

The background features a light green and white striped pattern. On the left, there is a hand-drawn grid with a blue pencil pointing upwards. On the right, there are several black scribbles of varying shapes and sizes. A large, light pink rectangular area is positioned in the center, containing the text.

Coachford College

CREATIVE SCHOOLS JOURNEY

A blue, hand-drawn scribbled line consisting of three connected loops, located at the bottom right of the page.

HOW TO USE THIS PRESENTATION



PowerPoint

Click on the "PowerPoint" button below this presentation preview.

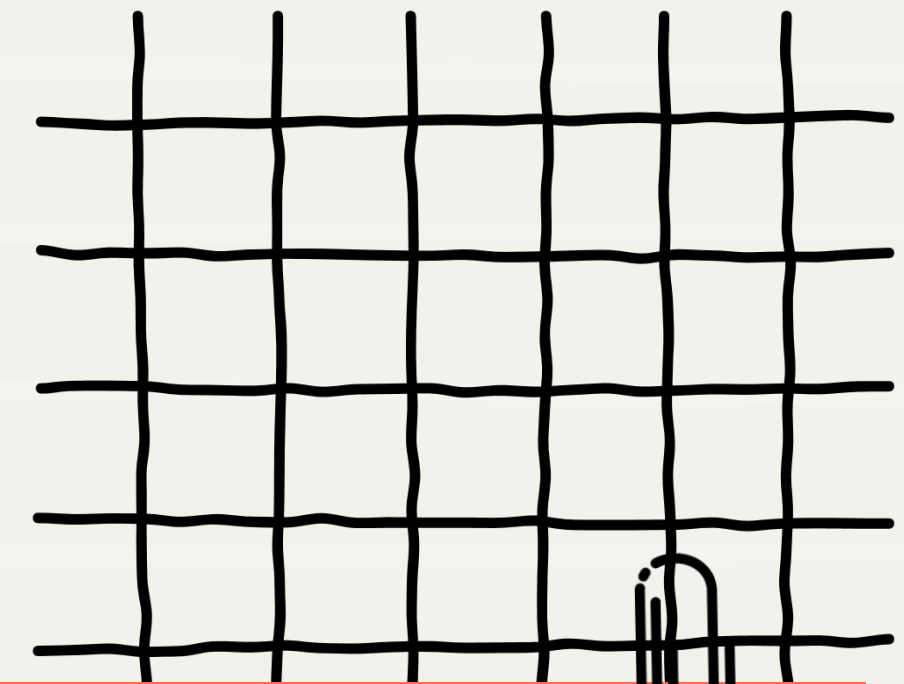
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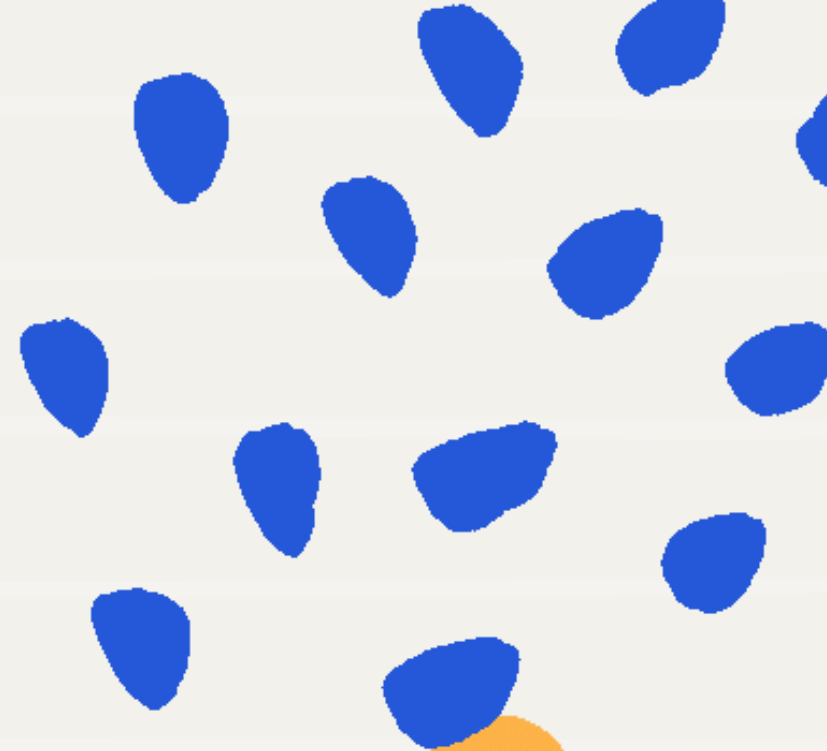
1. Introduction

2. Objectives

3. Conclusions



INTRODUCTION



Introduction

Firstly there was a phase of introductions, CA getting to know staff and students, hearing and understanding the student voice. Forming structures/committees.

Explore

Exploring concepts of creativity through creative means. Understanding challenges, Getting staff buy in.

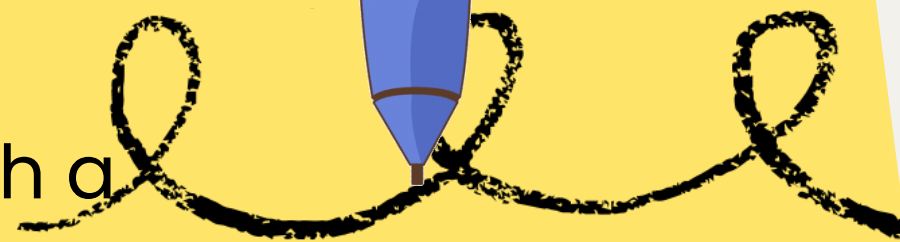
Understand

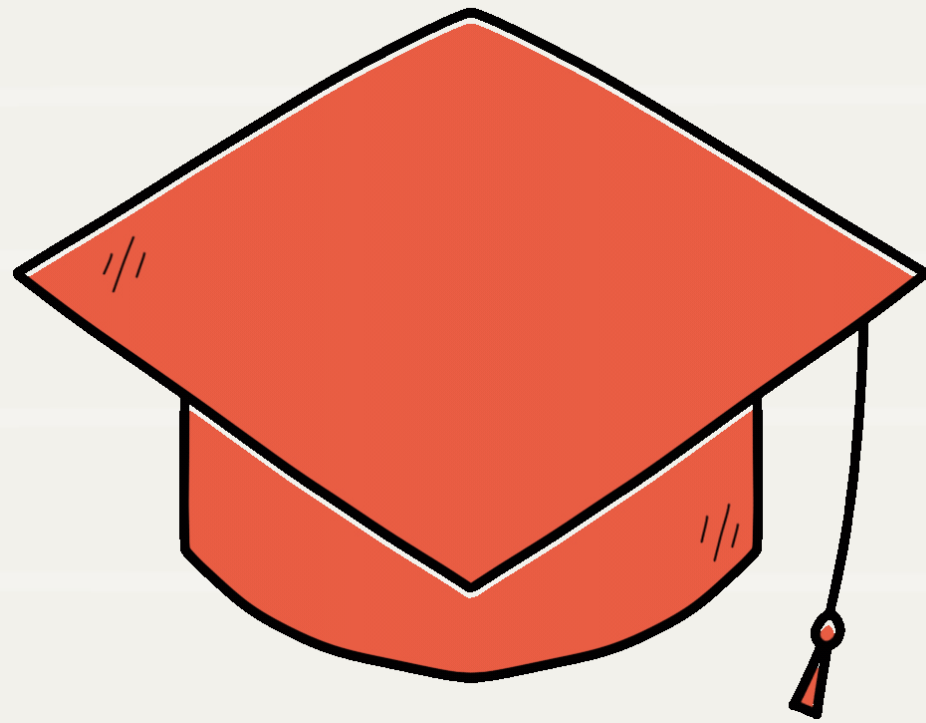
In depth discussion with students/staff/committee on creative explorations . Understanding perceived strengths and weaknesses of the School.

Survey

Students actively having voices heard through a survey. Create a CS Plan. Finally, carry out the

creative process



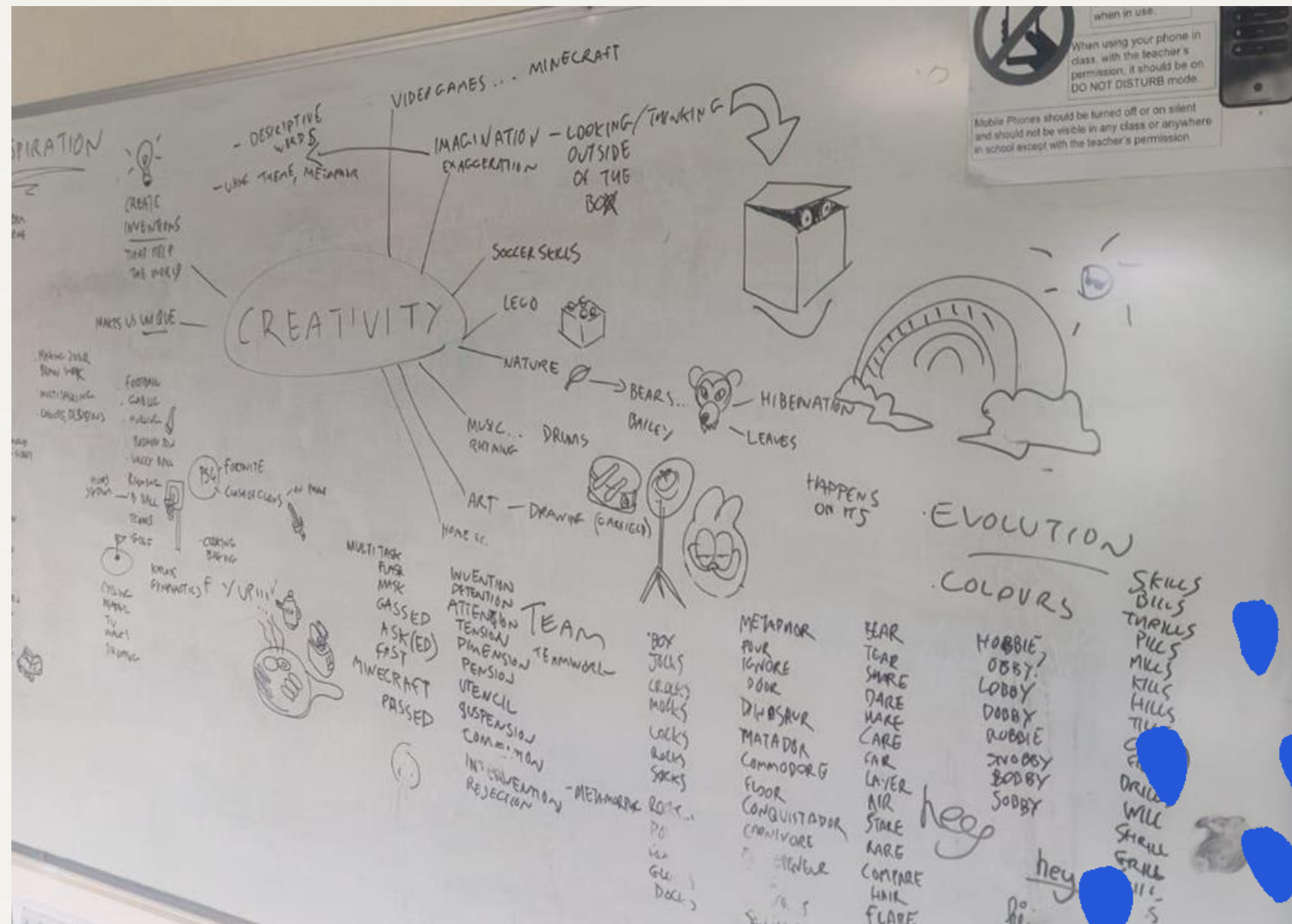


As a school we wanted to encourage more student-centred creative projects both for enjoyment and teaching and learning purposes. We also wanted to think of ways to develop student voice in our school through creativity. And finally, we wanted to build forums to showcase student creativity to the wider community. The Creative Schools programme helped us achieve these aims and more.- Alan Foley CS Coordinator



Child voice

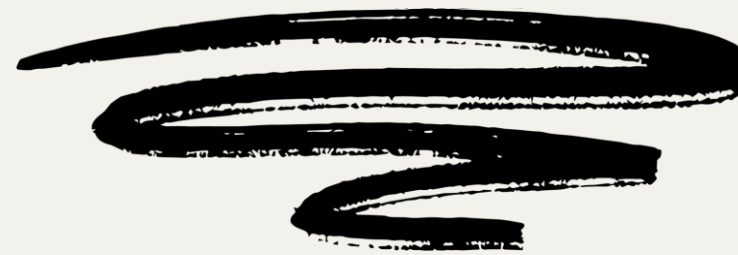
UNDERSTAND



Explore the question:
What does it mean to be creative? ie Each pupil will write a sentence and draw a picture of what it means to be creative for them!

AIMS

TO FULLY INVESTIGATE SCHOOL'S ENGAGEMENT WITH CREATIVITY, SCHOOLS' STRENGTHS AREAS FOR DEVELOPMENT



CHILDREN

Explore and challenge children's concepts, taking ideas beyond Arts and Crafts into other areas

PARENTS AND SCHOOL

COMMUNITY

Have you ever had a 'Wow' Moment when you walked into a newly designed room, saw a new building, painting, garden, piece of clothing/ jewellery, advert on TV, film, listened to a piece of Music? (What do you think inspired these creations?)

Teaching and learning Leadership and Management

Understand the opportunities, creative JOURNEYS, Getting buy in Children will identify places in the school where they could show creativity Draw a map or a picture showing places that could be improved and possible ideas for making these places more creative



One of the first steps, as recommended by the CA, was to form a creative committee made up of students and teachers. This committee focused on ways to highlight and showcase creativity in the school beginning with the creation of our Student Magazine - The Expression. Through surveys and consultations with management and the wider school community, the committee also explored possible creative projects that would enhance creative learning and reflect the spirit of the school. **Alan Foley CS Coordinator**



Voice

It was decided that a Rap artist would help us to do a creative audit. The artist Sean Murphy was chosen. There was clear expression of a desire to express, to have a vision, express a purpose, to be heard, to use technology and to be ambitious.



PLAY



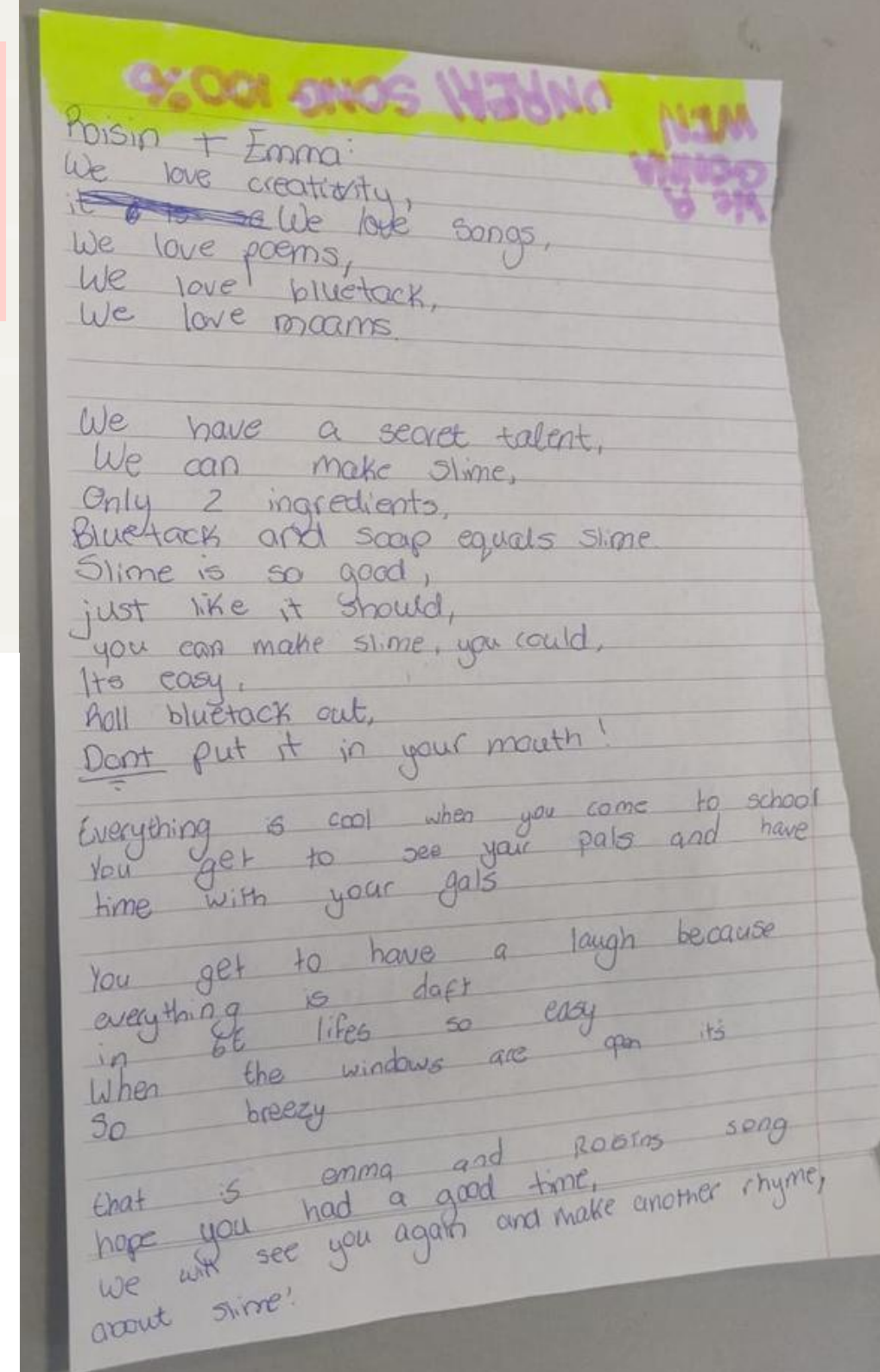
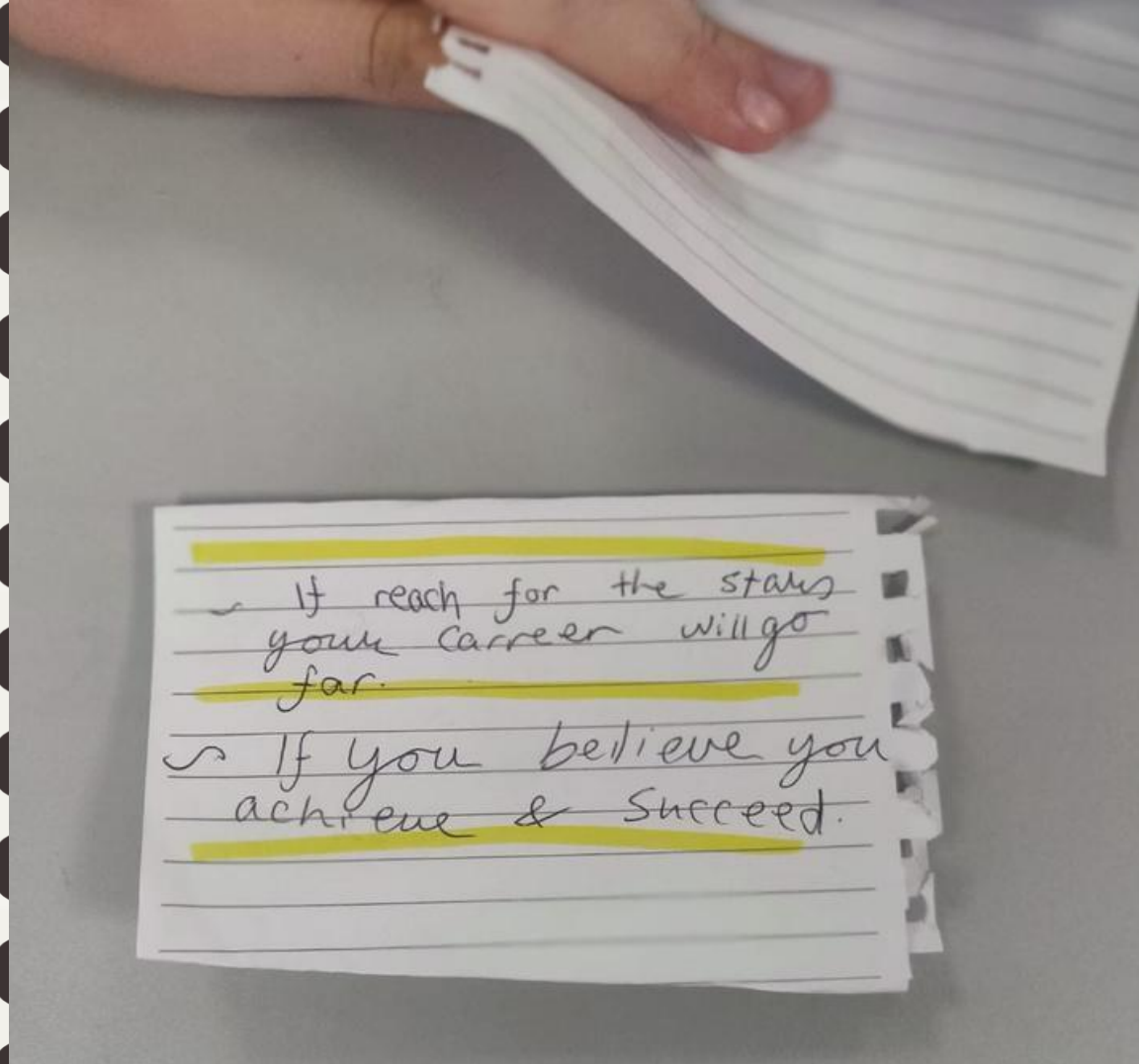


SURVEY

Questionnaire for pupils and staff on possible areas of creativity that they would like to see developed further in the school

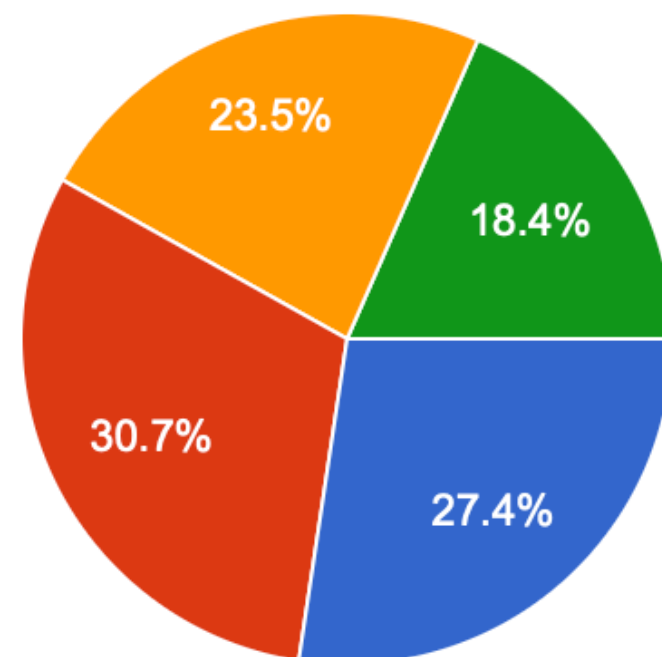
VOICE

Survey




"I am my most creative when Im listening/hearing."

179 responses



- I love to listen to all kinds of things!
- Music is my life
- I prefer other things to do.
- I would love the chance to do more

 Copy
Elaborate on what
you want to discuss.

PROBLEMS and solutions

Problem 01

Students clearly expressed the need to be heard. How to address this creatively.

Problem 02

Students wanted to be hands on. Which kinds of activities might serve best? How can a legacy be made through the culture of the school going



Project OBJECTIVES

Objective One

Build an integrated, differentiated project for all learning types.

Objective Three

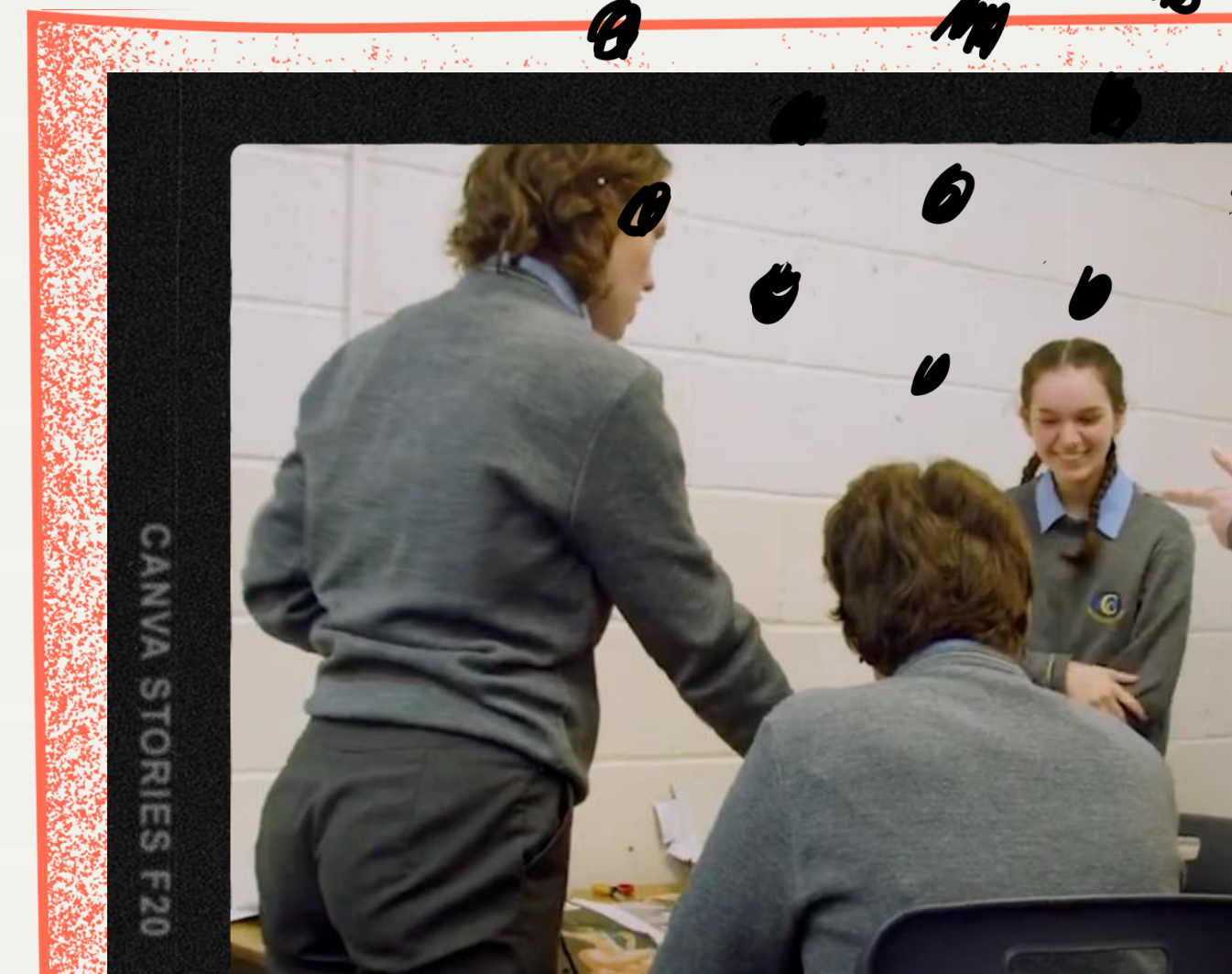
Elaborate on what you want to discuss.

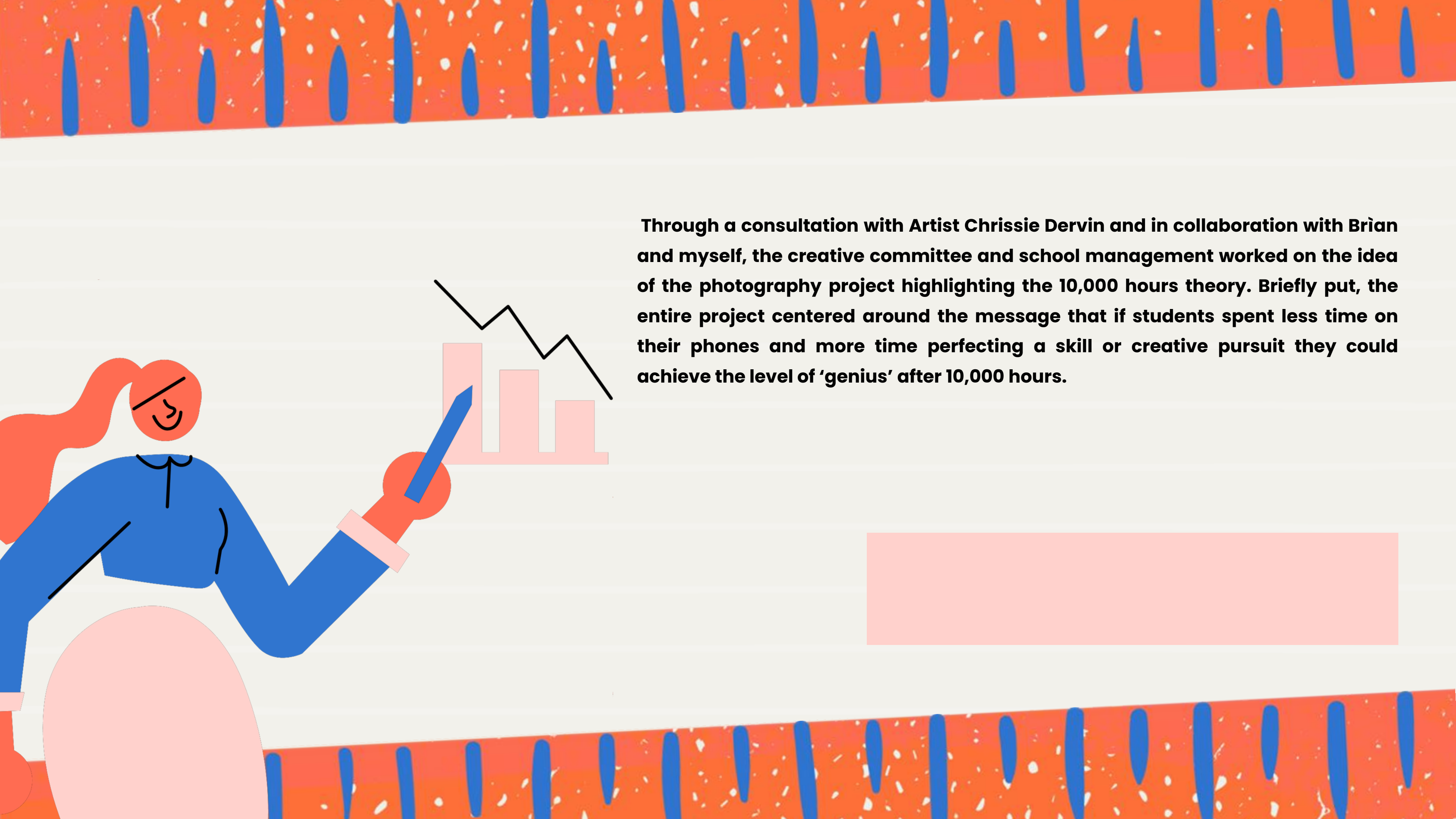
Objective Two

Build links to external artists/partners.

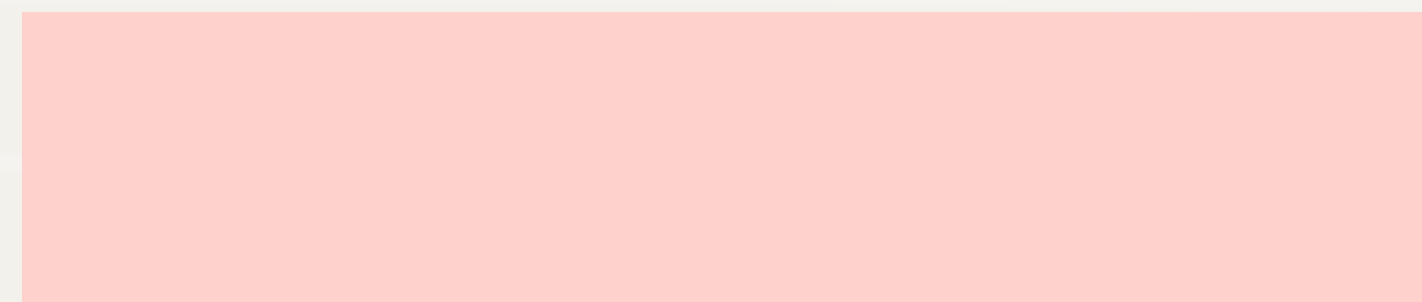
Objective Four

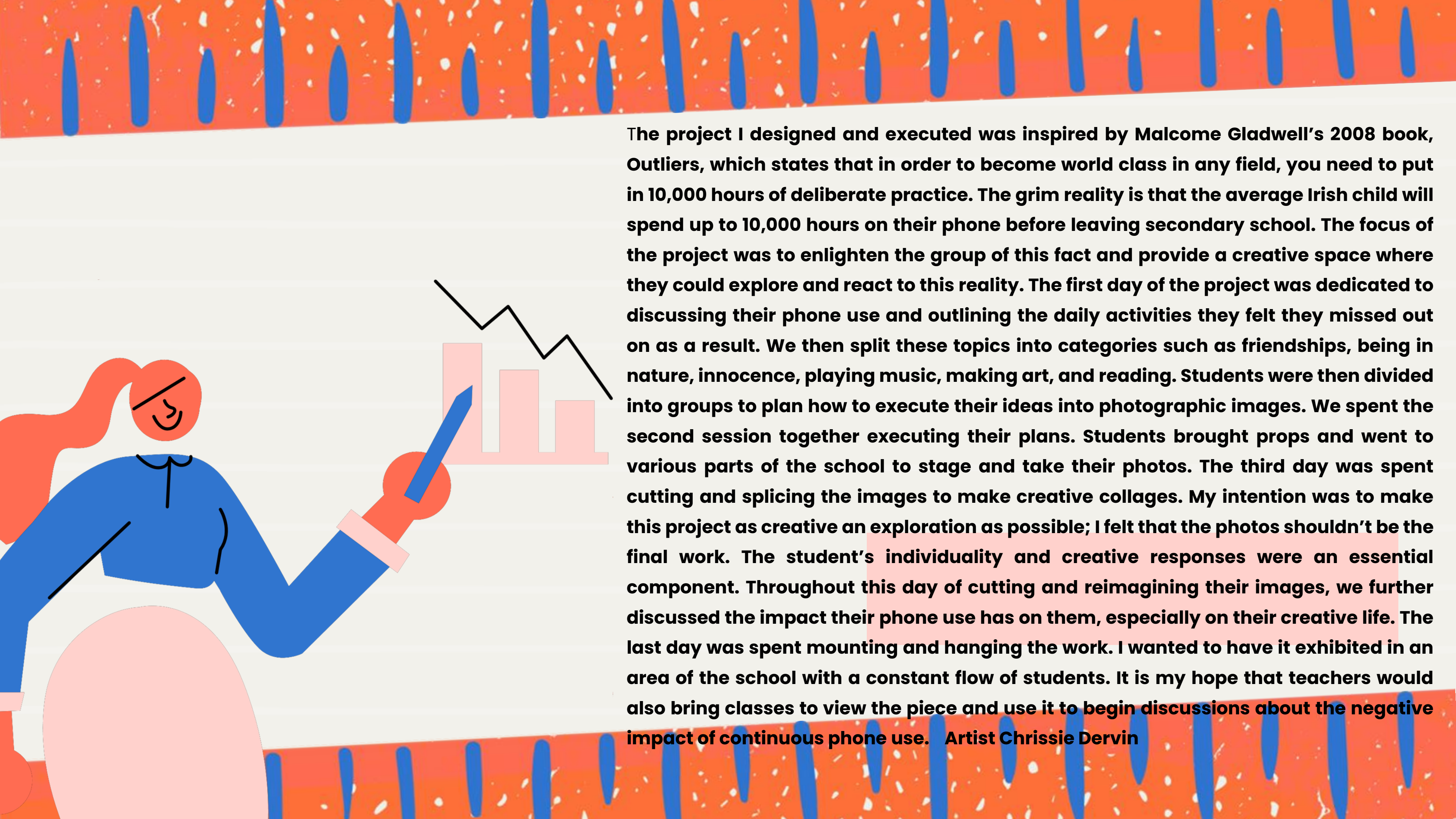
Elaborate on what you want to discuss.





Through a consultation with Artist Chrissie Dervin and in collaboration with Brian and myself, the creative committee and school management worked on the idea of the photography project highlighting the 10,000 hours theory. Briefly put, the entire project centered around the message that if students spent less time on their phones and more time perfecting a skill or creative pursuit they could achieve the level of 'genius' after 10,000 hours.





The project I designed and executed was inspired by Malcome Gladwell's 2008 book, **Outliers**, which states that in order to become world class in any field, you need to put in 10,000 hours of deliberate practice. The grim reality is that the average Irish child will spend up to 10,000 hours on their phone before leaving secondary school. The focus of the project was to enlighten the group of this fact and provide a creative space where they could explore and react to this reality. The first day of the project was dedicated to discussing their phone use and outlining the daily activities they felt they missed out on as a result. We then split these topics into categories such as friendships, being in nature, innocence, playing music, making art, and reading. Students were then divided into groups to plan how to execute their ideas into photographic images. We spent the second session together executing their plans. Students brought props and went to various parts of the school to stage and take their photos. The third day was spent cutting and splicing the images to make creative collages. My intention was to make this project as creative an exploration as possible; I felt that the photos shouldn't be the final work. The student's individuality and creative responses were an essential component. Throughout this day of cutting and reimagining their images, we further discussed the impact their phone use has on them, especially on their creative life. The last day was spent mounting and hanging the work. I wanted to have it exhibited in an area of the school with a constant flow of students. It is my hope that teachers would also bring classes to view the piece and use it to begin discussions about the negative impact of continuous phone use. **Artist Chrissie Dervin**

10,000 HOURS

Malcom Gladwell's 2008 book *Outliers: The Story of Success* states that in order to become world class in any field, you need to put in 10,000 hours of deliberate practice.

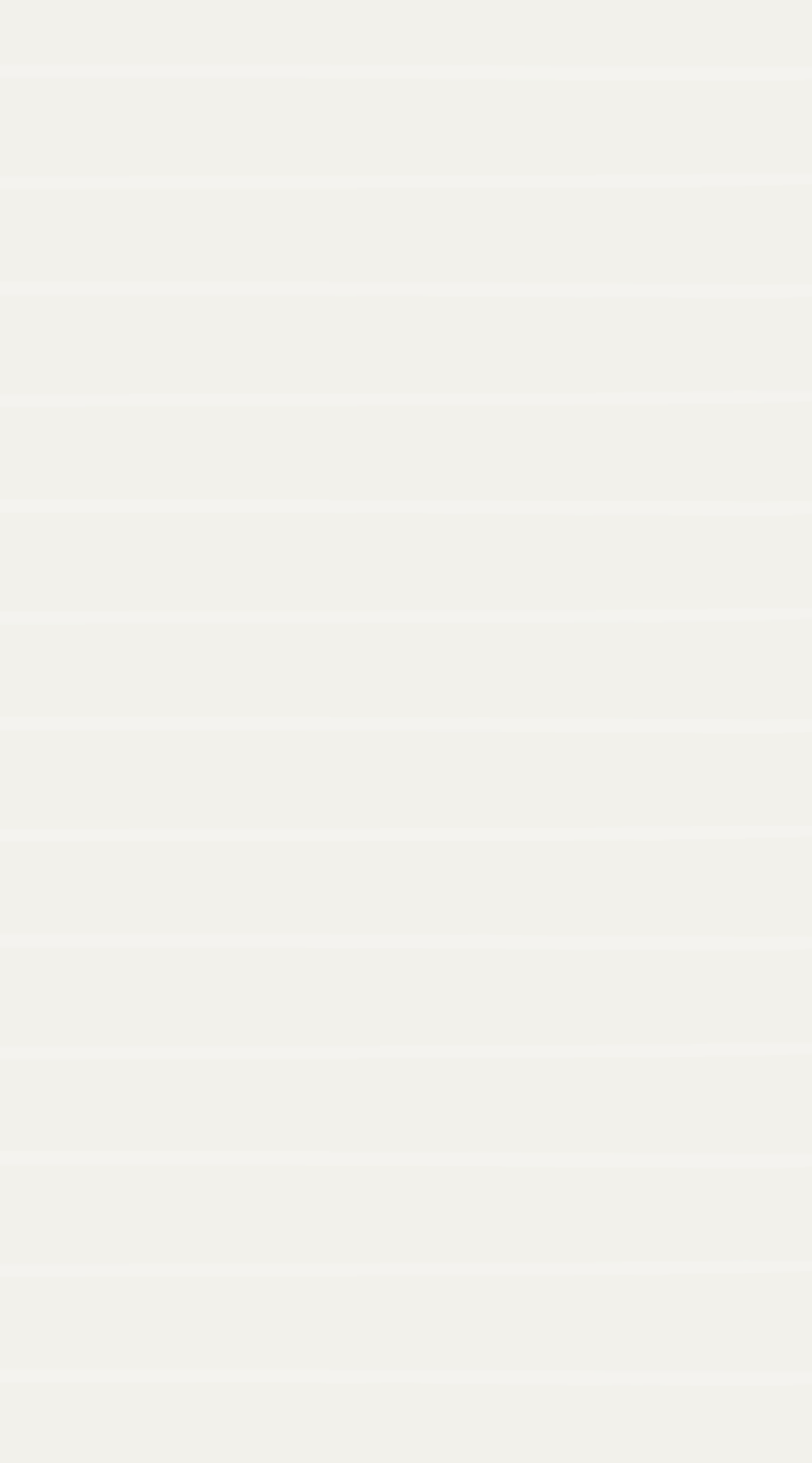
Some of the most influential and powerful people in the world, from Bill Gates to the Beatles, have reached the pinnacle of success by this means.

10,000 hours are the equivalent of 417 days' worth of work or three hours a day for nine years.

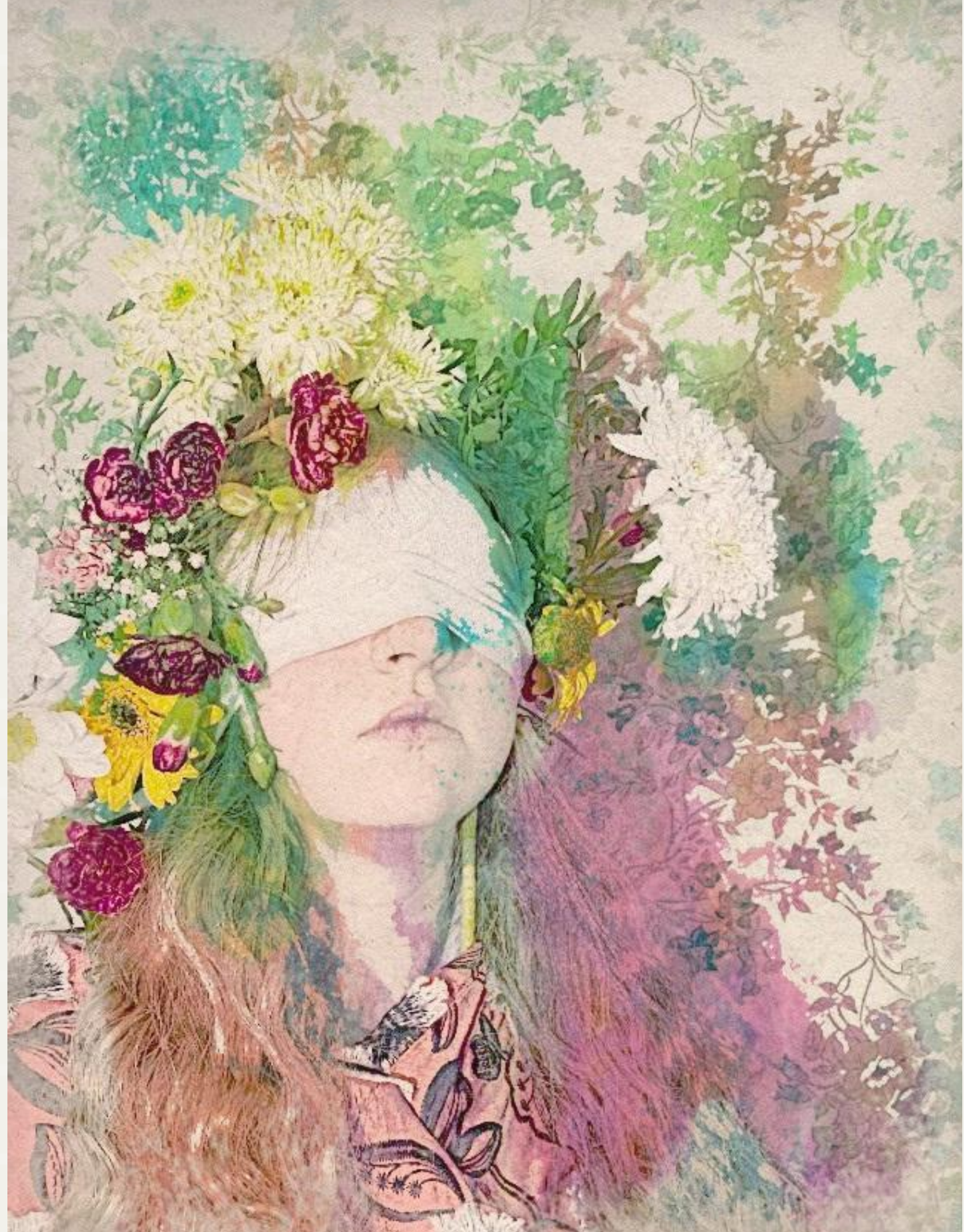
The average Irish child will spend 10,000 hours on their phone before they leave secondary school. They consistently spend less time being creative, reading, appreciating nature, or engaging with real friends in real time.

Our exhibition is a visual exploration of this fact.

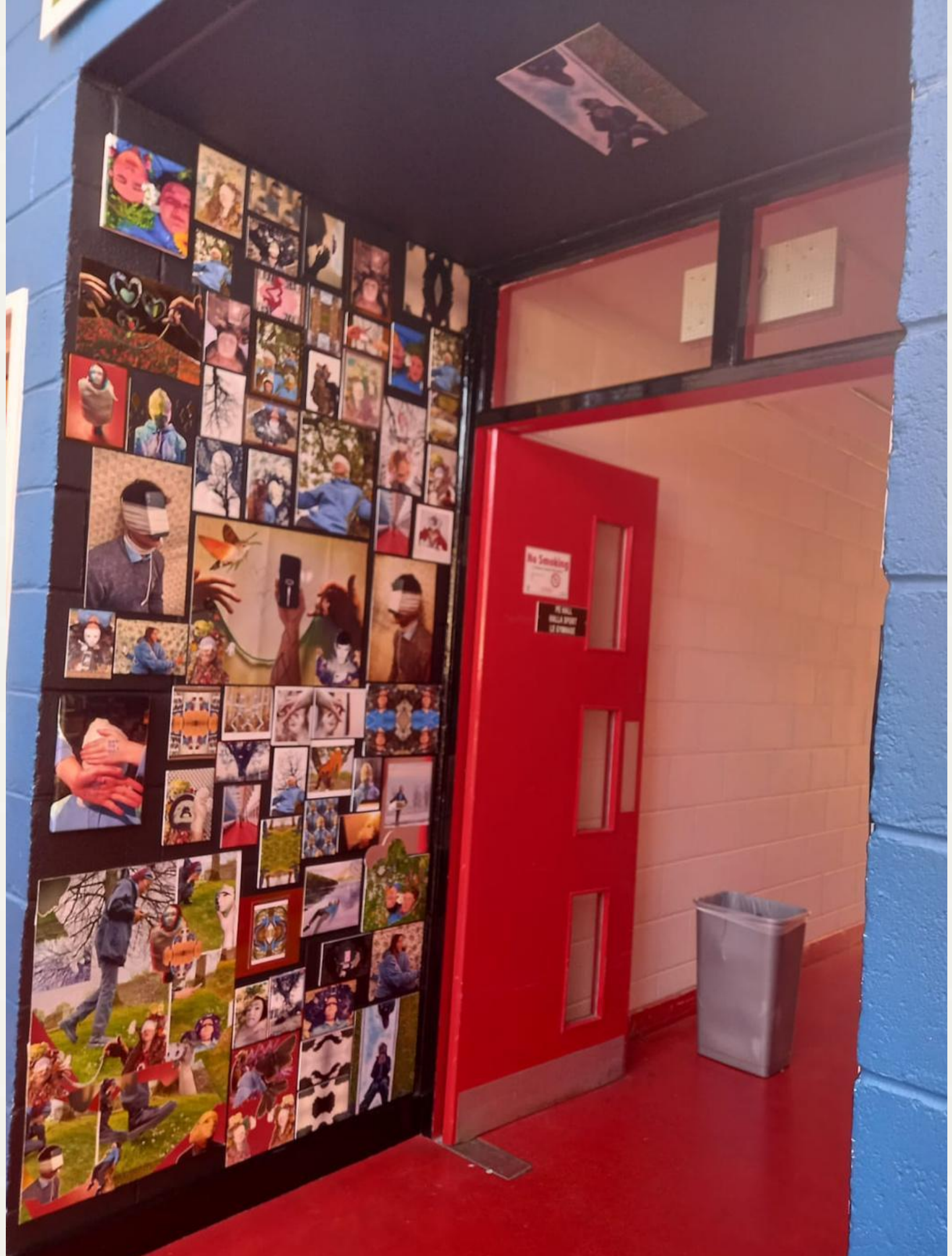














THANK YOU!

Write a closing statement or
call-to-action here.