**Creative School Planning Framework 2021**

**Understand**

**School: [insert name and address]**

**ARN:**

**UNDERSTAND – your school’s analysis**

Your school is about to embark upon a memorable journey in the Creative Schools Initiative. You are joining hundreds of other schools across Ireland who are committed to putting the arts and creativity at the centre of children and young people’s lives. This document will support you on your journey and will be the net to capture the creative conversations that will soon take place with your school community. It is for your own school’s use and will not be submitted to the Arts Council.

**This analysis should help you and your school reflect on and investigate**;

* Your current engagement with the arts
* Your understanding of creativity and how is developed
* The artistic and creative experiences and interests of your students/students, teachers, leadership and parents in and out of school, and how they could be developed.
* The current opportunities for children and young people to participate in decision-making in your school, and how these could be enhanced.
* The resources in your school and in your wider community.

**Engaging with your Creative Associate and your school community**

It is important that there is time for your Creative Associate to establish a rapport with your school that will support effective working relationships between staff and students. Creative Associates will go about this relationship-building process in a variety of (creative!) ways.

**A shared analysis**

By carrying out this analysis with the help of your Creative Associate your school will establish a clear focus for its work as a Creative School. Creative Associates will support this analysis, drawing on their practical experience of creativity and responding to each school’s development priorities and needs. They may deliver practical creative workshops or initiate meaningful conversations that can engage participants to investigate the arts and creativity in your school. Ensuring the involvement of children and young people in decision-making from the outset is a core part of completing this school analysis. This is an important first step in the creation of a bespoke, long term Creative School Plan.

We recommend that you involve the whole school community in this process, including:

1. Children / Young People
2. Teachers / Staff
3. School Management
4. Parents / Guardians
5. Artists / Creative Practitioners who already work in your school

**Part A is your analysis.**

Your Creative Associate will support you through this process and together you will decide how the consultation with your school community will happen and who will be involved. This document summarises the outcomes of these important creative conversations.

Part A consists of three sections:

1. Children and young people.
2. Teaching and learning.
3. Leadership and management.

Each section contains questions for you to consider. The methods for investigating the questions should be decided on with your Creative Associate. Together you should explore and agree creative ways to involve the whole school community in these conversations. This will ensure that you have fully investigated your school’s current engagement with the arts and creativity. .

Your findings for each of these sections are briefly recorded and will be invaluable to you when writing your Creative School Plan. This analysis creates a strong foundation from which to build your schools engagement with the arts and creativity.

While we have split Part A into sections for ease of consultation you will find many of these areas overlap.

**Part B is a summary of findings.**

Having analysed your school across the three areas in Part A, you should be able to identify what you are doing well and what areas you would like to develop further.

In Part B you will record your findings under the headings:

* Our school’s strengths
* Areas for development.

These two headings will support the creation of your Creative School Plan.

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| **Part A, Section 1: Children/Young People:**  **Our Creative Conversations**  Working with your Creative Associate, think about and agree:   * Who should be involved in these conversations? * What questions could be added that are relevant to your school? * How will you investigate these topics in a creative way?   **Consider the following questions as you analyse how students engage with the arts in your school and their understanding of creativity.** |
| * What range of creative opportunities do students have to access to (including extracurricular activities)? * To what extent are students involved in decision-making on creative opportunities? * What opportunities do students have to express themselves creatively and to explore their personal experiences through the arts? * To what extent are students actively participating in these opportunities? * To what extent does your school understand the breadth of creative activities that interest students inside and outside of school? * To what extent do students understand creativity as a set of skills? * To what extent do students recognise and value the skills they are using when they are being creative? |
| **Part A, Section 1: Children/Young People:**  **Our Findings**  Note any relevant evidence, findings and discoveries below. You will use these later to complete *Part B Our Strengths and Areas for Development*. |

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| **Part A, Section 2: Teaching and Learning**  **Our Creative Conversations**  Working with your Creative Associate, think about and agree:   * Who should be involved in these conversations? * What questions could be added that are relevant to your school? * How will you investigate these topics in a creative way?   **Consider the following questions as you analyse the role the arts and creativity plays in the teaching and learning in your school.** |
| * How confident do teachers feel when teaching the arts? * What creative methodologies are teachers using when planning and delivering lessons? * What CPD in the arts and/or creativity have teachers accessed? * How are teachers using the arts and creative practices across the curriculum? * How do teachers support the development of creativity skills in their students? * What links with artists, cultural organisations and/or venues do teachers have which support teaching and learning? * Do teachers engage with creativity to support their own development? * What area(s) of the arts and creative practices would teachers like to know about and use more of? |
| **Part A, Section 2: Teaching and Learning**  **Our Findings**  Note any relevant evidence, findings and discoveries below. You will use these later to complete *Part B Our Strengths and Areas for Development*.  . |

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| **Part A, Section 3: Leadership and Management:**  **Our Creative Conversations**  Working with your Creative Associate, think about and agree:   * Who should be involved in these conversations? * What questions could be added that are relevant to your school? * How will you investigate these topics in a creative way?   **Consider the following questions as you analyse the role of the arts and creativity in your school.** |
| * To what extent are the arts and creativity central to the life of the school? * How are the arts and creativity celebrated for their contribution to learning and development? * Does school planning focus on including a range of arts and creative-learning practices? * Do the arts and creativity share equal status with other activities in school? * Do the arts and creativity receive equal funding and/or resources with other activities in school? * How does the school link with and use opportunities from the broader creative and cultural sector (artists, arts centre, arts organisations, galleries, museums etc) to support teaching and learning? * How does the school use the creative experience and expertise of the school community (staff/ students / parents and families)? |
| **Part A, Section 3: Leadership and Management:**  **Our Findings**  Note any relevant evidence, findings and discoveries below. You will use these later to complete *Part B Our Strengths and Areas for Development*. |

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| **Part B Summary of strengths and areas for development.**  Review your findings from the 3 sections of Part A in order to summarise your school’s strengths and areas for development (which will support the creation of your Creative School Plan). |
| **Our school’s strengths:** |
| **Our areas for development:** |