

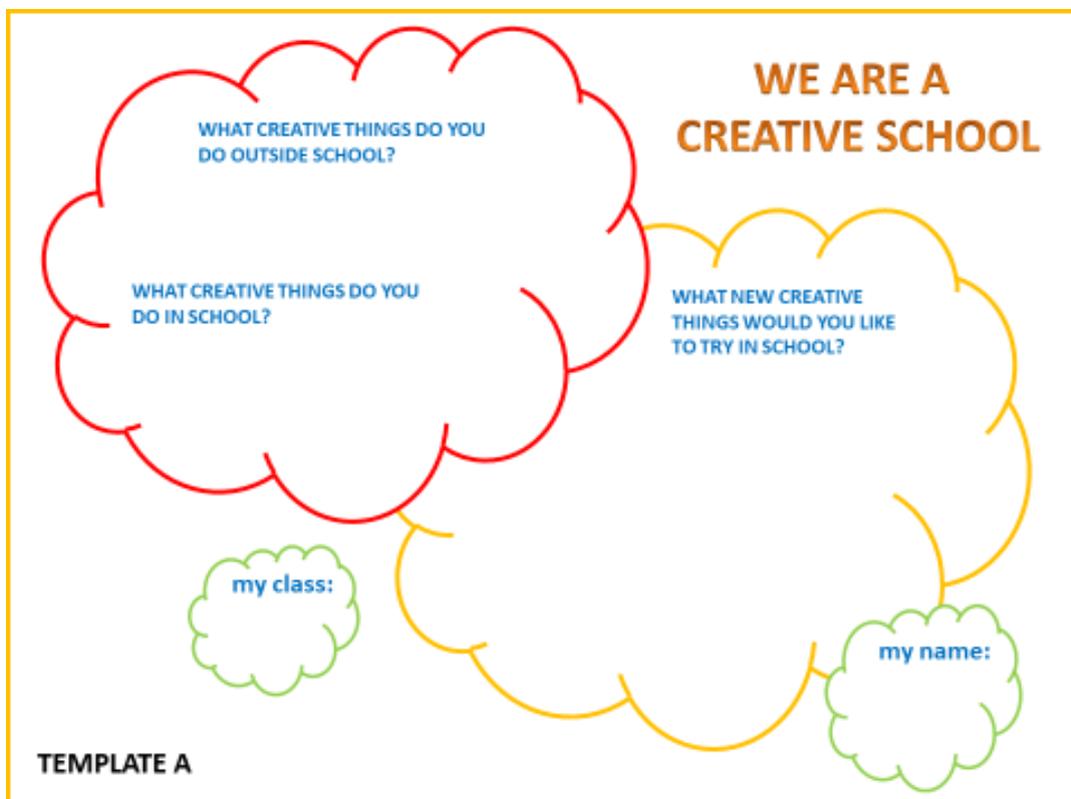
Good Practice Example: Creative School Vote

In a primary school, the Creative Associate and Creative Coordinator set up an advisory group of children to work with them on the Creative School Plan. There were ten children on the advisory group selected to ensure a mix of ages and abilities and the inclusion of those who were seldom heard. Seldom heard children include those who experience disadvantage, disability, other forms of marginalisation, those who rarely speak up and others. The first task undertaken by the advisory group, Creative Associate and Creative Coordinator was to get the views of all children in the school about the activities they would like in the Creative School Plan. The process of getting children's view was conducted in three stages.

Stage 1: Creativity Worksheets to Gather Children's Responses

The Creative Associate, Creative Coordinator and children's advisory group developed a Creativity Worksheets with three questions, for completion by all children in the school. Two versions of the worksheet were developed.

Template A was for completion by individual children from 2nd class upwards.



**WE ARE A
CREATIVE SCHOOL**

WHAT CREATIVE THINGS DO YOU
DO OUTSIDE SCHOOL?

WHAT CREATIVE THINGS DO YOU
DO IN SCHOOL?

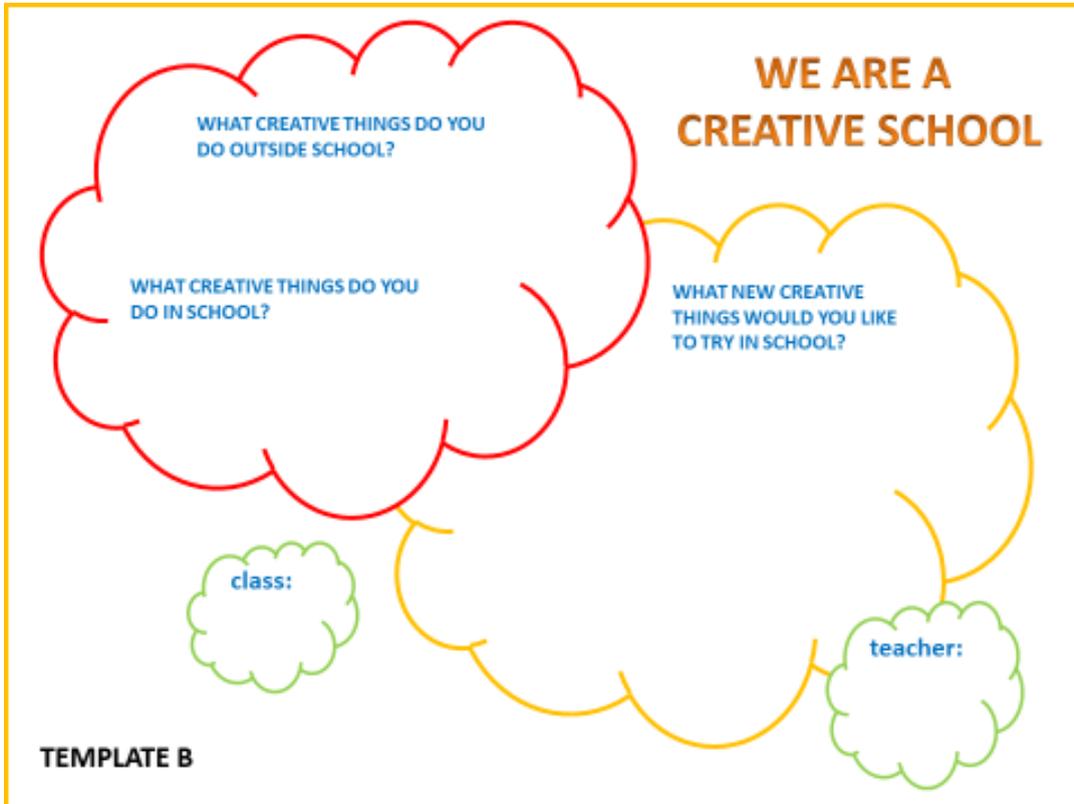
WHAT NEW CREATIVE
THINGS WOULD YOU LIKE
TO TRY IN SCHOOL?

my class:

my name:

TEMPLATE A

Template B was for Junior Infants, Senior Infants and 1st Class children. In these classes, the teachers worked with small groups of children and completed the worksheets with their words and views.



WE ARE A CREATIVE SCHOOL

WHAT CREATIVE THINGS DO YOU DO OUTSIDE SCHOOL?

WHAT CREATIVE THINGS DO YOU DO IN SCHOOL?

WHAT NEW CREATIVE THINGS WOULD YOU LIKE TO TRY IN SCHOOL?

class:

teacher:

TEMPLATE B

Stage 2: Analysing the views of children from the Creativity Worksheets

- The Creative Associate and Creative Coordinator reviewed the individual worksheets and developed a list of all the new creative activities that children identified.
- The children from the advisory group recorded every suggestion from the list on individual post-its.
- The children stuck all the post-its on a wall.
- They reviewed all the post-its and moved them into categories of ideas that were similar.
- They named the categories and developed a ballot or voting sheet listing those categories with the help of the Creative Associate and Creative Coordinator.

CREATIVE SCHOOLS VOTING SHEET

- Pick the top three creative things you would like to do in your school
- Write 1 in the star of your first choice, 2 in the star of your second choice and three in the star of your third choice



INVENT + MAKE



MUSIC



SPORT + MOVEMENT



DRAMA



DANCE



STORYTELLING



ART

TEMPLATE E

Stage 3: Conducting the School Vote

Children from the advisory group visited each class and distributed the voting sheets. They explained that they had developed the voting topics from the suggestions of children in the school. Class teachers, the Creative Associate and the Creative Coordinator supported very young children and those with learning challenges to complete their voting sheets. The results of the school vote were used to pick the theme of the Creative School Plan for the school for the year.

This case study is adapted from a piece of work conducted by Bláithín Quinn (Creative Associate)

Case Study Reflective Questions:

Having read the Framework and the above case study please reflect on the following questions:

Question 1: With the Framework in mind what do you think about the case study overall?

Question 2: What worked well in this case study?

Question 3: Is there anything they could have changed or added?

Question 4: How do you think this would work in your Creative School?

Additional question: What are the opportunities and challenges in your school for children and young people participating in decision making?