## 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.**

After a lengthy process, the teachers coordinating the programme came round to the fact that the young people's voices are the most important thing, as opposed to the plan they had when applying.

Teachers recognising the importance of getting in outside facilitators and practitioners instead of trying to do it all themselves and placing a value on this

I experienced how teachers and school coordinators (in 2020 primary schools) attitude changed throughout the year, especially following a number of online and in-person introductory sessions and discussions at the beginning of the school year. Having conversations and discussions on the consultation process itself helped to achieve the "buy-in" from the school.

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

Students adjusted to the online consultation process well
Not being able to visit the school was definitely a barrier, as it's difficult to form proper relationships virtually.

Developing and using the outdoors space in the school for learning through the curriculum

Conversations to tease out conflict and decision making problems. The additional time for Understand was necessary, but because of the school closures, it wasn't actually additional time.

## GROUP 2

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Thematic approaches, combining initiative with other programs (Green Schools).
Understanding that CS is not a stand alone project. Project needs to be collaborative and encourage whole community to work together. Coordinators confidence has increased particularly for 2020 schools.

The teachers understood that it was important to invest in their own creativity and skills development alongside the children.

My school's attitude toward change, adapting to online facilitators. Buy in from teachers and staff more positive especially when they witnessed the "enjoyment" from students.
During lockdown students were given more freedom to engage with the arts in their "safe space" at home.
Parents began to understand the importance of the Arts.
Wellbeing and the Arts work well together. The Arts need to be prioritised.

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

Learning to work together, all children and staff working together creatively. Embed creativity into everyday learning.

Idea of creativity has been broadened, seeing creativity in the environment around them and integrating into different subjects.

In one of my schools the staff have received training in where to apply for further funding, how to source artists, how to draw up small contracts etc and how to access free cultural resources. Understanding how to get on the radar of educational officers and creating relationships with cultural organisations. The aim was to make it a whole schools endeavour and not just developed by teachers with an interest in creativity./

Hedge school- outdoor garden using this space for all creative work. All art forms can link and respond to this theme/ context.

## GROUP 3

**Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?**
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Big change has been in recognising the outdoors as a creative space, becoming more involved in the outdoors and the activities.
Staff becoming more open the the process and allowing it to evolve as opposed to sticking with their initial vision.Allowing for voice of the child to steer the direction.
Exploring and finding new ways to gather information and inspiration with young people, through technology, map making and open discussions.
Placing real value on the local community.

Big move towards working outdoors, and appreciating the outdoor space as a creative space. Teachers being really willing to get involved. Finding new ways of gathering information and opinions from the students - using drawings, surveys etc.
The teachers were surprised by the opinions and results of one exercise, and were thrilled that they had uncovered something new.
Staff also understood the need to 'pause' for a while during lockdown. The students didn't have access to devices/internet , so some of them would be left behind if we continued the work. There was a real focus on the whole school approach

Trying to shift the focus away from the creative activities that have been in place in the school for many years - they are now open to new suggestions and ideas knowing that they have the basic facilitates, the technology and links to other facilitators to help them to make that shift.

The CS initiative has made teachers aware of particular interests and talents that some of their students have - that they may  not have been aware of beforehand.

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

The lockdown has seen some of my schools change their creative plans in a very big way, what started as indoor activites, drama, visual art has taken on a new energy sice moving outdoors. Drama has becomme site specific, visual art is a reflection of the landscape and excitingly exploring new non traditional materials to create/construct 2d and 3d pieces of art. The creative plan is living up to the name of being a changing living document and we have found is constantly being reimagined. It has been great to see majority of staff and artists flexible to the changes. really The young people have  really allowed their imaginations to explode, which is of no surprise, but this new sense of flexibility and adapting with the staff and artists has been better placed to fully accomodate the voice of the child.

The largest of the 3 secondary schools is finding it difficult to engage other staff, and as a result tricky to engage more students - on top of being hindered by being online and having low student engagement in the online school activities in general. Towards the end of term, two more staff seemed to start helping out a bit more to lessen the burden, but often any suggestions from myself are met with hesitance.

I feel with all 3 schools, if we are back to normal in September then we will be full steam ahead with a new focus and energy.

The school is really embracing the whole school approach, and formulating the plan to reflect an amalgamation in September! The committee is interested in the themes of integration, the new school that's being created, and the legacy that the CS project can leave behind. They have a big outdoor space that is the 'favourite' place for a lot of students,  so we're  looking at developing that as a space that can be used for music, storytelling, drama and dance.
As the school is amalgamating, we will have new members on the committee next year, teachers and students.  We will have to spend a lot of time bringing them up to speed, and making sure their voices are heard.

## GROUP 4

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Primary School has changed to make individuality key and in turn worked on multiple projects, remaining open to change. The confidence of the staff became evident through the process. Engagement was key here. Experiences become less daunting through engagement.

From the school coordinator following final Creative Schools - Bealtaine event: "Creative schools has beyond our expectations - bringing arts and creativity to the heart of our school.  It has highlighted the absolute necessity of embracing our creative citizenship. Creative Schools has left a lasting and indelible mark on our whole community".

Engaging with creativity began to develop in unexpected areas of the Curriculum.

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

Process vs Product

Inclusion of the voice of the child can be a significant shift in the thinking of the school community!

Schools evolving in response to Covid - how they engage with art: how they engage wtih spaces and wellness.  All ART is PLAY

## GROUP 5

**Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?**
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One of my schools has developed an Arts Committee, which will continue after they finish CS. Another has become more welcoming of the voice of the child, recognising that their ideas and opinions actually matter.

One of my schools has drafted their CSPF and are listening to the response of the pupils. Predominantly they want to be outside. They love the forest walks and building dens (local artist). The school plan to dedicate a space on the school grounds for an outside space. Large den structure potentially TBD. They want option for this space to be utilised as an outdoors space for pupils during lessons too.

Outside learning becoming very popular in Irish schools. One option a school included was a Geodesic Dome outside classroom. Not a CS school but know the school who included it!

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

There's a gradual shift in one 2nd level school towards the arts. A typical GAA school, where sports is paramount, they realised that not all students were sporty. So, time & space is being allocated to creativity (as well as sports!) now.

Another was considering ditching the annual pinto in favour of a festival of original theatre works. I've suggested that they can do both as the panto is such an annual event for the school and includes music and dance - it's also a good source of fundraising.

One of my schools was very resistant at the start of the process. We had one zoom online session with staff about what Creative Schools programme was about. Had one in person walking dialogue with coordinator and also briefly met the pupils. It was a school I thought would not get as far into the process as my other schools, however we scheduled workshop in May and had several other sessions of engagement in June. They were resistant because of covid-19 and more concerned with focusing on the curriculum. After the first workshop with the pupils the teachers were more receptive to me to come again in June. They see the Creative Associate now as part of the school community.

Overall the schools are learning to see value in the Creative Schools initiative and see it as a timely thing particularly during the pandemic. The exploratory phase has been great opportunity to try new creativie skills and express their thoughts and feelings.

## GROUP 6

**Describe how one of your schools has changed on their journey as a Creative School - what changes have you noticed?**
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The school teachers seem to be listening to the children in a deeper way and taking their choices into account more. They are managing to move away from a results-based focus and are embracing the creative processes more. The school co-ordinator is working really well with me and trusts me. They have integrated creative activities into the school week, especially as one new teacher has skills that matched one of the the children's top interests.

The school is more aware of the opportunities for creative engagement locally and how relatively straightforward it is to engage in them
There is a greater value (and dare I say surprise) at the innovation in student voice leading creativity  in the school
The role of creativity is being utilised across subjects to support different types of learners

One of my schools has become more confident in their own opinions and views. The CS staff team are working collaboratively and achieving positive outcomes. They have completed their first year for the project but are very independent and have the ability to make good decisions. They are also working very well with me collaboratively and taking guidance. There is great enthusiasm for the project amongst staff members. Staff have worked to get student voice with my assistance. The school are building on existing links with arts/culture organisations along with making new connections.

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

The school has taken part in a few taster workshops, and plan more for the next term. They will then narrow down their choices and go deeper into one or two areas after the winter break. They are going to choose a theme that will bring together the different creative pursuits. The teachers are very keen to upskill and I have lined up training for them. This will mean that more changes will be long-lasting and integrated into school life.

There has been a merging of the understand and develop phases of the creative plans - in such a way that there isn't a timelapse between seeing an area that needs a creative response and then responding to it.

One of my schools is moving through the stages of the project. They have completed the Understand phase. They have started working on their Creative Schools Plan. Along with working on the Understand phase they have been partaking in many arts/creative activities (working with artists and in school activities). They have come up with ideas of creative ctivities they would like to partake in 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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General increased confidence around the arts and increased interest in areas previously unexplored. Teachers in this school considered themselves inexperienced but have also gained confidence in engaging in creative projects. Children are being given an active role in deciding on (some of) the projects they are doing. The school coordinator is brilliant and very progressive with approaches and ideas. The CS programme is supporting him in his wish to adopt new approaches to teaching.

One school has transformed from a sports school to a sports and creativity school, largely through the leadership of the principal (who is also the coordinator) and has done so quite publicly ie lots of online creative activity on their facebook and lots of coverage in local media so that the school is coming to be perceived locally as a school that values creativity. Creativity is seen as a way of exploring topics such as the environment, for eg. by all the teachers in the school

One school coordinator initially was very focused on filling out forms and less about the actual work of creative schools. Through engagement they have realised that the taking part is more fun, they have built excitement around the creative committee meetings. They have done their best to involve teachers that were not enthusiastic about creative schools.

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

A great emphasis was placed on working with 6th class in this school, and marking their time in the school through creative projects. Even though these children have now left the school they played an important part in its evolution. The younger classes took great inspiration from them.
CS has opened up the realisation that there are opportunities and possibilities never considered before, it has changed their perspective.

One school is still at an early stage but has had exposure to a lot of arts practices thanks to a creative day co-curated by the the CA, the Creative Coordinator and the Creative Schools Committee. The level of engagement and empowerment of the Creative Committee has hopefully set a precedent, where that level of input and control will be expected again bythe students in year two and beyond

One 2020 school is embracing the programme. Separate to meetings with me they have also worked with an IT to develop the creative schools programme.
They wanted to benefit the 6th class leaving in June and focused on getting an activity in place for them before they left. They also celebrated Creative schools week and have a noticeboard filled with lots of different activities relevant to creative schools. The teachers are happy to bring their different skills and abilities to different class groups, eg singing and knitting