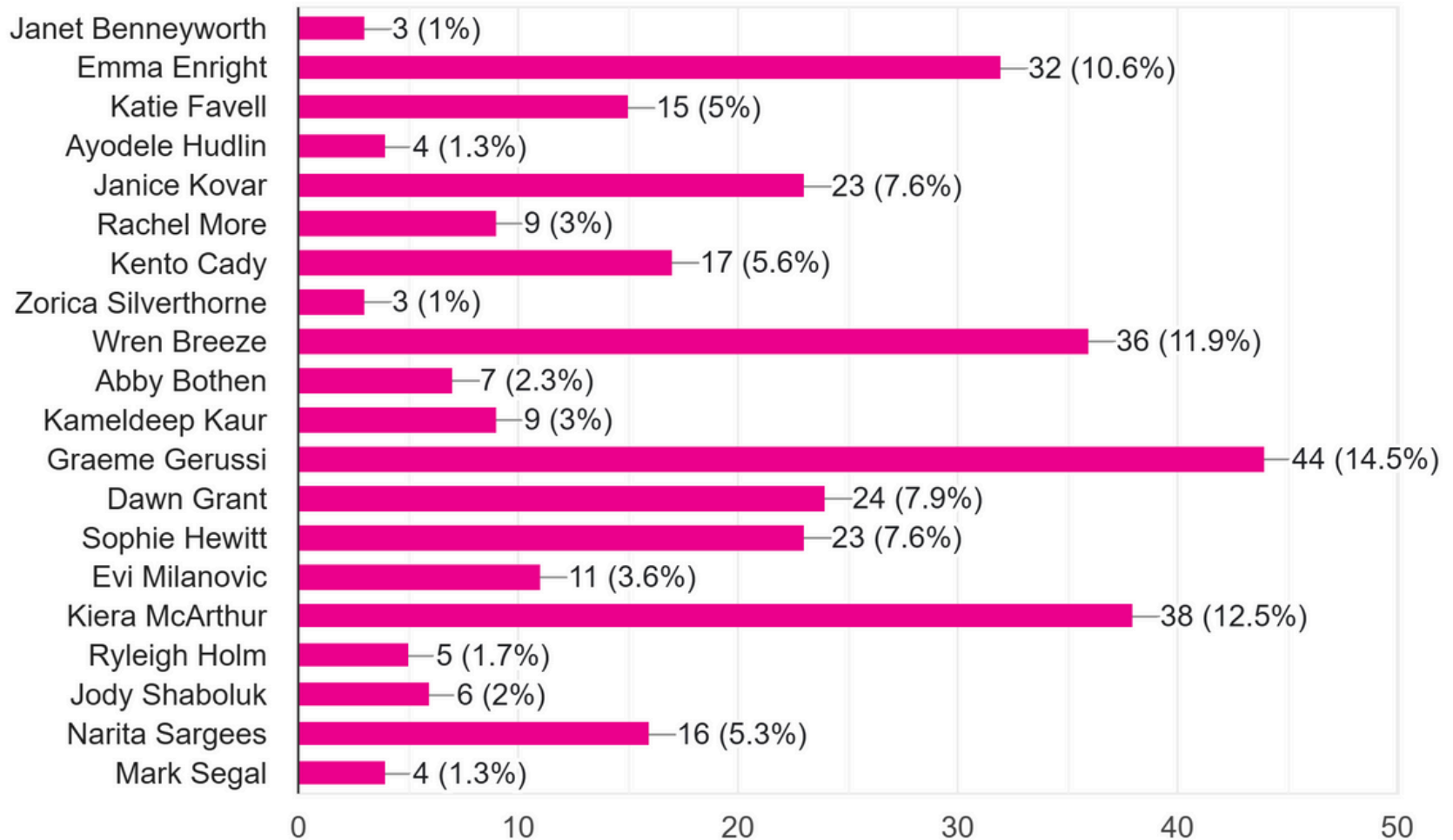


89

educators weekly

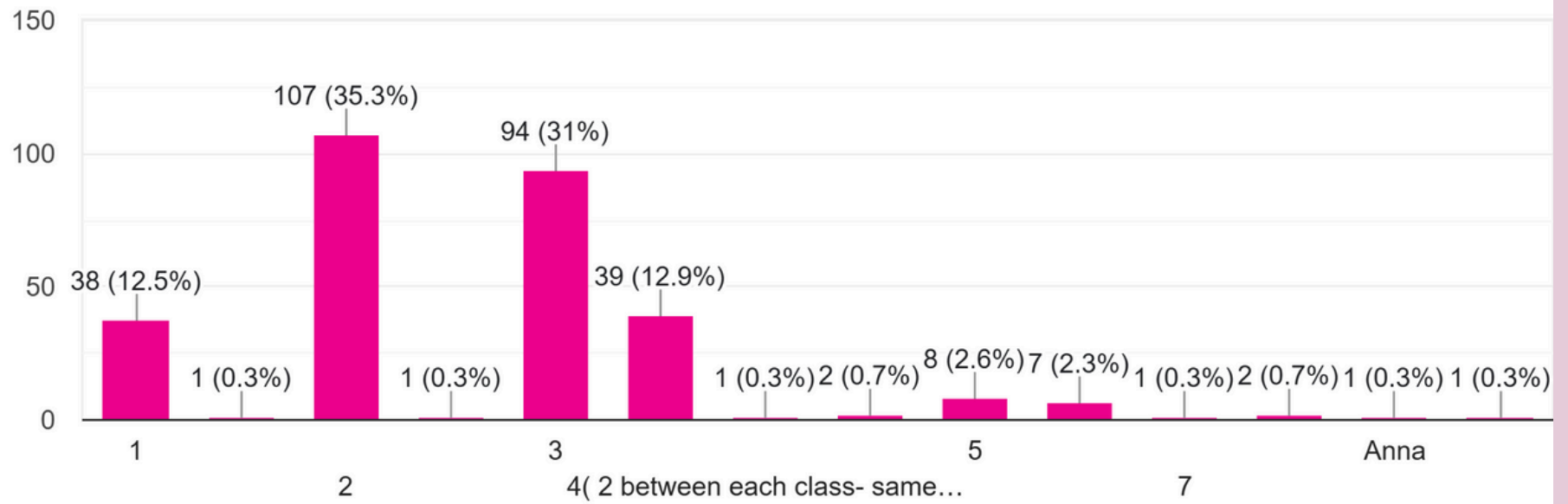
Artist in Neighbourhood Team Member

303 responses



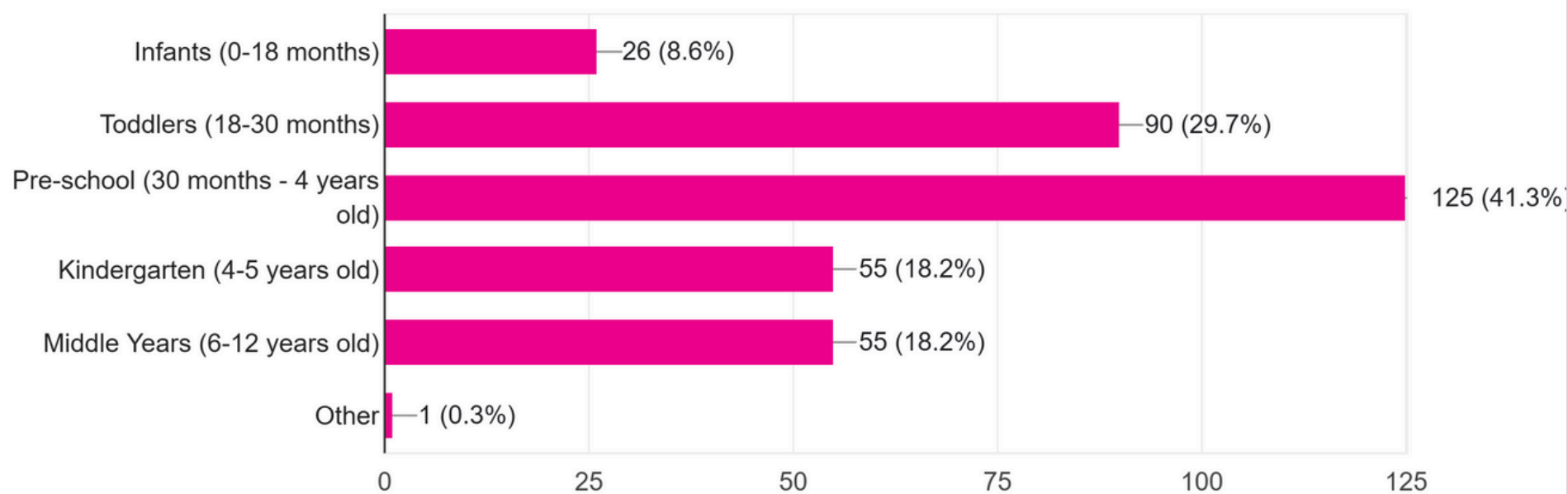
Total number of Educators / Staff

303 responses



Participant ages

303 responses



Share a Learning Anecdote

303 responses

"I'm proud!" (with a big smile)

"Pizzas for a pizza parlour"

"Dancing stars" on the ceiling

"Collaborative magic"

"It smells like butterflies"

"Seeing the world in
new colors"

"Volcanoes, trees, and robots"

"The sound of the thud"

"Creative magic"

"Excitement in the frog pond!"

"Look! A stained glass window!"

"The hundred
languages of
children"

"Instant connection"

"The spark in their eyes"

"A shark, an elephant, and a spider"

"A field of sheep with multiple suns"

Feedback for the AiN Program

134 responses

1. Staff Collaboration & Educator Support

Key Successes: Collaborative partnerships with Site Supervisors and ECEs lead to integrated site-wide events and community performances.

Refining the Partnership: Artists noted that active staff participation is crucial. When ECEs are fully engaged, it allows the artist to focus on creative delivery while staff respond to group dynamics and behavioral needs.

Feedback for the AiN Program

134 responses

2. Materials, Tools & Resources

Expansion of Specialized Inventory: Feedback indicates a need for a broader range of specialized art supplies and more complex project materials to keep older age groups challenged and engaged.

Optimization of Portable Toolkits: To improve efficiency when moving between rooms, artists recommend developing "mobile kits" to streamline setup for specialized activities like light-play or sensory exploration.

Professional Equipment Protocols: Artists are successfully navigating children's curiosity regarding professional tools. Best practices include establishing clear boundaries while providing alternative materials for safe exploration.

Feedback for the AiN Program

134 responses

3. Scheduling, Logistics & Environment

Routine Transitions: Incorporating "cool-down" rituals or songs helps regulate energy during critical transitions (like lunch or nap time) and ensures a smooth hand-off to site staff.

Environmental Adaptability: Artists recommend identifying "flex spaces" or quiet zones early in the site visit to accommodate different types of creative work and administrative needs (like Study Groups).

Feedback for the AiN Program

134 responses

4. Classroom Management & Inclusive Strategies

Flexibility in Participation: In large or mixed-age settings, artists have found success by offering "choice-based" engagement, allowing children to move in and out of the activity as their interest dictates.

Developmental Focus: For the youngest participants, the focus is increasingly on the "learning process" and sensory exploration rather than the creation of a finished art product.

Inclusive Practices: There is an expressed desire for more education and training on how to best involve all children into art-making, ensuring the program remains accessible and impactful for neurodiverse participants.

Feedback for the AiN Program

134 responses

5. Program Value & Peer Learning

The Power of Peer Exchange: Mid-program artist meetings and weekly Study Groups are highly valued for the exchange of "on-the-ground" strategies. Hearing how other artist educators handle similar site dynamics has directly influenced and improved individual programming.

Documentation as Reflection: There is a growing focus on using documentation to help children reflect on their own creative journeys over the course of the program.