

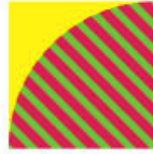


Clár Éire Ildánach
Creative Ireland
Programme
2017–2022



An Roinn
Cultúir, Oidhreacht agus Gaeltachta
Department of
Culture, Heritage and the Gaeltacht

**Scoileanna
Ildánacha**



**Creative
Schools**

Teacher Creative Associates Information Booklet

Scoileanna Ildánacha/Creative Schools

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1. Scoileanna Ildánacha/ Creative Schools

The Scoileanna Ildánacha/Creative Schools initiative aims to put the arts and creativity at the heart of children and young people's lives. It recognises that the arts are a powerful means through which children and young people can explore communication and collaboration, stimulate their imaginations to be inventive, and harness their curiosity. Engagement in the arts and creativity requires rigour, discipline and resilience nurturing learners' sense of agency and self-worth. This combination of skills underpins all successful learning.

The Creative Schools initiative provides schools with the opportunity to develop a unique plan which responds to their own needs. Participating schools will understand, develop and celebrate their engagement with the arts and creative practices, empowering them to bring about real change in the way they work. They will draw on the range of resources within their school and wider community developing new ways of working that reinforce the impact of creativity on student learning, development, and wellbeing. Children and young people will have a central role in this process.

2. Background

Scoileanna Ildánacha/Creative Schools is a flagship initiative of the Creative Ireland Programme to enable the creative potential of every child. Creative Schools is led by the Arts Council in partnership with the Department of Culture, Heritage and the Gaeltacht and the Department of Education and Skills.

Creative Schools builds on the concept of Arts Rich Schools (ARÍS), a commitment outlined in the Arts in Education Charter.

Please see the following background information linked below:

- [Creative Ireland Programme](#)
- [Creative Youth](#)

3. Creative Associates

Key to the success of the Creative Schools initiative is the role of the Creative Associate. It is anticipated that the Creative Associate will work in partnership with up a number of schools to develop expertise and approaches that will develop and sustain arts and creative practices in their schools. Creative Associates will draw on the range of opportunities within the school and wider community to stimulate and support creative practices as part of the school's plan. They will provide a mechanism for these schools to begin to share their learning and good practice with others.

Creative Associates will be educators with their own arts and creative practice and a deep understanding of creativity and its potential to transform the lives of children and young people. As dynamic agents for change they will be uniquely placed to form sustainable partnerships between teachers, school staff, learners and other partners.

Creative Associates will be original thinkers who will match the needs of schools to creative opportunities in their locality. They will identify potential areas for improvement and will inspire, energise and drive schools forward in addressing these. Through this pioneering initiative, Creative Associates will have the chance to shape the place of the arts and creativity in Irish schools.

It is expected that up to 18 Teacher Creative Associates will be engaged to deliver services. Each associate will be partnered with a number of schools within one or more of the following regions:

| REGIONS | |
|---------|--|
| 1 | Cavan, Donegal, Leitrim, Monaghan, Sligo |
| 2 | Mayo, Roscommon, Galway |
| 3 | Laois, Longford, Offaly, Westmeath |
| 4 | Kildare, Louth, Meath, Wicklow |
| 5 | Dublin |
| 6 | Carlow, Kilkenny, Wexford, Waterford |
| 7 | Cork, Kerry |
| 8 | Clare, Tipperary, Limerick |

Applicants must indicate on the application form the regions in which they are available to work.

Creative Associates will responsible for their own travel and must have the capacity to travel to schools and other locations within the regions they indicate. In addition, they must be willing to occasionally travel outside of their region (usually to Dublin) for national meetings, induction and

training days. They must have the capacity to carry out administrative tasks associated with the programme, working from a home office or other suitable location.

3.A. The role of the Creative Associate

Working closely with the Creative Schools Team and reporting to the Creative Schools Lead, the Creative Associate will:

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| Support the development of the arts and creativity in schools by: |
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| <ul style="list-style-type: none">• responding to each school's individual priorities and needs• helping each school to understand their current engagement with the arts and creativity• devising a plan that identifies area(s) for development, in partnership with the school• ensuring the needs and voice of children and young people shape the plan• developing the range and quality of each school's practice and initiating high quality learning programmes• engaging each school in a continuous process of reflection and evaluation |
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| Manage effective partnerships and connections by: |
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| <ul style="list-style-type: none">• collaborating with school management and staff, children and young people, and where appropriate parents and the wider community• drawing on the range of opportunities within the school and wider community including artists, local authorities and other creative organisations• connecting schools to relevant CPD opportunities |
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Support the Creative Schools initiative by:

- bringing their own artistic or creative practice, expertise and networks to the initiative
- acting as an ambassador for Creative Schools
- participating in a national celebration of arts and creativity in education
- actively participating in induction and professional learning sessions
- maintaining effective communication with the project management team
- maintaining accurate records and documentation
- monitoring and managing time effectively
- undertaking administrative tasks to ensure the efficient delivery of the initiative
- adhering to appropriate policies and procedures

The responsibilities of the Creative Associate may vary in accordance with emerging needs and priorities.

4. Selection Criteria and Eligibility**4.A. Eligibility**

All applicants for these roles must demonstrate that they meet the following essential requirements:

- The applicant is a fully qualified teacher in a Department of Education and Skills sanctioned post who is working in a recognised school and is registered with the Teaching Council under the appropriate Teaching Council Registration Regulation (i.e. Regulation 2 or 4 of the Teaching Council (Registration) Regulations 2009 up to 25th July 2016 or Route 1 or 2 of the Teaching Council (Registration) Regulations 2016 and The Teaching Council (Registration) (Amendment) Regulations 2016 thereafter.
- The applicant has five years relevant experience which must include two years working as a teacher in the classroom and also has an arts or creative practice. Alongside the two years specified above other relevant experience may include leading arts and creative workshops for children and young people, leading professional development for teachers working in the arts, cultural or heritage sectors or other arts education experience.

- The applicant confirms availability for induction in Dublin in **September, 2018**.
- The applicant confirms availability to deliver the required services, described in this document, during the contract period (two years, beginning in September 2018).
- The applicant confirms ability to deliver services to schools and in other locations in the regions identified and has the capacity to meet this requirement.

4.B. Additional Requirements for Delivery of Specific Services

Experience of working through the medium of Irish and fluency in the language is desirable, and is a requirement for associates who will be paired with Irish medium schools. Experience of working in a special education is desirable and will a requirement for associates who will be paired with special schools.

4.C. Criteria

Applicants will be assessed competitively according to: their capacity to manage and deliver the required services; and their specialist knowledge, experiences and skills, including the extent to which they can contribute to and complement the work of the wider team. Finally, selection will be informed by the anticipated demand for services in each region.

| Criteria | Weighting |
|---|------------|
| <p>Specialist knowledge and skills, including contribution the wider skill-set of the team (see Application Form, Section 4)</p> <ul style="list-style-type: none"> • Third-level qualifications & other relevant qualifications and training (15%) • Employment or professional experience (15%) • Arts in school and creative approaches & arts and creative facilitation (15%) • Quality of artistic or creative practice (15%) | 60% |
| <p>Capacity to manage and deliver required services (see Application Form, Section 5)</p> <ul style="list-style-type: none"> • Leadership, management, organisational and project management skills (10%) • Communication and partnership skills (10%) • Arts and cultural provision (10%) <p>Additional capacity (10%)</p> | 40% |

Qualitative Scoring Methodology

Applications will be scored against each of the above criterion on a scale of 0 to 5 as follows:

| Score % | Meaning |
|---------|---|
| 5 | A response with very few or no weaknesses that fully meets or exceeds requirements, and provides comprehensive, detailed, and convincing assurance that the applicant will deliver to an excellent standard. |
| 4 | A response that demonstrates real understanding of the requirements and assurance that the applicant will deliver to a good or high standard. |
| 3 | A response which demonstrates a reasonable understanding of requirements and gives reasonable assurance of delivery to an adequate standard but does not provide sufficiently convincing assurance to award a higher mark. |
| 2 | A response where reservations exist. Lacks full credibility/convincing detail, and there is a significant risk that the response will not be successful. |
| 1 | A response where serious reservations exist. This may be because, for example, insufficient detail is provided, and the response has fundamental flaws, or is seriously inadequate or seriously lacks credibility with a high risk of non-delivery. |
| 0 | A response which completely fails to address the criterion under consideration. |

5. Competencies

We acknowledge that the particular specific knowledge, experiences and skills of applicants will vary. Applicants will need to demonstrate in their application that they can meet many of the competencies identified below, which overall will contribute to and complement the work of the wider team.

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| <p>Demonstrated specialist knowledge and skills, including contribution the wider skill-set of the team (see Application Form, Section 4) - 60%</p> | <ul style="list-style-type: none"> • understanding of creative approaches to teaching and learning • knowledge of the operation of schools • understanding of curriculum and a knowledge of inclusive education • delivery / facilitation of high quality arts or creative activities with children and young people • capacity to undertake innovative and challenging projects • a developed arts or creative practice |
| <p>Demonstrated capacity to manage and deliver required services (see Application Form, Section 5) - 40%</p> | <ul style="list-style-type: none"> • experience of building sustainable relationships with individuals and organisations • experience of managing, delivering and evaluating projects • capacity to mobilise and support reflection • knowledge of current arts and cultural provision available to schools • excellent interpersonal skills • effective leadership skills • capacity to work independently and as part of a team • a strong work ethic • excellent organisational, communication, time-management and ICT skills |

6. Remuneration

The pay for Creative Associates is €139.65 gross per day in addition to their current teacher's salary, for up to a maximum of 20 days.

Public service travel and subsistence rates are also paid in addition.

7. Selection Process

Applications for should be emailed to creativeschools@artscouncil.ie by **5pm, 5 March, 2018**.

Late and incomplete applications will not be considered. All applications will be acknowledged. If you do not receive an acknowledgement within two working days of applying please email creativeschoolsleads@artscouncil.ie.

Applications will be initially evaluated in two stages, eligibility and compliance. Eligible applications will move forward to the shortlisting stage. Applications will be assessed according to the selection criteria outlined above.

All shortlisted applicants will be invited to attend an interview (locations to be confirmed). It is anticipated that interviews will take place over the weeks of the **16th and 23rd April 2018**. If invited to attend an interview, it is the responsibility of applicants to make themselves available for interview. Applicants should note that it may not be possible to provide an alternative date.

Creative Associates are expected to positively represent the Arts Council's standards of behaviour as well as respecting the ethos and values of the school settings in which they will work. Creative Associates are expected to behave in accordance with the Arts Council's Child Protection and Welfare policies and procedures, as well as local school Child Protection and Welfare policies. Each appointment will be subject to Garda Vetting clearance and satisfactory employment references.

8. Agreement Terms

An agreement of work for the role of Creative Associate will be effective for the 2018/19 school year. Substitution is provided.

9. Creative Associates Panel

Following the selection process, a panel of Creative Associates will be formed to work with schools during the 2018/19 school year. Creative Associates on the panel will be matched with Creative Schools, based on the schools needs and geographical locations. We expect that the majority of those on the panel will be matched to Creative Schools but work cannot be guaranteed.

10. Agreement from the employer

Teachers wishing to apply for the role of Creative Associate should check with their school management (prior to making an application) that there is a willingness to approve their release from school for up to 20 days for the 2018/19 school year. It is a matter for successful applicants to secure the agreement of their school authorities for release to work as a Creative Associate.

11. Induction of Creative Associates

Creative Associates will be required to attend 2 days of induction in Dublin in **September, 2018**.

12. Queries

For any queries in relation to this role please see FAQs

Any further queries should be emailed to creativeschools@artscouncil.ie by **5pm, 26 February, 2018**. If you have a disability which requires reasonable accommodation at the interview please let us know – contact creativeschools@artscouncil.ie

13. Confidentiality

Subject to the provisions of the Freedom of Information Act 2014, applications will be treated in strict confidence.

Applicants are advised that all enquiries, applications and all aspects of the process will be treated as strictly confidential and are not disclosed to anyone, outside those directly involved in the recruitment process.

14. Finally

This information booklet represents the principal conditions of the Teacher Creative Associate assignment. It is not intended to be the comprehensive list of all terms and conditions of the assignment which will be set out in a Work Agreement with those teachers selected as Creative Associates.