



CASE STUDY : ST.MARY'S HOLY FAITH SECONDARY SCHOOL, GLASNEVIN



- Convent secondary school for girls, founded 1873 by Holy Faith Sisters.
- *“The education programme of the school is directed to the growth of the whole person.”*
(Extract from St. Mary's Mission Statement)
- 811 Pupils
- Strong Music and Art departments
- School Coordinator is one of two Art teachers in the school.
- Came to Creative Schools with an ambitious multi-disciplinary project already planned.





UNDERSTAND : HOW DOES THE PROCESS WORK?



EXAMPLE : MUSIC DEPT, ST. MARY'S GLASNEVIN

- Google Doc surveys of all parents, student and staff as initial fact-finding – Identify areas of interest and areas for development in all groups.
- Specific focus groups set up :
 - School Creative Council – opportunity for regular face-to-face meetings of students with teachers to discuss and plan. Any interested student may attend.
 - Music Department round table discussion with music students – Management, Music staff, CA, School Coordinator, representative from RIAM, students from each music class year group.
- Some of the projects put in place in response to data from Google doc findings :
 - Teacher Inservice/CPD in Creativity at start of Year 2
 - Dance/Gymnastics project (adapted in Year 2 due to Covid 19)
 - Building connections with Arts organisations (Irish National Opera, The Abbey Theatre, The National Botanic Gardens, Irish Architecture Foundation, Creative Engagement, RIAM, Music Network)



HOW DID THE SCHOOL TAKE THEIR STRENGTHS & AREAS FOR DEVELOPMENT AND BUILT THESE INTO A PLAN?


School Vision

- Recognise and acknowledge the importance of Creativity and the Arts for the school as a community.
- Students and teachers will understand what it is to be Creative, that it is a part of each of us and integral to human wellbeing.
- Management support and encourage staff to explore, develop and celebrate opportunities for creativity in both curricular and extra-curricular pursuits.

Aims (selection)

- Listen to student voice
- Staff supported in their continued development as creative teachers (CPD, supervision, etc)
- Prioritise opportunities for Creativity in classroom and extracurricular activities

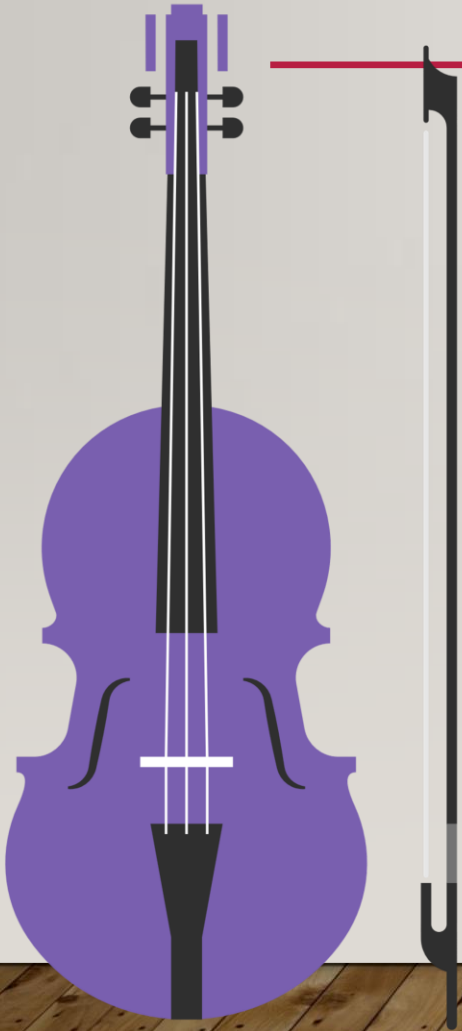
How did Vision and Aims translate into a plan?

- School Creative Council established
 - Awareness of Creative supports was broadened across all interest groups
 - Staff and student led initiatives supported by Creative Associate
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WHAT THEY DID



- The Endless Chase performance at the Axis Theatre, cooperation with Taking Flight
- Applied for Music Network Music Capital award to set up school orchestra
- Architecture in Schools scheme
- Visit to The National Botanic Gardens and subsequent student-led design and installation of school vertical garden.
- Visit to The Abbey Theatre to participate in lighting workshop and attend Irish National Opera performance of Hansel and Gretel.
- Social DisDance project
- Design Skills for JCT
- Junk Kouture
- Art Together ApARt gallery space for art during lockdown





OUTCOME

Cross-curricular and extra-curricular learning

- Sold out performances of “The Endless Chase”
- Botanic Gardens and Gardening initiative
- Design skills and Junk Kouture

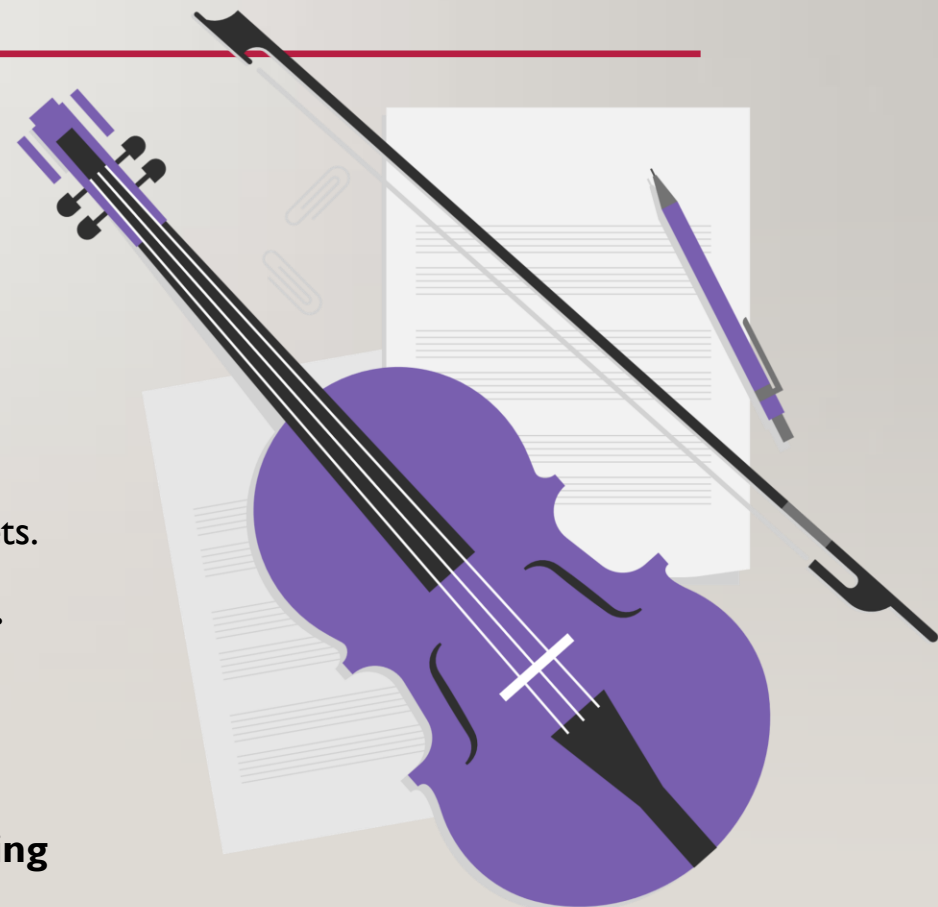
Staff awareness and experience of external funding supports

- Successful funding outcome in Music Network Music Capital award, school awarded €5452 towards purchase of 16 Violin sets, 6 Viola sets and 4 Cello sets.

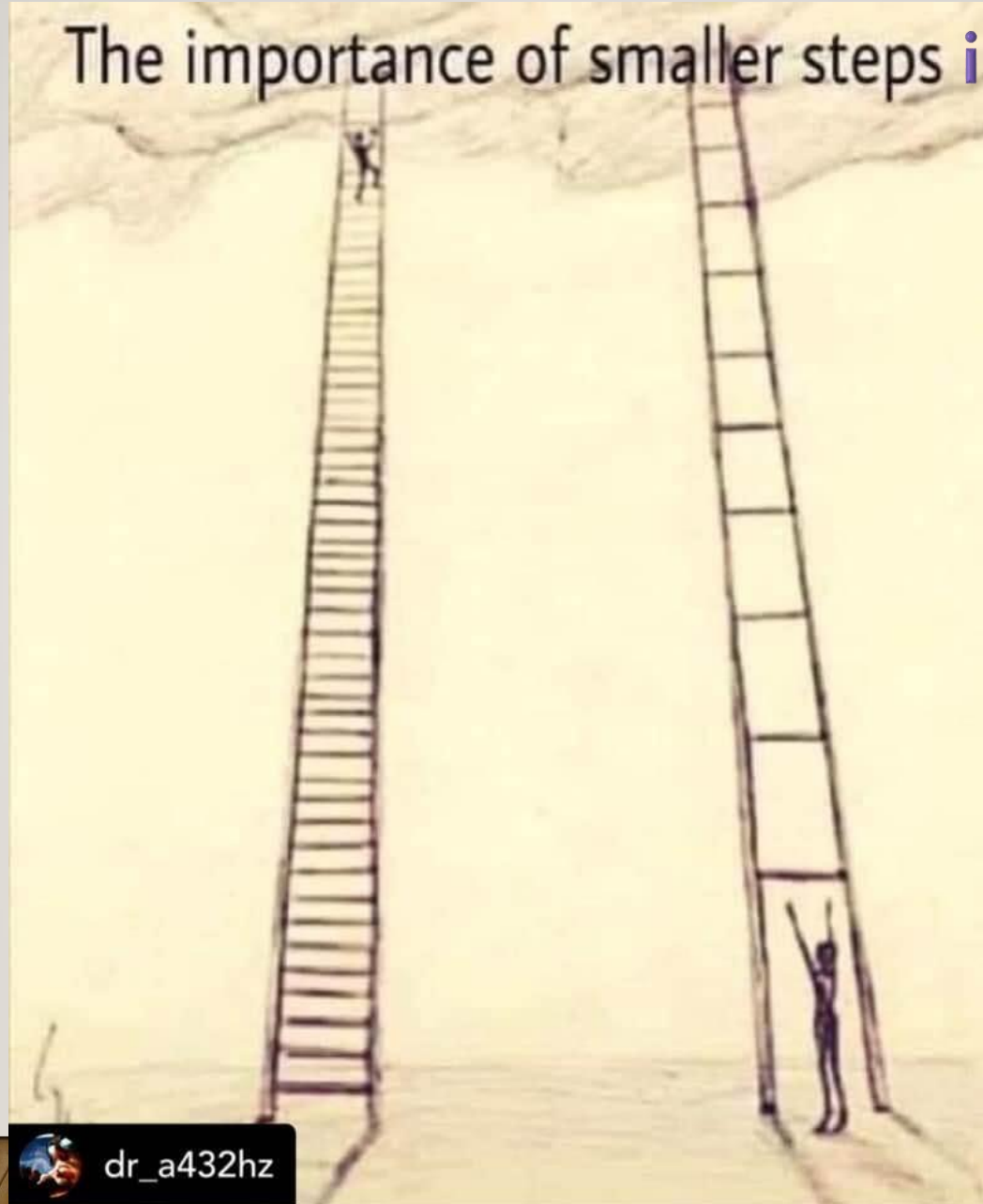
Staff and student relationship-building with national governing bodies.

- INO, RIAM, IAF, Creative Engagement, Music Network

General awareness and focus on Creativity as a driving factor in learning



The importance of smaller steps in a good
PLAN!



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