

Progress report on the implementation of the Arts in Education Charter

The Arts in Education Charter

The Arts in Education Charter, launched in 2013, has been a landmark development in relation to the culture change which is afoot. The Charter is an initiative of the Department of Education and Skills, the Department of Arts, Heritage and the Gaeltacht, working in association with the Arts Council. This is an unprecedented commitment by the three agencies working in harmony, to promote arts in education. The Charter set out nineteen objectives. In furthering these objectives the Implementation Group for the Charter wishes to record its appreciation of the widespread goodwill, co-operation and support it has experienced from organisations and stakeholders in the arts and education sectors. This co-operation is indicated by the voluntary engagement of expert personnel from a wide range of arts and education agencies on advisory committees for the promotion of Charter objectives. The Implementation Group, as well as promoting the Charter's objectives, acts as a stimulating, facilitating and supportive agency, working in partnership with stakeholder agencies.

Charter Implementation Group membership

- Professor John Coolahan – Chairperson
- Dr. Katie Sweeney – Department of Education and Skills (National Director for the integration of the Arts in Education)
- Feargal O’Coighligh – Assistant Secretary – Department of Arts, Heritage and Gaeltacht
- Dr. Michael Finneran, Head of Drama, MIC, University of Limerick
- Orlaith Mc Bride, Director of the Arts Council

The Arts in Education Portal

Ireland's first Arts in Education Portal, the key national digital resource for arts in education in Ireland, was launched in May 2015. Already, it is proving to be a great success. Since its launch up to the end of March, there have been 18,145 visitors (per session) with 43,295 page views, an average of nearly 4,000 page views per month. In the context of social media and the Portal, there are 757 on Twitter, 620 Facebook, and 468 subscribers to the Newsletter. There have been 1,796 video plays to date. As a new agency on the scene, these figures

betoken a very high level of engagement by interested parties in the years ahead. The Portal allows for two-way involvement, as contributors and receivers, with a key focus on quality. Plans for the next three-year period for the Arts in Education Portal are now being put in place, drawing on the experience and expertise of the Editorial Advisory Committee of distinguished personnel.

National Arts in Education Portal Day 23rd April 2016

A celebration and demonstration of the success of the Portal formed part of the National Arts in Education Day, held at The Irish Museum of Modern Art (IMMA) on 23rd April 2016. The programme of the day, attended by 250 participants, included a range of presentations, workshops, demonstrations and discussion sessions. A range of the arts for children were represented – drama, visual art, music, singing, photography, film, architecture.

Teacher – Artist Partnership as a model for CPD initiative

A major new development is the more focused attention to helping artists and teachers to develop together their understanding, expertise and creative pitch for arts in education work for children at different age levels. A significant initiative in this regard was the initiation, in 2014, by the Charter Group of a pioneering programme of joint artist – teacher collaboration in continuing professional development. The scheme, “Exploring Teacher Artist Partnership as a Model of Continuing Professional Development (CPD) for Supporting and Enhancing Arts Education” commenced in the summer of 2014 when six Lead Teacher-Artist pairs engaged in a five day residential personal and professional development programme.

During the period September 2014 to January 2015, six in-school arts projects took place in six primary schools across Ireland. A total of 20 hours duration was allocated to each project; 6 of those hours were allocated for ongoing project planning. The projects were in a variety of art forms: visual art (2), dance, drama, music and literature (language arts).

Research was integral to this teacher-artist partnership initiative from its inception. The learning presented in the Research Report conducted during Phases 1 and 2 based on the experience of the teacher-artist partnerships examined was intended to inform the design of future partnership initiatives and to contribute to the development and sustainability of each partnerships in schools. The research is being carried out by Dr Dorothy Morrissey and DR Ailbhe Kenny of MIC, University of Limerick and will be launched by Minister Bruton and Minister Humphreys late June/early July 2016.

In summer 2016, this training programme on Teacher/Artist partnership will engage 21 teachers and 21 artists in collaborative learning processes. The training will be extended further in the autumn when the teacher/artist pairs, who have participated in the Training of Trainers programme, will be facilitated to undertake a residency programme in respective teachers' schools. This initiative will also have a focus on the enhancement of literacy and numeracy through the integration of the arts in education and through the implementation of the objectives of the Arts in Education Charter.

The Department of Education Curriculum, Assessment and Policy Unit of the Department of Education and Skills was successful in applying for and obtaining Dormant Account Funding to support this initiative over the coming 18 months. The Department of Arts Heritage and the Gaeltacht has also committed €39,000 towards this initiative for 2016.

It is intended that each of the 21 Education Centres will have the capacity to implement this model locally and regionally into the future through strategic planning involving collaboration and co-operation with the various Local Authority Arts Offices, art organisations, educational institutions and school communities.

Significant developments for arts in education for initial teacher education have also been taking place. Higher education institutions, particularly colleges of education, have been extending their offerings of arts in education courses and experience for student teachers. The provision of a set of artists in residency bursaries by the Arts Council, for such institutions has been a major boost to this work.

Artists-Schools Guidelines

The Artists-Schools Guidelines, published in 2006, were produced as a result of a collaborative initiative involving the then Department of Education and Science and the Arts Council. Led by a steering Group and benefitting from the expertise of a wide range of practitioners, the guidelines “set out the co-ordinates – both philosophical and practical – by which good practice [in the field of arts in education] can be understood and fostered.”

A number of changes have occurred in the arts in education landscape in Ireland since the Guidelines were first published. A significant change arising from the Charter is the launch of a national digital resource for the arts in education: www.artsineducation.ie. Given this changing landscape, the Arts Council, on behalf of the Implementation Group of the Arts in Education Charter, is currently reviewing the Artists-Schools Guidelines to examine whether

and how they should be updated to continue to act as a useful resource. In particular, how might they be presented as a dynamic resource, integrated with the website www.artsineducation.ie? Kids' Own Publishing Partnership, as content managers of www.artsineducation.ie, are currently carrying out a research and development phase to inform the updating of Artists-Schools Guidelines. Please see www.artsineducation.ie for more information and to download our copy of the current Guidelines.

Nationwide Mapping of Arts Provision, Relevant to Education

Planning is afoot to incorporate a mapping of organisations, events, artists and locations at regional and local level throughout the country, which could be drawn upon for arts-in-education purposes. This will be incorporated in the Arts-In-Education Portal on an incremental basis. This could be a major resource for schools, and also help to highlight areas of spartan provision, with a view to its remediation.

One of the barriers to teachers and schools becoming involved in the integration of the arts in education is the lack of knowledge about where to find information on arts organisations, events, trained artists for working in a school setting and CPD opportunities such as the Teacher-Artist Partnership CPD initiative mentioned above. Mapping of organisations, events, artists and locations at regional and local level throughout the country, which could then be drawn upon for arts-in-education purposes. This will be incorporated in the Arts-In-Education Portal on an incremental basis. This will be a major resource for schools, and also help to highlight areas of inadequate provision, with a view to its remediation.

The development and establishment of such an Arts in Education Map of Ireland which will be uploaded on to the Arts in Education Portal (www.artsineducation.ie) will cost €30,000. Timescale of the project will be 1 year- 18 months. The Department of Education Curriculum, Assessment and Policy Unit of the Department of Education and Skills was successful in applying for and obtaining Dormant Account Funding to support and fund this initiative over the coming 18 months.

ARIS – Arts Rich Schools

The Arts in Education Charter charges the Arts Council, in co-operation with the Department of Arts, Heritage and Gaeltacht, and the Department of Education and Skills, with the promotion of Arts Rich Schools (ARIS). According to the Charter – “ARIS will incentivise and recognise those schools (primary and post-primary) which in a range of ways make the arts a key part of school life and place the arts centrally within the life of the school community affecting pupils primarily but also teachers, parents, other staff and community.”

A working group, chaired by Dr. Michael Finneran on behalf of the Charter Implementation Group, is assisting with the development of Arís. The working group is meeting during the period March-July 2016 to develop a feasible implementation plan for a first phase of Arts over three years (2017-2019). In order to inform the working group's process and to hear from a range of important stakeholders, the Arts Council has convened a number of dialogues, including a workshop at the recent National Arts in Education Day at the Irish Museum of Modern Art. Written submissions are warmly welcomed from anyone with an interest in this area, including students, teachers, school leaders, artists and school programmers or facilitators working with the Arts Council's Young People, Children and Education team www.artscouncil.ie. Kevin Mc Carthy (Inspector), of the Curriculum, Assessment and Policy area of the Department of Education and Skills is a member of the ARIS working Group.

Research in Arts in Education

The Arts in Education Charter refers to the need for access to research that builds on existing good practice and explores new models of arts and school practice to create a source of knowledge and experience for policy makers and practitioners to draw on. The Implementation Group has had communications with the HEA, higher education institutions and associated bodies on how best a repository of such research can be established as an on-going source of such provision. Discussions are still underway with the hope that such a National Digital Research Repository for Arts in Education can be established as national digital resource.

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Music Generation

The Music Generation initiative is co-ordinated and managed by Music Generation Ltd. through its National Development Office. Between 2010 and 2015, 11 Music Generation MEPs were established as part of Phase 1 of the initiative. In 2015, Music Generation Ltd. announced Phase 2 of the initiative during which up to 9 additional new MEPs will be established over the period from 2016 up to 2020.

During Phase 1 (2010 – 2015), philanthropic donations of €7m to Music Generation Ltd. (U2 (€5m) and The Ireland Funds (€2m)) funded 50% of the cost of the initiative in the 11 Phase

1 MEPs up to July 2014. The Music Generation National Development Office was fully funded from philanthropic funds up to December 31, 2014.

Over the period from July 2014 to December 2015, the 50% philanthropic funding of the 11 Phase 1 MEPs was exhausted and phased out and the Department of Education and Skills funding was phased in. Since January 2016, the Department of Education and Skills is providing (through an annual allocation subject to availability of exchequer resources) the full 50% of funding for the 11 Phase 1 MEPs to Music Generation Ltd. The Department also provides limited, agreed funding to Music Generation Ltd. for the running of its National Development Office.

Phase 2 (2016 – 2020) will see the expansion of Music Generation in up to 9 new areas of the country. In 2015 U2 and The Ireland Funds announced a €3m philanthropic donation to Music Generation in addition to a pledge by both donors to seek to raise additional support of up to €3.3m. A total of up to €6.3m in philanthropic donations will provide 50% seed funding to 50% fund up to 9 new MEPs from 2016 – 2020.

In January 2016, the Minister for Education and Skills announced the Department of Education and Skills' commitment to future, ongoing funding of Music Generation in up to nine additional areas of the country beyond 2020. It is envisaged that, subject to availability of exchequer resources, annual funding by the Department of Education and Skills of Music Generation Ltd. for up to 50% of the of funding needs of the new additional MEPs (up to 9) will commence on a phased basis in 2020 and will fully replace the philanthropic funding of the 9 new MEPs from 2021.

Local Arts Education Partnership (LAEPs)

An objective of the Arts in Education Charter which, as it evolves, will make a major contribution to rooting arts in education at local and regional level as normative provision, is the Local Arts Education Partnerships (LAEPs). Cavan – Monaghan LAEP has been a very successful pioneer in this arena, but other local authorities are planning initiatives along these lines. The impact of co-operative efforts by the statutory agencies, the local authorities and the ETBs, in conjunction with the regional education centres and other agencies, have potential to re-shape the landscape of arts in education provision in Ireland to the great benefit of young people throughout the country.

School Policies

The Charter envisages that schools, in their school policies and plans, shall incorporate arts in education opportunities as an important aspect of enriching the curriculum and the wider life of the school. The Implementation Group has got the agreement of the school inspectorate to assist schools in this aspect of their school planning and self-evaluation. The Group has also obtained the support of the authorities in the Department of Education and Skills that

provision for arts in education practice will be reflected in the design and equipping of school buildings. The National Council for Curriculum and Assessment has established reciprocal partnership with the Arts Council in the promotion of the arts in schools, as set out in the Charter.

Implementation Group submission to the new National Skills Strategy

Integration of the Arts in Education

CREATIVITY ENABLES INNOVATION: "It is the tension between creativity and scepticism that has produced the stunning unexpected findings of science." - Carl Sagan

"STEM education was created to produce a more skilled graduate with the high-tech skills necessary for the expanding STEM job market. Professionals across the board appreciate this effort, but even with a focus on STEM, recent graduates do not have the innovative spirit and drive to advance the United States forward. In the end, education should be about the students. The STEAM initiative offers students more than high-tech skills".

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

The STEAM initiative utilises complex systems and solutions which are conceptualised and designed with the predominately analytical skills of STEM but ultimately are designed to be transitioned into implemented and fielded capabilities providing business/mission value which require more creative skills. The integration of arts and sciences produces a unique skill set that can improve these transitional outcomes. Having the ability to simultaneously decompose a complex problem using convergent thinking and then apply the corresponding solution to the real world uses divergent thinking. Integrating the arts into the STEM curriculum provides pathways for personal-meaning making and self-motivation. Students are able to construct their own learning. STEAM (Science, Technology, Engineering, Arts, Math) brings a cross-disciplinary, integrated focus on learning that engages and inspires students, brings students with diverse interests together in a team environment, and encourages imaginative, innovative, and critical thinking towards solving problems, going beyond the rote memorization of facts and figures. It was led by prestigious institutions such as the Rhode Island School of Design (RISD).

Most educators in the past thought of STEM and the arts as totally separate disciplines with their own set of benefits to the student. It is becoming more evident that integrating STEM to the Arts benefits students and better prepares them for college and career. Known as STEAM

(STEM plus Arts), proper integration brings the following advantages to students in and out of the classroom:

- *Reinforces critical analysis skills*
- *Improves problem solving skills*
- *Practices higher order thinking*
- *Provides a deeper understanding of subject matter*
- *Inspires creativity and innovation*
- *Develops interpersonal communication and collaboration skills*
- *Introduces flexible and adaptive thinking*
- *Promotes understanding of societies and cultures*

While STEM initiatives are a wonderful start into the exploration of these four areas of study, the critical process of creativity and innovation is missing. Students in STEM programs may have more experiential learning opportunities, but they are limited to only science, technology, engineering and math. Our economy requires so much more than an understanding of these areas – it requires application, creation and ingenuity. STEM alone does not foster these essential nutrients. STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in and through the arts. STEAM takes STEM to the next level: it allows students to connect their learning in these critical areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning at their disposal. STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.

In this climate of economic uncertainty, economies are once again turning to innovation as the way to ensure a prosperous future. Yet innovation remains tightly coupled with Science, Technology, Engineering and Math – the STEM subjects. Art + Design are poised to transform our economy in the 21st century just as science and technology did in the last century. We need to add Art + Design to the equation — to transform STEM into STEAM.