GROUP 1

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

The school realised the value that the voice of child could have in decision making and how that could be useful for the school
Teachers really seen the benefit of how working with creative schools could have a cross curricular approach that really embedded arts & learning in a creative capacity

Learners felt ownership of their ideas and took pride in their achivements

Text box 2 - Changes - More cross-curricular links (A school 'Creative Campus' idea that brings art, science, drama, music, woodwork together). Teachers working together to realise this in response to student voice. The school responded to a changed educational landscape with covid restrictions and embraced this by listening to students through moving debates (facilitated by CA) and working with students to design an outdoor seating arrangement. Students said that they wanted a greater 'voice' and the school responded to this.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

The school is more willing to take that leap and explore new ideas and art-forms. They look at creative practice in a more open box way and see the possibility of the "what if."
They are more willing to take more creative risks themsleves in the classroom
Staff are looking at ways they can share their own skill sets across the school

The school is feeling empowered to take even more ownership over their Creative schools process and to initiate change - and to look at a whole school approach to a Creative Campus, including buy in from teachers across diverse subject areas. Important for legacy.

GROUP 2

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
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After a long period of disengagement, one of my schools began to suddenly engage with the programme in the final weeks of school - maybe because the pressure of the school year had relaxed at that stage and they saw CS as an activity for enjoyment. The attitude towards the programme seemed to become more positive.

one of my schools has become more open to the idea of creativity being student led - and seems to be more confident around exploring different approaches to creative learning . It seems like they have developed confidence and/or willingness to try new stuff

.Whole school got involved at end of year, staff participation and student engagement was great, great creativity and fun, more open to arts and creativity. Student confidence

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

One of my schools began the programme with a very positive and engaged Coordinator, who was eager to get going with new activities and plans. Unfortunately due to some staffing changes and workload issues, the coordinator (and the other staff as a result) have now taken a large step back from this previous engagement over the last few months, and this has impacted in what can be done with the school currently. I'm hopeful that the situation won't be the same next year, as the school had initially been making some very good progress.

students have completed creative challenges based on outdoors, the advisory panel have visited all classes, collated survey results and are on the way to complete understand

one of my schools is developing a collaboration with a national cultural organisation - they seemed a little reluctant at first but are much more enthusiastic and planning for the future now

GROUP 3

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

One school embraced other arts forms in their teaching practice with more confidence.
They identified their school as being much more creative than they thought. They shared more resources and worked more collaboratively. They took a much more open-minded and creative approach to theaching teh arts and they embraced the idea of the Creative Schools Team as the children's voice for the school. They took they experience of Creative Schools Initiative going forward.

The school has become more open-minded in their approach to creative teaching and learning.
They have genuinely considered how to implement the areas of focus that they have identified through student voice workshops into their planning and therefore ensuring it will be embedded in school's future.
Everyone, regardless of background will have the opportunity to engage with the arts.

School/Teachers have embraced alternative practices for delivering classes, using creativity and exploration. Teachers have gained confidence delivering content Students are engaging and developing class activities. Art and Creativity are encouraged and practiced throughout.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

New school began feeling very anxious about the programme but gained confidence and now are excited about their new whole school approach to major outdoor learning space.

School gaining confidence in ability to deliver the arts and make accessibe to all. Understanding that by using a little creativity, resources can easily be established and developed to ensure the longevity of the programme.

The students are feeling confident expressing their views. They are excited and have a better understanding of the creative schools journey.

GROUP 4

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

Galway Youthreach put Creative School time into their school timetable next year even though they have finished the programme this year.

Primary school coordinator moved from looking for physical outout (mural new space etc) to engaging a play therapist - where Drama and play lacking most in confidence among teachers.

Mary has been invited by secondary school to take part in the teachers whole school planning for year 2021-22 - for them they want to find out their definition of creativity?

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

Outdoor classroom and garden designed and in process of getting built for outdoor learning, science etc.

7 teachers on teacher committee in large primary school. 28 students on student comittee in secondary school

Partnering up with other schools and CA's to create content with artists for school workshops in the region. Funding from local arts partnerships. Artists must be enumerated properly. .

GROUP 5

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

Ways of communicating - with each other, the outside world, to the children and us, and setting up ways and lines of communication.

Open to engaging online - prerecorded, which they did not do before. Some of it actually was more effective and they hope to continue some of it.

Adapted to remote learning (even circus skills) - letting go of control and having to surrender. Evolving with what was available and what possible and the outcomes were surprisingly good. Adjustment of mindset.

We had some tech difficulty hence the short notes

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

2020 school - No face to face untill the end. it will be a relieve to them to work in person. When thing will start happening they will find more enjoyment and the fruits of our labour.

2020 schools - 8-10 videos of artists helped them think about the development and understand - they took more time for planning. They really served as tasters and food for thought for the planning. (planning more apparent).

2019 schools - Oppertuny to stop and rethink/ reapproach and work with group that need it most and develop other things form there - a new listening and everything being new anyway allowed for a reproach new voices.

GROUP 6

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

One of my 2020 schools has changed since the beginning of the programme. They're a Deis school. The 6th class group has changed massively from the beginning of the programme to the end of year 1. The first time I met this group, they were incredibly shy and didn't want to participate in any activities which involved speaking. Before the end of the year we did a taster session with a drama practitioner, and they 6th class group were lively and delighted to get involved. Even in such a short space of time, the change in the group was amazing to see.
I hope that this school and this class will continue to grow, especially at seeing as this 6th class group has now finished with the programme and will be going into Secondary School

T2020 school, Youthreach. Began with aligning timetables with CS plan but that quickly went out the window when the second lockdown came! What happened as a result was an opportunity for increased access to working with all teachers and learning staff online. This was fun, team building in itself while also an opportunity for staff to understand each others ideas of creativity and creative interests, with some learning new things about each other. Staff all participated in a creative task and this brought them together in a different way. It also opned up the possibility of what CS programme could be and meant there was an understanding of it existing and operating in the whole school and not just within the Art Department. The access to students changed from having no access at the end of the year, which was disappointing for me but I understand that that decision was made from a point of care for the students. Student attendance was down over all by the end of the school year, so I will engage with them in September.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

My 2020 schools is evolving in the level of creativity they want to incorporate into the classroom. They are becoming a lot more engaged with creativity and wanting the students have more creativity in their day to day life in the classroom.
They are also becoming more aware of student led decisions. We were conscious at the beginning of the programme to not make all the activity choices be teacher led, and I believe that the staff are evolving by remembering that the students should have a say in the creativity and events which occur in the school.

Unfolding an understanding of creativity in teaching and how teachers are creative in their own teaching practice. I feel this is a really strong foundation for entering the school in September 2021. This opening and broadening of horizons I feel will drive activities and engagement with the learners next year,

GROUP 7

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
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Considering one school in particular that I have worked with for two years, I think that the biggest change is within partnerships within the school. E.g. staff and management are definitely consulting with and listening to the children and implementing changes that the children are directing. Also in this particular school there would have been an issue with staff cohesion and the creative schools project has brought a staff working group together who are now continuing autonomously with the CS work. Finally the commitment from management in this school has changed from a sense of challenge in the face of creativity and therefore lack of action to supporting those who do have creative vision to assist in making things happen,

The SC in one school said "Staff and children have a deeper understanding of what creativity can be...not just visual art"
The SC has recognised a need to take it 'slow and steady'
The SC has identified 'resourcefulness and an ability to figure things out' in the children and seem very open to the embrace the children's input for the year ahead.
The SC has also recognised that it's important for the staff to find ways of embedding creativity throughout the curriculum...6th class in particular have different pressures on them

As this is my first year as CA I find it difficult to have an opinion on this as we have been mainly concentrating on the understand document and getting to know what students staff and getting input from staff students and parents.
I have noticed however that as the year went on both the co-ordinator and I realised that she needed to have a team help her within the school due to her exam pressures etc. Creative schools week was an excellent practical way to initiate some creative engagement with one school who were still in the understand phase.
Co-ordinator was amazed by survey feedback from staff wrt the creative activities they were willing to share with students. Lts hope we will be able to tap into these next year.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

We are still at the understand phase...It is hard to say about how they are evolving within the programme ...as the SC said 'it's been a mad year...we haven't had much time to think about the CS but are looking forward to next year'

We are not very far into the process however, I am working with two amalgamating schools and the hope is that the CS project will help them to become a cohesive community through creative action - this is a big aim but putting this slant on the programme is potentially already assisting with buy-in from staff and management.
With an 'older school' I have seen a growth in confidence in integrating creative activities into everyday school life

Better engagement from more staff on creative projects
Development of a creativity hang out zone for students
More variety of creative activities within the school.
Better utilisation of resources currently within the school.

GROUP 8

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

in this primary school nothing seemed to happen until January when they finally engaged, wanting me to be there in person a lot. CC is also HSCL, great for working with families. Embraced CReative School Week with events every day. Paperwork fell to CA entirely.

very unclear about what CS was and ole of CA. Teacher was given time to reflect and eventually came to grips with the programme. Creative Week helped bring it all home to the entire school. Really embracing it now, with taster workshops for each class, followed by longer engagement. Extra funding from Kildare Arts.
Definitely a shift in creativity and thinking about creativity.

primary school with vague but pervasive desire to do more with the outdoors got focus through interaction with CA, did a stocktake of the many existing resources and put the outdoors in the school's monthly planning agenda. Outdoors is now a major item of conversations across school and many classes have happened outdoors or in relation with the outdoors. Shift in perspective on the idea of teaching and learning outside.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

In secondary, the CC was new to the school, very engaged but quite removed from management and was off school for personal reasons. New person not as engaged, new new person TBA. I took every opportunity to engage with students, not necessarily following the CS framework. Need to start again with new CC, paperwork, whole-school approach, student voice.

as a first year school, CC is already looking at beyond CS and how to keep momentum going. CC eventually realised that CA is there to help, not to make more work for CC/the school.

my schools coming to the end of the 2 years, we are now planning future-proofing conversations as well as final events. Trying to involve management and get creativity on the planning table from early in the school year. Plans to link up schools with similar interests for future conversations and activities.

GROUP 9

Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?
Consider teachers, learners, leaders, pedagogy, curriculum planning and delivery, youth voice, engagement, partnerships and any other changes. There is a text box for each CA.

School wanted a legacy project of a meditation forest. The lifespan which would allow each class to inherit the tending of the garden. Passing skills through the years.

Teachers listened to how enthusiastic the students were on a fabric and fibre project. They saw the value of working on a collaborative project despite restrictions and worked together to make a join tapestry which every student contributed to. This came about as the school decided to work as whole on each visual art strand so ideas could be shared between classes.

Principal realising the leadership of the students and trusting them to lead the consulting process.

Describe how one of your schools is evolving in the programme. There is a text box for each CA.

Youth Voice giving them what might be the first opportunity to be asked 'What do you want?'

Schools giving space in weekly plan for a creative response. Planning for creativity rather than the regular structure. This becoming part of the school culture. Where students and teachers were invested.

At the beginning the co-ordinator needed more support but it was such an experience to see their confidence grow in initiating creativity in the school and finding creative opportunities in the locality.