

Óige Ildánach Creative Youth



*Plean chun scód a ligean le cumas na cruthaitheachta i
ngach leanbh agus i ngach duine óg*

*A plan to enable the creative potential of every child
and young person*



Clár

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Rialtas na hÉireann
Government of Ireland

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Brollach Forewords

IS É PRÍOMH-MHAÍOMH Chlár Éire Ildánach go gcuireann rannpháirtíocht i ngníomhaíocht chultúrtha agus chruthaitheach folláine an duine, an phobail agus an náisiúin chun cinn. Tá an plean seo - Óige Ildánach - ceaptha leis an méid sin a fhíorú agus deis a bhaint amach dár leanaí agus dár ndaoine óga bheith ina saoránaigh chruthaitheacha.

Mar gheall ar roghanna maithe i dtaobh pholasaí poiblí le caoga bliain anuas, go háirithe i réimse an oideachais, bhí Éire in ann staid rathúnais a bhaint amach in aois na faisnéise. Táimid anois ag bogadh go ré eile, a bhfuil dúshlán éagsúla ag baint leis. Ní mór dúinn leanúint ar aghaidh ag cur an chruthaitheacht chun cinn agus ag cinntiú go bhfuil ár bpolasaithe in ann na dúshlán sin a sháru. Le Clár Éire Ildánach tugtar deis dúinn athshamlú agus athmheasúnú a dhéanamh ar ár gcur chuige i leith cabhrú le daoine óga barr a gcumais chruthaitheigh a bhaint amach.

Beidh eolas agus saintaithí tábhachtach i gcónaí, ach is amhlaidh a bheidh an cumas leas a bhaint as eolas agus saintaithí ar bhealaí cruthaitheacha nár samhlaíodh riamh roimhe. De réir mar a éiríonn an láthair oibre níos uathoibrithe, beidh níos mó tábhachta ag baint lenár n-ábaltacht bheith cruthaitheach agus samhlaíoch, fadhbanna a réiteach, oibriú i gcomhar lena chéile agus go turgnamhach agus smaointeamh i gcoincheapa. Caithfidh muid bheith réidh le muid féin a chur i gcroílár gheilleagar cruthaitheach na todhchaí.

Is iomaí dúshlán domhanda a bheidh le sáru ag ár n-aos óg sna blianta amach romhainn. Cé gur tír bheag muid ar imeall mór-roinne, tá muid uaillmhianach agus is féidir linn tionchar a imirt. Ba mhaith linn bheith mar oileán ag croílár an domhain agus tá clú orainn ar fud an domhain as ár n-ealaíontóirí, ceoltóirí agus lucht liteartha ardéirime. Tá luachanna tábhachtacha againn a fhéachann muid le cur chun cinn ar fud an domhain, agus leasa ar mian linn a chosaint. Ní mór dúinn ár leanaí agus ár ndaoine óga a spreagadh le tuiscint a fháil ar ár luachanna cultúrtha ilchineálacha agus iad a cheiliúradh, agus é sin a dhéanamh freisin le luachanna cultúrtha daoine eile - agus iad a ullmhú le dul i ngleic leis an saol mar shaoránaigh dhomhanda.

THE CORE PROPOSITION of the Creative Ireland Programme is that participation in cultural and creative activity promotes individual, community and national wellbeing. This plan – Creative Youth – is about realising this proposition and securing an opportunity for our children and young people to become creative citizens.

Good public policy choices over the past fifty years, particularly in the field of education, have allowed Ireland to achieve a position of prosperity in the information age. We are now moving into a different age, with different challenges. We must continue to promote creativity and ensure our policies can meet these challenges. The Creative Ireland Programme provides us with an opportunity to re-think and re-evaluate our approach to helping our young people to develop their full creative potential.

Knowledge and specialist expertise will always be important but so too will the ability to apply knowledge and expertise in inventive and previously unimagined ways. As workplaces become progressively more automated, our ability to be creative and inventive, to solve problems, to work collaboratively and experimentally and to think conceptually will become ever more important. We must be ready to place ourselves at the heart of the creative economy of the future.

Our young people will face many global challenges in the years ahead. While we are a small country on the periphery of a continent, we have ambition and we have influence. We want to be an island at the centre of the world and we are known around the world for our great artists, musicians and literary geniuses. We have important values that we seek to advance throughout the world, and interests that we seek to defend. We must encourage our children and young people to understand and celebrate not only our own diverse cultural values, but also the cultural values of others – and prepare them to engage as global citizens.

Is é cuspóir an oideachais cur ar chumas an aois óig bláthú ina saol pearsanta agus sóisialta, agus sna cúinsí eacnamaíochta agus sóisialta ina mbeidh siad amach anseo. Is mar gheall air sin a chaithfidh muid sprioc a leagan amach dúinn féin leis an oideachas cultúrtha agus cruthaitheach a fheabhsú ar mhaithe lenár leanaí agus ár ndaoine óga go léir.

Leis an bplean seo tá muid ag glacadh céim dhaingean dhiongbháilte ina threo sin. Sna ceithre bliana atá fágtha de Chlár Éire Ildánach, tá mé ag súil le bearta suntasacha breise a fheiceáil agus leanúint le cur chuige uile-rialtais i dtaobh feabhas a chur ar leas ár ndaoine óga go léir trí chur chuige athraitheach agus cruthaitheach i leith an oideachais agus an fhoghlama.

The purpose of education is to equip our young people to flourish in their personal and social lives as well as in the economic and social circumstances in which they may find themselves. This is why we must set ourselves the objective of enhancing cultural and creative education for all of our children and young people.

With this plan we are making a determined move in that direction. Over the remaining four years of the Creative Ireland Programme, I expect to see significant additional measures and a continuing all-of-government approach to enhancing the wellbeing of all our young people through a transformative and creative approach to education and learning.



Leo Varadkar T.D.

An Taoiseach

IS RÍLÉIR AN TÁBHACHT atá ag na healaíona san oideachas agus tá aitheantas méadaithe á thabhairt dó sin le blianta beaga anuas. Tá buntábhacht ag na healaíona maidir le forbairt a dhéanamh ar chumas cruthaitheachta leanaí ar leithligh agus ní féidir déanamh gan iad sa réimse oideachais ina iomláine.

Ina theannta sin, tá rannpháirtíocht sna healaíona fíorthábhachtach i dtaca le forbairt a dhéanamh ar thuiscint duine óig ar an timpeallacht chultúir i gcoitinne ina mairimid go léir. Tá sé tábhachtach na healaíona agus an cultúr a chur i gcroílár an réimse oideachais ní amháin i leith cumas agus scileanna cruthaitheachta a fhorbairt ach, freisin, i leith freagracht shóisialta agus cáilíochtaí pearsanta, amhail diongbháilteacht, báilacht agus cumas cairdis, a spreagadh.

Cuireadh tús dáiríre le próiseas ionchorpraithe na n-ealaíon san oideachas a sholáthraíonn an stát in Éirinn nuair a foilsíodh *The Place of the Arts in Irish Education* sa bhliain 1979, ar tuarascáil í sin ar a dtugtar *Tuarascáil Benson* de ghnáth. Sna blianta ó shin i leith, tá dul chun cinn mór déanta maidir leis an soláthar i ndáil leis na healaíona, go háirithe sa churaclam bunscoile agus sa tsraith shóisearach ar an leibhéal iarbhuideochais.

Ba chloch mhíle thábhachtach eile é *Pointí Ailíniúcháin*, is é sin, tuarascáil 2008 ón gCoiste Speisialta um na hEalaíona agus an Oideachas a cuireadh ar bun faoin Acht Ealaíon, 2003. Baineann an teideal le hailíniú na nEalaíon leis an Oideachas, ar thaobh amháin, agus le hailíniú an Oideachais leis na hEalaíona, ar an taobh eile.

Tá ailíniú níos forleithne ann anois agus sin an t-ailíniú atáimid ag féachaint lena bhaint amach, á léiriú go mbaineann Clár Éire Ildánach le cruthaitheacht. Ailíniú ar fud an rialtais atá i gceist - ar ailíniú é trína n-aithnítear nach mbaineann an t-ábhar seo le pobal na n-ealaíon nó le pobal an oideachais amháin. Is ailíniú é trína n-aithnítear, mar shampla, de réir na tuarascála dar teideal *Torthaí Níos Fearr Todhchaí Níos Gile* (2014) ‘go mbíonn toradh an-dearfach ar an infheistíocht i gcúram agus in oideachas na luathbhlianta ar fud saol linbh agus chun leasa na sochaí’. Baineann sé le saol gach uile dhuine dinn.

Buntaca eile le haghaidh an phlean seo is ea *Cairt na nEalaíon san Oideachas*. Seoladh an Chairt sa bhliain 2013 mar chomhthionscnamh de chuid na Roinne Oideachais agus Scileanna agus na Roinne Ealaíon, Oidhreacht

THE IMPORTANCE OF the arts in education is self-evident and has been increasingly recognised in recent decades. The arts are fundamentally important for developing the creative capacities of the individual child and as such are indispensable to education as a whole.

Arts participation is also crucial to developing the young person’s understanding of the wider cultural environment in which we all live. Putting arts and culture at the centre of education is important not just for developing creative capacities and skills but also for encouraging social responsibility and personal qualities such as resilience, empathy, and a capacity for friendship.

The process of incorporating the arts into state-provided education in Ireland began in earnest with the publication in 1979 of *The Place of the Arts in Irish Education*, generally known as the Benson Report. In the intervening years considerable progress in arts provision has been made, particularly in the primary school curriculum and in the junior cycle at post-primary level.

Points of Alignment, the 2008 report of the Special Committee on the Arts and Education set up under the 2003 Arts Act, marked another significant milestone. The title refers to alignment of the Arts on the one hand with education on the other.

There is now a broader alignment that we are trying to achieve, reflecting the fact that the Creative Ireland Programme is about creativity. It is an alignment across government – an alignment that recognises that this is not just about the arts community or the education community. It is an alignment that recognises, for example, that in the words of the *Better Outcomes Brighter Futures* report (2014), ‘investment in early years care and education reaps significant dividends throughout a child’s life and to society’ It is about all of us and all of our lives.

Another underpinning for this plan is *The Arts in Education Charter*. The Charter was launched in 2013 as a joint initiative of the Department of Education and Skills, and the then Department of Arts, Heritage and the Gaeltacht, working with the Arts Council. The Charter is a vivid expression of the alignments we are seeking. Most of its objectives are reflected in the *Action Plan for Education 2017* and are endorsed by the Creative Ireland Programme which explicitly states that the Charter will be ‘embraced, fast-tracked and resourced’.

agus Gaeltachta, agus iad ag obair i gcomhar leis an gComhairle Ealaíon. Tugann an Chairt léiriú soiléir ar na hailínithe atá uainn. Tá an chuid is mó dá cuspóirí le fáil in *Plean Gníomhaíochta don Oideachas 2017* agus tá tacaíocht le fáil do na cuspóirí sin i gClár Éire Ildánach ina luaitear go sainráite go ndéanfar an Chairt ‘a chothú agus a bhrostú agus acmhainní a chur ar fáil’.

Is ionann Clár Éire Ildánach agus forbairt thábhachtach nua sa phróiseas seo. Baineann an Clár leas as an rath a bhí ar thionscnaimh roimhe sin agus is é is aidhm dó ná oibriú i gcomhthráth leis an iliomad clár scoile a thacaíonn leis an gcruthaitheacht agus, chomh maith leis sin, i gcomhar leis an iliomad daoine aonair agus eagraíochtaí atá ag obair lasmuigh den chóras oideachais fhoirmiúil.

Is iad seo a leanas na gnéithe is suntasaí de chuid Chlár Éire Ildánach: i dtosach báire, is tionscnamh uile-rialtais é á aithint, den chéad uair, go ndéanann na healaíona, an cultúr agus an chruthaitheacht difear do shaol gach uile dhuine dinn ar chuid mhór bealaí; ar an dara dul síos, trí bhéim a leagan ar chruthaitheacht, gineann sé urlabhra a éascaíonn rochtain ar na healaíona i gcás cuid mhór daoine a cheapadh, thairis sin, nach mbaineann na healaíona leo; agus, ar an tríú dul síos, tá sé bunaithe ar mhuinín i gcumas an chomhoibrithe i leith na cruthaitheachta.

Sa phlean seo, leagtar béim ar an tábhacht a bhaineann le cothú na cruthaitheachta trí na healaíona agus an chruthaitheacht a chomhtháthú isteach san oideachas agus ar an tionchar atá sé sin in ann a imirt ar réimsí eile den churacclam príomhshrutha, lena n-áirítear eolaíocht, teicneolaíocht, innealtóireacht agus matamaitic.

Ní féidir an iomarca béime a leagan ar an ngá le comhoibriú trasrialtais san obair atá le déanamh amach anseo. Trí oibriú ar bhealach comhoibríoch, aimsítear deiseanna a bhféadfaí iad a chailleadh thairis sin. Trínár dtí Roinn a tharraingt le chéile le haghaidh na hoibre seo, tá léiriú faighte againn, mar shampla, ar an tábhacht a bhaineann le guth an linbh agus leis an ngá le haird a thabhairt ar na healaíona agus ar an gcruthaitheacht sna luathbhlianta chomh maith le haird a thabhairt orthu inár gcuid bunscoileanna agus scoileanna iar-bhunoideachais.

Gabhaimid buíochas lenár gcomhghleacaithe sa Rialtas as an tacaíocht atá tugtha acu le haghaidh na mbeart atá ann sa phlean seo agus as na hacmhainní atá curtha ar fáil chun na bearta sin a chur i bhfeidhm.

The Creative Ireland Programme marks an important new development on this journey. The Programme builds on preceding initiatives and aims to work in parallel with the many existing schools programmes that support creativity as well as the work of many individuals and organisations outside the formal education system.

The most significant aspects of the Creative Ireland Programme are: first that it is an all-of-government initiative, thus recognising for the first time that the arts, culture and creativity affect all our lives in multiple ways: second that by focussing on creativity, it generates a language that eases access to the arts for many who might otherwise think that the arts are ‘not for them’: and third that it is driven by a belief in the creative potential of collaboration.

This plan underlines the importance of fostering creativity by integrating the arts and creativity into education, and the impact this can have on other areas of the mainstream curriculum including science, technology, engineering and mathematics.

It is impossible to overstate the necessity for cross-government collaboration in the task that lies ahead. By working collaboratively, opportunities are identified that could otherwise be lost. Bringing our three Departments of Government together for this work has shown us, for example, the importance of the voice of the child and the need to pay attention to arts and creativity in early years settings as well as in our primary and post-primary schools.

We are grateful to our colleagues in Government for their support for the measures contained in this plan and for the resources to implement them.

Josepha Madigan, T.D.

An tAire Cultúir, Oidhreacht & Gaeltachta
Minister for Culture, Heritage & the Gaeltacht

Richard Bruton, T.D.

An tAire Oideachais & Scileanna
Minister for Education & Skills

Katherine Zappone, T.D.

An tAire Leanaí & Gnóthaí Óige
Minister for Children & Youth Affairs

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Achoimre Feidhmiúcháin Executive Summary

Na cúiseanna leis an bPlean seo

Mar bhuntaca leis an bplean seo, tá creidiúint láidir ann gur ceart go mbeadh an chruthaitheacht agus an cultúr i gcoílár an oideachais a chuirtear ar fáil ár ndaoine óga go léir.

Tugann an t-oideachas na scileanna dár ndaoine óga le gur féidir leo déanamh go maith ina saol pearsanta agus, chomh maith leis sin, sna cúinsí eacnamaíochta agus sóisialta ar dóigh go mbeidh siad ag maireachtáil iontu. Táimid ag dul isteach i ré nua ina mbeidh gá leis an eolas agus leis an oilteacht sin a úsáid ar bhealaí nár samhlaíodh riamh roimhe: tá scileanna uainn chun bheith cruthaitheach agus seiftiúil, chun fadhbanna a réiteach, chun obair a dhéanamh ar bhealach comhoibríoch agus trialach, agus chun smaointeoireacht choincheapúil shamhlaíoch a dhéanamh.

Meastar i gcoitinne go bhfuil tábhacht ag na healaíona maidir le forbairt a dhéanamh ar chumas cruthaitheachta agus ar fheasacht chultúir leanaí ar leithligh agus, dá bharr sin, ní féidir déanamh gan iad sa réimse oideachais ina iomláine.

Tá sé tábhachtach na healaíona agus an cultúr a chur i gcoílár an réimse oideachais ní amháin i leith cumas agus scileanna cruthaitheachta a fhorbairt ach, freisin, i leith freagracht shóisialta agus cáilíochtaí pearsanta, amhail diongbháilteacht, báúlacht agus cumas cairdis, a spreagadh.

Téann an cultúr agus an chruthaitheacht i bhfeidhm ar ár saol ar chuid mhór bealaí. Sa phlean seo, leagtar béim ar an tábhacht a bhaineann leis na healaíona agus cruthaitheacht a chomhtháthú isteach san oideachas, ní amháin mar ábhair sa churaclam ach, freisin, mar uirlisí le haghaidh oideachais agus foghlama i gcoitinne.

The reasons for this Plan

Underlying this plan is a firm conviction that creativity and culture should be at the heart of education for all our young people.

Education equips our young people to flourish in their personal lives as well as in the economic and social circumstances in which they are likely to find themselves. We are entering an era when we will need to apply knowledge and expertise in previously unimagined ways: we need the skills to be creative and inventive, to solve problems, to work collaboratively and experimentally, and to think conceptually and imaginatively.

Putting the arts and culture at the centre of education is important not just for developing creative capacities and skills but also for encouraging social responsibility and personal qualities such as resilience, empathy, and a capacity for friendship.

Culture and creativity affect all our lives in multiple ways. This plan underlines the importance of integrating the arts and creativity into education, not just as curriculum subjects but as instruments for education and learning generally.

Léargas a d'éirigh as Comhairliúcháin Éire Ildánach

Tar éis Clár Éire Ildánach a sheoladh i mí na Nollag 2016, reáchtáil meitheal Éire Ildánach 39 gcomhairliúchán phoiblí agus roinnt céadta cruinnithe le daoine aonair agus le heagraíochtaí a bhfuil baint acu leis na healaíona, le hoideachas ealaíon agus le gníomhaíochtaí eile cruthaitheachta do dhaoine óga. I measc an iliomad léargas a fuarthas áirítear an gá le comhoibriú níos mó chun tacú le forbairt éiceachórais cruthaitheachta - comhoibriú laistigh de réimse ceaptha beartais agus riaracháin an rialtais náisiúnta agus an rialtais áitiúil, idir cineálacha éagsúla ealaíne, idir gairmithe amhail ealaíontóirí agus múinteoirí, agus idir an líon mór gníomhaithe ealaíon agus pobail ar fud na tíre. Príomhthasc de chuid Chlár Éire Ildánach anois is ea líonraí comhoibríocha níos daingne agus níos leithne a fhorbairt.

Guth an duine óig

Croíphrionsabal de chuid an phlean seo is ea gur ceart éisteacht a thabhairt do ghuth leanaí i dtaca le forbairt clár agus cur i bhfeidhm clár araon. Tá infreastruchtúr láidir ag Éirinn i dtaca le rannpháirtíocht leanaí agus bainfidh Éire Ildánach leas as sin le linn an Plean seo a chur i bhfeidhm.

Gealltanas Chlár Éire Ildánach

Is é atá sa ghealltanas atá ann i gClár Éire Ildánach ná go mbeidh teacht ag gach leanbh, faoin mbliain 2022, ar theagasc sa Cheol, sa Drámaíocht, san Ealaín agus sa Chódúchán. Is fearr go mbainfí an méid sin amach trí chomhghuaillíochtaí agus trí chomhpháirtíochtaí straitéiseacha idir an earnáil fhoirmiúil agus an earnáil neamhfoirmiúil.

Tá raon an-leathan gníomhaíochtaí cultúir ar fáil do leanaí agus do dhaoine óga. Tá sé mar aidhm ag an bPlean seo leas a bhaint as a bhfuil ann cheana féin agus, ag an am céanna, tionscadail agus tionscnaimh nua a fhorbairt.

D'fhéadfadh sé nach ionann an rochtain atá ag gach duine óg ar an raon gníomhaíochtaí cruthaitheachta agus cultúir atá ann agus go mbíonn sé sin ag brath ar nithe éagsúla lena n-áirítear cúinsí socheacnamaíochta. Trí theagasc, bíonn cuid mhór leanaí agus daoine óga rannpháirteach sa chruthaitheacht agus sna healaíona. Chomh maith leis sin, soláthraíonn taithí ar na healaíona

Insights from the Creative Ireland Consultations

Following the launch of the Creative Ireland Programme in December 2016, the Creative Ireland team held 39 public consultations and some hundreds of meetings with individuals and organisations involved in the arts, arts education and other creative activities for young people. Among the many insights gained were that greater collaboration is required to support the development of a creative ecosystem – collaboration within national and local government policy making and administration, between art forms, between professionals such as artists and teachers, and between the myriad arts and community activists all around the country. Developing deeper and more widespread collaborative networks is now a key task for the Creative Ireland Programme.

The voice of the young person

A core principle in this plan is that the voice of children and young people should be heard in both the development and delivery of programmes. Ireland has a strong infrastructure for children's participation and the Creative Ireland Programme and this Plan will benefit from this infrastructure.

The Creative Ireland Programme commitment

The commitment in the Creative Ireland Programme is that by 2022 every child will have access to tuition in Music, Drama, Art and Coding. This will ideally be achieved through strategic alliances and partnerships between the formal and non-formal sectors.

There is a very broad range of cultural activities available to children and young people. This Plan aims to build on what already exists while simultaneously developing new projects and initiatives.

Access to the full range of creative and cultural activities for young people can be uneven and dependent on a variety of factors including socio-economic circumstances. Through tuition many children and young people engage with creativity and the arts. Experiencing and participating in the arts and other creative activity also provide important opportunities for engagement.

agus ar ghníomhaíochtaí cruthaitheachta eile agus rannpháirtíocht sna healaíona agus i ngníomhaíochtaí cruthaitheachta eile deiseanna tábhachtacha le haghaidh rannpháirteachais.

Ar na cúiseanna sin, tá an gealltanas i gClár Éire Ildánach á athmhúnlú mar a leanas: a chinntiú go bhfuil rochtain phraiticiúil ag gach leanbh in Éirinn, faoin mbliain 2022, ar theagasc agus ar rannpháirtíocht sa cheol, sa drámaíocht, san ealaín agus sa chódúchán. In éineacht leis an gcuspóir sin, díreoidh an Clár ar an rochtain a leathnú chuig raon níos leithne gníomhaíochtaí cruthaitheachta.

Cláir phiolótacha

Ní mór aon athrú ar chlár a mheas go cúramach lena chinntiú go bhfuil an éifeacht bheartaithe aige. Tógann sé am agus saothar chun cláir nua a cheapadh, a chur in iúl, a chur i bhfeidhm agus a mheasúnú. Ar an ábhar sin, déanfar cuid mhór de na bearta nua a chur i bhfeidhm mar staidéir phiolótacha ar féidir iad a leathnú sna blianta atá romhainn, tar éis taighde agus measúnú a dhéanamh ina leith, ach sin faoi réir acmhainneacht bhuiséadach. Tríd an taighde, féachfar le sonraí bunlíne a shuíomh, idir cháilíochtúil agus chainníochtúil, maidir le hoideachais ealaíon, maidir leis na healaíona san oideachas agus maidir le saincheisteanna de chineál níos leithne a bhaineann le rannpháirtíocht sa chruthaitheachta mar chuid de shaol daoine óga. Tá an taighde sin i measc na 17 ngníomhaíocht atá á gcur i gcrích mar chuid den phlean seo.

An Fhís: Oideachas Cultúir agus Cruthaitheachta do chách

Chomh maith le bearta agus straitéisí sonracha, molann an Plean seo cuspóir fadtéarma de chineál níos leithne do chlár Éire Ildánach: oideachas feabhsaithe cultúir agus cruthaitheachta a sholáthar dár leanaí agus dár ndaoine óga go léir. Ceapfar grúpa comhairleach saineolaithe chun cabhair a thabhairt i leith an Chláir a mhéid a bhaineann leis an gcuspóir sin a shainiú agus a bhaint amach.

For these reasons the commitment in the Creative Ireland Programme is being re-stated as ensuring that every child in Ireland has practical access to tuition, experience and participation in music, drama, art and coding by 2022. In parallel with this objective, the Programme will focus on extending access to a broader range of creative activities.

Pilot programmes

New programmes take time and effort to devise, communicate, implement and evaluate. For that reason many of the new measures will be implemented as pilot studies that, following research and evaluation, can potentially be expanded in future years, subject to budgetary capacity.

The Vision: Cultural and Creative Education for all

As well as specific measures and strategies this Plan proposes a broader long-term objective for the Creative Ireland Programme: to provide enhanced cultural and creative education for all our children and young people. An expert advisory group will be appointed to assist the Programme in defining and achieving this objective.

Straitéisí chun fis Cholún 1 a bhaint amach

Táthar tar éis na straitéisí fadtéarma seo a leanas a shainaithint:

- **Straitéis 1:** Tacú le comhoibriú idir cur chuige Foirmiúil agus cur chuige Neamhfhoirmiúil maidir le Cruthaitheacht san Oideachas
- **Straitéis 2:** Leathnú a dhéanamh ar an Raon Gníomhaíochtaí Cruthaitheachta do Dhaoine Óga
- **Straitéis 3:** An Próiseas Cruthaitheachta a Dhaingniú
- **Straitéis 4:** Forbairt Ghairmiúil Leanúnach (FGL)

Gníomhaíochtaí Forfheidhmiúcháin

Déanfar plean cuimsitheach oideachais ealaíon, a bhfuil na chéad chéimeanna de leagtha amach thíos (don tréimhse 2018-9), a chur i bhfeidhm. Saothrófar 17 ngníomh ar leithligh mar chéad chéimeanna i ndáil le cur ar aghaidh na Físe agus na Straitéisí:

Gníomh 1

Déanfar an tionscnamh Scoileanna Ildánacha/Creative Schools a phíolótú.

Gníomh 2

Déanfar Scéim Braislí Cruthaitheachta do Scoileanna a phíolótú.

Gníomh 3

Forbrófar Tionscadal FGL Luathbhlianta.

Gníomh 4

Déanfar Tionscadal FGL Bunscoile a phríomhshruthú.

Gníomh 5

Déanfar Tionscadal FGL Iarbhunscoile a phríomhshruthú.

Gníomh 6

Beidh tuilleadh deiseanna ann do scoileanna chun códúchán agus smaointeoireacht ríomhaireachtúil a thairiscint.

Gníomh 7

Forbrófar bearta chun leathnú a dhéanamh ar rannpháirtíocht sa drámaíocht/san amharclannaíocht lasmuigh den scoil.

Gníomh 8

Forbrófar straitéis chun córchantain a fhorbairt agus a leathnú.

Strategies for delivering the Pillar 1 vision

The following long-term strategies have been identified:

- **Strategy 1:** Supporting collaboration between Formal and Non-Formal approaches to Creativity in Education
- **Strategy 2:** Extending the Range of Creative Activities for our Young People
- **Strategy 3:** Embedding the Creative Process
- **Strategy 4:** Continuing Professional Development (CPD)

Implementation Actions

A comprehensive arts education plan, the first steps in which are outlined below (for 2018-9) will be implemented. 17 individual actions will be pursued as first steps in furtherance of the Vision and Strategies:

Action 1

Scoileanna Ildánacha/Creative Schools initiative will be piloted.

Action 2

A Creative Clusters Schools Scheme will be piloted.

Action 3

An Early Years CPD Project will be developed.

Action 4

A Primary Schools CPD Project will be mainstreamed.

Action 5

A Post-Primary Schools CPD Project will be mainstreamed.

Action 6

There will be increased opportunities for schools to offer coding and computational thinking.

Action 7

Measures will be developed to expand participation in drama/theatre outside of school.

Action 8

A strategy to develop and extend choral singing will be developed.

Gníomh 9

Forbrófar Tionscadal Sparántachta Luathbhlianta aonuaire.

Gníomh 10

Déanfar Cruinniú (Cruinniú na Cásca roimhe seo) a athdhearadh agus a fhorbairt mar lá náisiúnta cruthaitheachta do leanaí agus do dhaoine óga.

Gníomh 11

Forbrófar Tionscnamh Comhairliúcháin leis an Óige.

Gníomh 12

Forbrófar Cláir chruthaitheachta do dhaoine óga i bpobail atá faoi mhíbhuntáiste.

Gníomh 13

Déanfar Comhpháirtíochtaí Cruthaitheachta Óige a bhunú ar bhonn píolótach.

Gníomh 14

Bunófar Ciste Náisiúnta Cruthaitheachta.

Gníomh 15

Tacófar le cur i bhfeidhm gnéithe breise de Chairt na Ealaíon san Oideachas.

Gníomh 16

Déanfar tionscadal náisiúnta mapála cruthaitheachta a fhorbairt agus a chur i bhfeidhm.

Gníomh 17

Cuirfear acmhainní ar fáil le haghaidh tionscadal taighde Éire Ildánach agus tionscnófar é.

Beidh meitheal Éire Ildánach, an Roinn Cultúir, Oidhreacht agus Gaeltachta, an Roinn Oideachais agus Scileanna, an Roinn Leanaí agus Gnóthaí Óige agus an Chomhairle Ealaíon i gceannas ar chur i bhfeidhm na ngníomhartha sin.

Action 9

A once-off Early-Years Bursary Project for Early Years will be developed.

Action 10

Cruinniú (formerly Cruinniú na Cásca) will be redesigned and developed as a national creativity day for children and young people.

Action 11

A Youth Consultation Initiative will be developed.

Action 12

Creativity programmes for young people in disadvantaged communities will be developed.

Action 13

Local Creative Youth Partnerships will be established on a pilot basis.

Action 14

A National Creativity Fund will be established.

Action 15

Implementation of additional elements of the Arts in Education Charter will be supported.

Action 16

A national creativity-mapping project will be developed and implemented.

Action 17

A Creative Ireland research project will be resourced and initiated.

Implementation of these actions will be led by the Creative Ireland Team in the Department of Culture, Heritage and the Gaeltacht, the Department of Education and Skills, the Department of Children and Youth Affairs, and the Arts Council.

Guth an Mhúinteora

The Voice of the Teacher

MOTHAÍONN DAOINE ÓGA sonas nuair a thugtar an t-am agus na hacmhainní dóibh chun bheith páirteach ar bhealach cruthaitheach san oideachas. Spreagann an sonas sin mian inmheánach chun déanamh go maith. Tá an mhian inmheánach sin mar a bheadh compás ann a threoraíonn an duine óg, ar bhealach orgánach, i dtreo rath acadúil, i dtreo fiontraíochta agus i dtreo mothúchán dearfach i leith cobhsaíocht mhothúcháinach.

Ligeann rannpháirteachas cruthaitheach leis an oideachas do dhaoine óga forbairt a dhéanamh ar mhothú láidir muintearais agus féiniúlachta nach bhfuil difríochtaí cine, reiligiúin agus inscne i gceist leis.

Tairgeann Coláiste Pobail Uí Lorcáin cláir nuálacha scoláireachta sna hEalaíona, i gCispheil agus i bPeil. Tagann mic léinn chugainn as ceantair atá faoi mhífbhuntáiste ó thaobh cúrsaí socheacnamaíochta de ar fud Bhaile Átha Cliath. Trí pháirt a ghlacadh sna cláir seo, forbraítear nascacht agus féinmhuinín mar go mbíonn na mic léinn ag brath ar a chéile chun cuspóirí a bhaint amach, agus rath a bheith acu, le chéile.

Éilíonn cothú daoine óga atá muiníneach agus oile, chomh maith le cothú pobail oideachais atá sona agus nasctha, dhá rud ar oideachasóirí agus ar dhéantóirí beartais - fis agus infheistíocht. Is féidir le ceannaireacht nuálach an fhís a threorú. Is féidir le córais oiriúnacha chun tacú leis an bhfís teacht as infheistíocht leanúnach.

Éireoidh go maith le daoine óga i dtimpeallacht chruthaitheach, fhiontraíocht den sórt seo. Is iad na daoine óga muiníneacha ag a bhfuil na scileanna chun bheith ina saoránaigh ghníomhacha, chruthaitheacha an bronntanas a thabharfaidh ár gcuid scoileanna dár gcathracha, dá mbailte agus dár bpobail. Tá sé chomh simplí sin. Maidir le forbairt pobail ón mbonn aníos atá barántúil agus daonlathach, tosaíonn sé trí ghuth a thabhairt do dhaoine óga agus trína gcumhachtú chun cinntí críonna, cruthaitheacha a dhéanamh ina bpobail féin.

Trí oibriú go cruthaitheach lenár gcuid comhpháirtithe ealaíon, cultúir agus spóirt, faigheann mic léinn deis chun blaiseadh a fháil ar an saol réadúil. Mar atá ráite ag an oideachasóir, Ken Robinson, leanann siad a bpaisean, aimsíonn siad a dtreibh agus bíonn deis acu ionad compordach a bhaint amach.

Is féidir linn múnlaí oideachais ealaíon atá níos rathúla ná riamh a chruthú in Éirinn. Tá an fhís agus na scileanna againn, agus tá an fonn orainn, rudaí a dhéanamh ae bhealach níos fearr. Beidh gá le fíis agus misneach. Agus beidh gá le hinfeistíocht. Is é an luaíocht a bheidh ann ná sochaí chóir, shábháilte do na glúnta a thiocfaidh inár ndiaidh.

YOUNG PEOPLE EXPERIENCE happiness when they are given the time and resources to engage creatively with education. This happiness engenders an internal desire to flourish. This internal desire is like a compass guiding the young person organically towards academic success, entrepreneurship and a positive sense of emotional stability.

Creative engagement with education allows young people to develop a strong sense of belonging and identity that transcends race, religious and gender divides.

Larkin Community College offers innovative scholarship programmes in the Arts, Basketball and Football. Students come to us from areas of socio-economic disadvantage all over Dublin. Engaging with these programmes develops connectedness and self-confidence as the students rely on each other to achieve and succeed together.

Nurturing confident, skilled young people as well as a happy connected education community asks two things of educators and policy makers – vision and investment. Innovative leadership can guide the vision. Appropriate systems to support the vision can come from sustained investment.

Young people will flourish in this creative, entrepreneurial environment. Confident young people with the skills to become active, creative citizens will be the gift that our schools make to our cities, towns and communities. It is that simple. Authentic and democratic community development from the bottom up begins with giving young people a voice and empowering them to go on to make wise, creative decisions in their own communities.

Working creatively with our arts, culture and sports partners, students get to model the real world. To paraphrase the educationalist Ken Robinson, they follow their passion, they find their tribe and they get to be in their element.

We can create ever more successful models of creative education in Ireland. We have the vision, the skills and the desire to do things better. It will take vision and courage. And investment. The payback is a just and safe society for generations to come.

Máire O'Higgins

Coláiste Pobail Uí Lorcáin, Baile Átha Cliath
Larkin Community College, Dublin

3

Réamhrá agus Cúlra Introduction and Background

Na hEalaíona agus an tOideachas

Is le foilsiú *The Place of the Arts in Irish Education* (1979) a cuireadh tús dáiríre le próiseas foirmiúil ionchorpraithe na n-ealaíon san oideachas a sholáthraíonn an stát in Éirinn. De réir na tuarascála sin, “there is much cause for hope that the arts can develop in education. The level of interest in the different arts and the range of activities which young people engage in outside school time is very encouraging ... it is vital that in any planning of future developments in Irish education, the arts must not again be cast to the periphery of considerations, but be seen where they belong, as a central concern of education.” (Benson, p. 141)

Idir an dá linn, tá dul chun cinn suntasach déanta sa réimse sin i dtaca leis an gcuraclam de, go háirithe tar éis thabhairt isteach Churaclam Bunscoile 1999 inar táirgeadh curaclaim Amharcealaíon, Drámaíochta agus Ceoil, mar aon le Damhsa a bheith ann mar chuid den churaclam Corpoideachais.

Ba chloch mhíle eile sa réimse seo é *Pointí Ailíniúcháin*, is é sin, tuarascáil 2008 ón gCoiste Speisialta um na hEalaíona agus an Oideachas a cuireadh ar bun faoin Acht Ealaíon, 2003.¹ Sa doiciméad sin, luadh nach raibh aon plean comhordaithe náisiúnta ann i ndáil le réimse na n-ealaíon agus an oideachais:

Is iontach na forbairtí luachmhara atá ag tarlú, fiú le plean gníomhaíochta comhordaithe agus cuimsitheach in easnamh.. Tá a lán den obair ar ardchaighdeán.. Tá comhpháirtíochtaí agus comhchaidrimh úsáideacha curtha ar bun. Tá bealaí torthúla agus cliste, uaireanta, faighte ag eagraíochtaí ealaíona agus scoileanna le hoibriú le chéile, gan poiblíocht ar bith, beagnach.. Ceann de na heasnaimh is mó ná go bhfuil fíis chomhtháite nó plean comhtháite náisiúnta in easnamh.

Sa bhliain 2013, seoladh Cairt na nEalaíon san Oideachas mar chomhthionscnamh de chuid na Roinne Oideachais agus Scileanna agus na Roinne Ealaíon, Oidhreacht agus Gaeltachta, agus iad ag obair i gcomhar leis an gComhairle Ealaíon, agus cuireadh i láthair í mar chloch mhíle ó thaobh an chomhoibrithe trasroinne i réimse na n-ealaíon agus an oideachais.

The Arts and Education

The Place of the Arts in Irish Education (1979) began the formal process of incorporating the arts into state-provided education in Ireland. The Report commented that “there is much cause for hope that the arts can develop in education. The level of interest in the different arts and the range of activities which young people engage in outside school time is very encouraging ... it is vital that in any planning of future developments in Irish education, the arts must not again be cast to the periphery of considerations, but be seen where they belong, as a central concern of education.” (Benson, p. 141)

In the interim, significant curricular progress was made on this front, particularly following the introduction of the 1999 Primary Curriculum, which offered Visual Arts, Drama, and Music curricula, along with the inclusion of Dance as part of the Physical Education curriculum.

Points of Alignment, the 2008 report of the Special Committee on the Arts and Education set up under the 2003 Arts Act, was another milestone on this journey.¹ The document noted the lack of a co-ordinated national plan across arts and education:

One is struck by the many valuable developments which have been taking place, in the absence of a coordinated or comprehensive plan of action.... Much of the work has been of outstanding quality.... Very useful partnerships and liaisons have been established. Productive and, at times, ingenious ways of working between arts organisations and schools have been devised, with little, if any publicity... One of the great deficiencies has been the lack of a coherent vision or cohesive national plan.

In 2013, the Arts in Education Charter was launched as a joint initiative of the Department of Education and Skills, and the then Department of Arts, Heritage and the Gaeltacht, working with the Arts Council, and presented itself as a milestone in cross-departmental co-operation in the area of arts and education.

¹ *Pointí Ailíniúcháin*, Tuarascáil an Choiste Speisialta um na hEalaíona agus an Oideachas, lch. 45 (An Chomhairle Ealaíon, 2008).

¹ *Points of Alignment*, The Report of the Special Committee on the Arts and Education, p. 45 (Arts Council, 2008)

Tá an chuid is mó dá cuspóirí le fáil in *Plean Gníomhaíochta don Oideachas 2017* agus tá tacaíocht le fáil do na cuspóirí sin i gClár Éire Ildánach ina luaitear go sainráite go ndéanfar an Chairt ‘a chothú agus a bhrostú agus acmhainní a chur ar fáil’.

Comhairliúcháin ar fud na tíre - Léargais agus Cinntí
Seoladh Clár Éire Ildánach i mí na Nollag 2016. Sna míonna ina dhiaidh sin, reáchtáil meitheal Éire Ildánach 39 gcrúinniú phoiblí, is é sin le rá, beagnach ceann amháin i ngach limistéar údaráis áitiúil sa tír. Is minic gurbh é ba thoradh ar na cruinnithe sin ná gur theastaigh ó dhaoine go dtabharfaí tús áite do Chlár 1 den Chlár - scód a ligean le cumas na cruthaitheachta i ngach leanbh.

Ina theannta sin, sa chéad leath den bhliain 2017, reáchtáladh roinnt céadta cruinnithe le daoine aonair agus le heagraíochtaí a bhfuil baint acu leis na healaíona, le hoideachas ealaíon agus leis na healaíona san oideachas. Ba é a bhí sa chomhthoil a d’éirigh as na cruinnithe sin ná go raibh an buntaca beartais le haghaidh chomhtháthú na n-ealaíon san oideachas ann cheana féin agus gurbh é a bhí ag teastáil ná cur i bhfeidhm.

I measc an iliomad léargas a fuarthas ó chéim an chomhairliúcháin, arb iad na léargais iad a mbaintear leas orthu anois in obair Chlár Éire Ildánach, áirítear an méid seo a leanas:

- Gné fhíorthábhachtach den chlár is ea an bhéim mhór a leagtar ar an gcruthaitheacht.
- Glactar leis na healaíona, teanga, áit agus cultúir mar bhealaí thar a bheith tábhachtach chun teacht ar oideachas cruthaitheach agus ar shaol cruthaitheach.
- Tá gá le comhoibriú níos mó chun tacú le forbairt infreastruchtúir cruthaitheachta - comhoibriú laistigh de réimse ceaptha beartais agus riaracháin an rialtais náisiúnta agus an rialtais áitiúil, idir cineálacha éagsúla ealaíne, idir gairmithe amhail ealaíontóirí agus múinteoirí, agus idir an líon mór gníomhaithe ealaíon agus pobail ar fud na tíre.

Baintear leas as na torthaí agus as na léargais sin go léir sa doiciméad seo. Baintear leas astu freisin i ndáil le smaointe le haghaidh thodhchaí an Chláir arb é atá i gceist leis ná oideachas cultúir agus cruthaitheachta.

Most of its objectives are reflected in the *Action Plan for Education 2017* and are endorsed by the Creative Ireland Programme which explicitly states that the Charter will be ‘embraced, fast-tracked and resourced’.

Nationwide Consultations – Insights and Findings

The Creative Ireland Programme was launched in December 2016. In the following months, the Creative Ireland team held 39 public meetings, at least one in every local authority area in the country. A recurring outcome of those meetings was a desire that Pillar 1 of the Programme – enabling the creative potential of every child – be given priority.

Also in the first half of 2017, some hundreds of meetings were held with individuals and organisations involved in the arts and in arts-in-education. A consensus emerging from these meetings was that the broad policy underpinnings for integration of the arts into education are already in place and that what is now needed is implementation.

Among the many insights gained from the consultation phase, which now inform the work of the Creative Ireland Programme, were the following:

- A valued aspect of the programme is its broad focus on creativity.
- The arts, heritage, language, place and culture are widely seen as vitally important gateways to a creative education and a creative life.
- Greater collaboration is required to support the development of a creative infrastructure – collaboration within national and local government policy making and administration, between art forms, between professionals such as artists and teachers, and between the myriad arts and community activists all around the country.

All of these outcomes and insights inform this document. They also inform our thinking for the future of the Programme which revolves around the idea of cultural and creative education.

Guth an Duine Óig

Ba í Éire an chéad tír Eorpach a d'fhorbair straitéis trasrialtais maidir le rannpháirtíocht leanaí agus daoine óga sa chinnteoireacht. Chun treoir a fháil i leith na straitéise, baineadh úsáid as Coinbhinsiún na Náisiún Aontaithe maidir le Cearta an Linbh (UNCRC) agus Cairt um Chearta Bunúsacha AE, agus tháinig an straitéis go mór faoi anáil na ndoiciméad sin. Rud tábhachtach sa straitéis sin is ea nach “neacha atá ag teacht in inmhe” iad leanaí agus daoine óga ach gur “saoránaigh de chuid an am i láthair iad”, agus an ceart acu go dtabharfar meas orthu agus go dtabharfar éisteacht dóibh le linn a n-óige, le linn dóibh a bheith ina ndéagóirí agus le linn na mblianta idir sin agus an aosacht.

Tá fianaise mhéadaitheach ann ar na tairbhí a ghabhann le leanaí agus daoine óga a bheith páirteach sa chinnteoireacht a dhéantar faoi chuid mhór ábhar, lena n-áirítear seirbhísí feabhsaithe, beartais, taighde, saoránacht ghníomhach agus, thar aon ní eile, feabhsuithe a bhaineann le leanaí iad féin, le huilechuimsitheacht shóisialta agus leis an tsochaí i gcoitinne.

Mar thoradh ar leanaí a chuimsiú sa chinnteoireacht is féidir cosaint leanaí a chur chun cinn agus is féidir a bhféinmhuinín, a scileanna cumarsáide agus a gcumas caibidlíochta, líonrúcháin agus déanta cinntí a fheabhsú.

Tá infreastruchtúr daingean ag Éirinn anois i dtaca le rannpháirtíocht leanaí. Bainfidh Clár Éire Ildánach leas as cumas an infreastruchtúir sin le linn an Plean seo a chur i bhfeidhm.

Aghaidh a thabhairt ar Ghealltanais Cholún 1

Ba é a bhí i gceann amháin de na chéad ghníomhartha de chuid Cholún i gClár Éire Ildánach ná sraith comhairliúchán ina raibh an Roinn Oideachais agus Scileanna, an Roinn Leanaí agus Gnóthaí Óige, an Roinn Cultúir, Oidhreacht agus Gaeltachta, agus an Chomhairle Ealaíon, chomh maith leis an bpobal forleathan ealaíon agus oideachais, páirteach a chruthú chun aghaidh a thabhairt ar ghealltanais a bhí ann i gClár Éire Ildánach maidir le plan a ullmhú, roimh dheireadh na bliana 2017, is é sin ‘Plean náisiúnta le deis a thabhairt do gach leanbh in Éirinn teagasc sa cheol, sa drámaíocht, san ealaín agus sa chódúchán a thapú’ faoin mbliain 2022.

The Voice of the Young Person

Ireland was the first European country to develop a cross-government strategy on children and young people’s participation in decision-making. The strategy is guided and influenced by the United Nations Convention on the Rights of the Child (UNCRC) and the EU Charter of Fundamental Rights. Key to this strategy is recognition that children and young people are not ‘beings in becoming’, but are ‘citizens of today’ with the right to be respected and heard during childhood, in their teenage years and in their transition to adulthood.

There is growing evidence of the benefits of participation by children and young people in decision-making across a range of measures, including improved services, policies, research, active citizenship and, most importantly, improvements for children themselves, for social inclusion and for society generally.

Inclusion of children and young people in decision-making can promote children’s protection, improve their confidence, communication skills and ability to negotiate, network and make judgements.

Ireland now has a strong infrastructure for children’s participation. The Creative Ireland Programme will embrace the potential of this infrastructure in the implementation of this Plan.

Addressing the Pillar 1 Commitment

An early Pillar 1 action of the Creative Ireland Programme was to generate a series of consultations involving the Department of Education and Skills, the Department of Children and Youth Affairs, the Department of Culture, Heritage and the Gaeltacht, and the Arts Council, as well as the wider community of arts and education, to address a commitment contained in the Creative Ireland Programme to produce a plan, before the end of 2017, that will ‘enable every child in Ireland to access tuition in music, drama, art and coding’ by 2022.

Is é gach leanbh an frása is tábhachtaí atá ann sa ghealltanais sin. Is iontach ar fad an raon gníomhaíochtaí cultúir atá ar fáil ag leanaí agus ag daoine óga laistigh den chóras oideachais fhoirmiúil agus lasmuigh de.

Tá an córas foirmiúil scoile thar a bheith tábhachtach i dtaca lena chinntiú go bhfaigheann gach leanbh oideachas ó thaobh cruthaitheachta agus cultúir de. Tá líon mór eagraíochtaí ann sa chóras neamhfhoirmiúil freisin agus sroicheann siad sin na mílte leanaí agus daoine óga trí na chlár ardchaidheáin atá acu.

Sa phlean seo, tá bearta ar leithligh ann chun aghaidh a thabhairt ar chruthaitheacht san oideachas foirmiúil agus san oideachas neamhfhoirmiúil. Is é atá san aidhm atá ann ná cóineasú agus comhlántacht a bhaint amach le go mbeidh fíis fhoriomlán i leith ionad na n-ealaíon agus na cruthaitheachta san oideachas, ar fíis í ina gcuirtear eispéireas uile-shaoil ar ndaoine óga san áireamh.

Staidéir Thrialacha

Ní mór aon athrú ar chlár a mheas go cúramach lena chinntiú go bhfuil an éifeacht bheartaithe aige. Tá próiseas foghlama i gceist le haghaidh gach páirtí. Tógann sé am agus saothar chun na cláir atá le cur i bhfeidhm a cheapadh, a chur in iúl agus a mheasúnú. Ar an ábhar sin, cuirfear an chuid is mó de na bearta nua i bhfeidhm sa ghearrthéarma (2018/19) mar staidéir phíolótacha agus, tar éis iad a mheasúnú, is féidir iad a chur i gcrích sa mheántéarma agus san fhadtéarma (2020-22), ach sin faoi féir acmhainneacht bhuiséadach ar ndóigh.

Samplaí den méid atá á chur ar fáil do na hEalaíona agus don Chruthaitheacht faoi láthair

Tionscnaimh churaclaim

Táthar tar éis acmhainní móra a infheistiú le blianta beaga anuas i ndail le cultúr agus cruthaitheacht a chur i gcríolár an oideachais agus na foghlama.

Déantar foráil i gCuraclam na Bunscoile 1999 maidir le nascacht agus uilechuimsiú ar fud na n-ealaíon, agus idir na healaíona i leith an churaclaim ina iomláine. Moltar do mhúinteoirí deiseanna le haghaidh uilechuimsiú a shainathint le linn dóibh a gclár oibre a phleanáil.

The most important words in this commitment are *every child*. The range of cultural activities available to children and young people both within and outside the formal education system is truly remarkable.

The formal school system is vital to ensuring that every child receives a creative and cultural education. There is also a multitude of organisations in the non-formal system that reaches tens of thousands of children and young people with programmes of outstanding quality.

This plan contains separate measures to address creativity in formal and non-formal education. The goal is to achieve convergence and complementarity leading to an overall vision of the place of arts and creativity in education that embraces the whole-life experience of our young people.

Pilot Studies

Any programme of change needs to be carefully assessed to ensure that it is having the desired effect. There is a learning process for all parties. The programmes to be implemented take time and effort to devise, communicate and evaluate. For that reason most of the new measures will be implemented in the short term (2018/19) as pilot studies that, following evaluation, can be rolled out in the medium to long term (2020-22), subject of course to budgetary capacity.

Examples of current Arts and Creativity provision

Curriculum initiatives

Considerable resources have been invested over the past number of years in putting culture and creativity at the heart of education and learning.

The 1999 Primary School Curriculum provides for linkage and integration across the arts, and between the arts for the full curriculum. Teachers are advised to identify opportunities for integration as they plan their programme of work.

San eolaíocht, mar shampla, déantar foráil sa snáithaonad *Fuaim* maidir leis an méid seo a leanas:

- go bhfaighidh daltaí tuiscint, agus go ndéanfaidh siad scrúdú, i dtaobh conas is féidir fuaimeanna difriúla a dhéanamh trí ábhair éagsúla a chur ar crith
- go ndearfaidh daltaí, agus go ndéanfaidh siad, gaothuirilisí adhmaid.

Sampla eile is ea curaclam na Staire ina ndéanann an snáithaonad *Scéalta* foráil maidir lena chumasú do dhaltaí scéalta a léiriú nó a thaifeadadh trí obair ealaíne, dhrámaíocht, cheol, mhím nó ghluaiseacht agus, chuige sin, leas a bhaint as teicneolaíocht an eolais agus na cumarsáide.

Mar chuid dá athbhreithniú ar churaclam matamaitice na bunscoile, tá breithniú á dhéanamh ag an gComhairle Náisiúnta Curaclaim agus Measúnachta (NCCA) ar bhealaí chun smainteoireacht ríomhaireachtúil a áireamh agus ar ionad agus ar shuntasacht na heolaíochta ríomhaireachta mar chuid den churaclam nua.

Ar an leibhéal iar-bhunoideachais, tairgtear na hEalaíona do mhic léinn go formhór trí raon ábhar roghnach (e.g. Amharcealaíona, Ceol, Staidéar Clasaiceach) agus, go feadh méid airithe, trí chroí-ábhair (e.g. Corpoideachas, Béarla, Gaeilge). Cuimsíonn an t-oideachas ealaíon sa tSraith Shóisearach (an Teastas Sóisearach, an tSraith Shóisearach) agus an tSraith Shinsearach (an Idirbhliain, an Ardeistiméireacht, an Ardeistiméireacht Fheidhmeach) raon gníomhaíochtaí sna hamharcealaíona, sa cheol, sa drámaíocht, sa damhsa, sa litríocht agus, ar bhonn céimnithe ó Mheán Fómhair 2018 ar aghaidh, sa chódúchán mar chuid d’ábhar nua Ardeistiméireachta san Eolaíocht Ríomhaireachta.

In Science, for example, the strand unit *Sound* provides for pupils to:

- understand and explore how different sounds may be made by making a variety of materials vibrate
- design and make simple woodwind instruments.

Another example is the History curriculum, in which the strand unit *Stories* provides for pupil to express or record stories through art work, drama, music, mime and movement and use information and communication technologies for that purpose.

As part of its review of the primary school mathematics curriculum, the National Council for Curriculum and Assessment (NCCA) is considering ways of including computational thinking and the place and significance of computer science as part of the new curriculum.

At post-primary level, the Arts are offered to students mainly through a range of optional subjects (e.g. Visual Arts, Music, Classical Studies), and to some extent through core subjects (e.g. PE, English, Irish). Arts education in Junior Cycle (Junior Certificate, Junior Cycle) and Senior Cycle (Transition Year, Leaving Certificate, Leaving Certificate Applied) encompasses a range of activities in the visual arts, music, drama, dance, literature and, commencing on a phased basis from September 2018, coding as a part of a new Leaving Certificate Computer Science subject.²

² Úsáidtear an téarma ‘oideachas ealaíon’ mar thagairt do theagasc agus foghlaim foirmiúil na n-ealaíon mar chuid den oideachas ginearálta, agus tagraíonn ‘ealaíona san oideachas’ go príomha d’idirghabhálacha ealaíon sa chóras oideachais, trí ealaíontóirí as na disciplíní go léir ag tabhairt cuairte ar scoileanna nó trí scoileanna ag dul i ngleic le cleachtas gairmiúil ealaíon agus cultúir sa saol poiblí. Is freagracht de chuid na Roinne Oideachais agus Scoileanna agus na soláthróirí oideachais é an t-oideachas ealaíon go príomha.

² The term ‘arts education’ is used to refer to formal teaching and learning of the arts as part of general education, while ‘arts-in-education’ refers mostly to arts interventions into the education system, by means of artists of all disciplines visiting schools or by schools engaging with professional arts and cultural practice in the public arena. Arts education is primarily the responsibility of the Department of Education and Skills and of education providers.

Tionscnaimh na Roinne Oideachais agus Scileanna (ROS)

De bhreis ar fhreagracht a bheith ar an Roinn i ndáil le comhlachtaí amhail NCCA, trína bhforbraítear an curaclam, maoiníonn an Roinn Oideachais agus Scileanna tionscnaimh eile ealaíon agus cruthaitheachta freisin. Chumasaigh Music Generation, mar shampla, a fhaigheann tacaíocht ó shíntiúis dhaonchaidiúla, sraith Comhpháirtíochtaí Oideachais Ceoil (COC-anna) a bhunú ar fud na tíre chun teagasc ceoil gutha agus ceoil uirlise a chur ar fáil do dhaoine óga. Is é atá beartaithe ná go leanfar de na cláir atá ann cheana a sheoladh amach anseo le maoiniúchán ón Státchiste nuair a thagann deireadh leis na síntiúis dhaonchaidiúla. Sroicheann Music Generation os cionn 41,000 duine, idir leanaí agus dhaoine óga, in aghaidh na bliana, laistigh den scoil agus lasmuigh di. Tiocfaidh méadú mór ar an líon sin mar thoradh ar naoi COC nua a fógraíodh sa bhliain 2017 mar chuid den dara chéim den chlár. Ag brath ar mhaoiniú breise a bheith ar fáil ón Státchiste, d'fhéadfaí an clár a leathnú tuilleadh leis an tír ar fad a chlúdach.

Tionscnaimh Chruthaitheachta de chuid na Roinne Cultúir, Oidhreacht & Gaeltachta (RCOG)

De bhreis ar fhorbairt a dhéanamh ar an mbeartas cultúir ina iomláine, soláthraíonn RCOG croímhaoiniúchán do roinnt Comhlachtaí agus Gníomhaireachtaí Stáit, lena náirítear na Forais Chultúir Náisiúnta, an Chomhairle Oidhreacht, an Chomhairle Ealaíon agus eagraíochtaí Gaeilge. Ina theannta sin, cuireann an Roinn cruthaitheacht chun cinn do dhaoine óga trí raon leathan tionscnamh éagsúil ar sampla díobh an méid seo a leanas.

- Tríd an Tionscnamh Náisiúnta Ailtirí sna Scoileanna (atá á chómhaoiniú ag an Roinn Oideachais agus Scileanna agus ag an gComhairle Ealaíon), déantar taithí phraiticiúil a chur ar fáil do mhic léinn Idirbhliana ar an bpróiseas dearthóireachta agus déantar sin faoi threoir ailtire nó céimí ailtireachta. Tugtar oiliúint d'ailtirí agus do mhúinteoirí i dtaobh conas oibriú go comhoibríoch chun ceardlanna mac léinn a réachtáil. Mar thacaíocht don tionscnamh, tá acmhainní ar líne ann, mar aon le foilseachán de chuid Fhoras Ailtireachta na hÉireann do mhic léinn, do mhúinteoirí agus d'ailtirí.

Department of Education and Skills (DES) initiatives

In addition to being the Department responsible for bodies such as the NCCA, which develops the curriculum, the Department of Education and Skills also funds other arts and creativity initiatives. Music Generation, for example, which is supported by philanthropic donations, has enabled a series of Music Education Partnerships (MEPs) to be established around the country to provide vocal and instrumental music tuition for young people. The intention is that existing programmes will continue into the future with Exchequer funding when the philanthropic donations cease. Music Generation currently reaches over 41,000 children and young people annually, both inside and outside of school. That number will increase substantially as a result of nine new MEPs which were announced in 2017 as part of the second phase of the programme. Subject to the availability of further Exchequer funding, broader expansion of the programme could see it extend to provide countrywide coverage.

Department of Culture, Heritage & the Gaeltacht (DCHG) Creativity Initiatives

In addition to developing overall cultural policy, the DCHG provides core funding to a number of State Bodies and Agencies, including the National Cultural Institutions, the Heritage Council, the Arts Council and Irish language organisations. The Department also promotes creativity for young people through a wide variety of initiatives, of which the following are examples.

- The National Architects in Schools Initiative (co-funded with The Department of Education & Skills and The Arts Council) provides Transition Year students with first-hand experience of the design process under the guidance of an architect or architectural graduate. Architects and teachers are trained to work collaboratively to deliver student workshops. The initiative is supported by on-line resources and by an Irish Architecture Foundation publication for students, teachers and architects.

Cuireann na creataí sin cur chuige iomlánaíoch chun cinn maidir le spreagadh agus tacaíocht a thabhairt i leith na cruthaitheachta, na samhlaíochta agus an fhéinléirithe i measc leanaí óga.

These frameworks promote a holistic approach to encouraging and supporting creativity, imagination and individual expression in young children.

- Is é an Scéim Ailtirí sna Scoileanna príomhthionscnamh oideachas oidhreacht na Comhairle Oidhreacht do bhunscoileanna agus éascaíonn sí cuairteanna ar bhunscoileanna ar fud na tíre ó raon saineolaithe i réimse na hoidhreacht nádúrtha, cultúir agus foirgnithe. Tá fás tagtha de réir a chéile ar an Scéim ón tráth ar cuireadh tús léi sa bhliain 2000 agus bíonn os cionn 2,000 cuairt ann in aghaidh na bliana ó Shaineolaithe Oidhreacht atá ar phainéal ina bhfuil 145 shaineolaí. Spreagann an Scéim foghlaim phraiticiúil ar an láthair sa seomra ranga allamuigh.
- Is é atá i bPáirtíocht Chruthaitheach ná Clár Ealaíon san Oideachas de chuid Chumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí atá á chómhaoiniú i gcomhar leis an Roinn Oideachais agus Scoileanna agus ina ndéantar tionscadail nuálacha a chur i gcrích i scoileanna dara leibhéal le tacaíocht ó ealaíontóirí seachtracha nó ó ghrúpaí ealaíon. Baineann na tionscadail le raon ábhar amhail cúrsaí amharclannaíochta agus scannánaíochta agus dealbhóireacht agus ceol. Tríd an gclár, féachtar le spreagadh a thabhairt maidir le cruthaitheacht, tionscnaíocht agus féinléiriú agus le foghlaim churaclaim sna healaíona a chomhlánú.
- Is comhfhiontar idir an Roinn Cultúir, Oidhreacht agus Gaeltachta agus Camara Education é Clár TechSpace as Gaeilge atá á mhaoiniú faoin Straitéis 20 Bliain don Ghaeilge 2010-2030. Is gréasán náisiúnta de spásanna meáin dhigiteacha é TechSpace atá lonnaithe in ionaid óige agus scoileanna. Cabhraíonn an gréasán le daoine óga ábhar digiteach agus teicneolaíochta a chruthú agus iad i mbun gníomhaíochtaí ar nós scannáin dhigiteacha, dearadh gréasáin, forbairt aipeanna soghluaiste agus róbataic, i measc nithe eile, trí mheáin na Gaeilge. Faoi stiúir theagascóirí oilte agus mheantóirí, cuireann na daoine óga lena gcuid inniúlachta ar ríomhairí agus déantar forbairt ar scoileanna thábhachtachta don 21ú aois, ina measc, cruthaitheacht, smaointeoireacht chriticiúil, cumarsáid agus comhoibriú.
- The Heritage in Schools Scheme is the Heritage Council's primary school heritage education initiative which facilitates visits to primary schools nationwide by a range of experts on our natural, cultural and built heritage. The Scheme has grown steadily since its launch in 2000, with over 2,000 visits per year by a panel of 145 Heritage Experts. The Scheme encourages place-based and hands-on learning in the outdoor classroom.
- Creative Engagement is a National Association of Principals and Deputy Principals Arts-in-Education Programme, co-funded with the Department of Education and Skills, in which innovative projects are completed in second level schools with the support of outside artists or arts groups. Projects range from theatre and film through to sculpture and music. The programme strives to encourage creativity, initiative and expression and to complement curricular learning in the arts, heritage and culture.
- The TechSpace as Gaeilge Programme, a joint enterprise between the Department of Culture, Heritage and the Gaeltacht and Camara Ireland, is being funded under the 20-Year Strategy for the Irish Language 2010-2030. TechSpace is a national web of digital media spaces in youth centres and schools. The TechSpace as Gaeilge Programme helps young people to create digital and technological material as they engage in activities such as digital film, web design, mobile app development and robotics, among others, through the medium of Irish. Under the direction of trained instructors and mentors, the young people add to their computing competency and develop important skills for the 21st century, including creativity, critical thinking, communication and cooperation.

Tionscnaimh de chuid na Roinne Cumarsáide, Gníomhaithe ar son na hAeráide agus Comhshaoil (RCGAC)

Ina theannta sin, tacaíonn an Roinn Cumarsáide, Gníomhaithe ar son na hAeráide agus Comhshaoil le cruthaitheacht do dhaoine óga trí roinnt tionscnamh digiteach ina n-áirítear an méid seo a leanas:

- Trí Chlár na gCrann Taca Digiteach Scoile, tugtar deis do mhic léinn scoile tabhairt faoi dhúshlán sonrach ar gá teicneolaíocht dhigiteach a úsáid ina leith, den chuid is mó, chun fíor-shaincheisteanna atá sainaitheanta sa scoil, sa phobal nó i suíomh gnó áitiúil a réiteach. Tá sé mar aidhm ag an gclár spreagadh agus inspioráid a thabhairt do mhic léinn maidir le ‘smaointeoireacht ar mhodh digiteach, úsáid a bhaint as acmhainní digiteacha’.
- Oibríonn an Mol Digiteach - an braisle is mó cuideachtaí teicneolaíochta, meán digiteach agus idirlín dá bhfuil ann in Éirinn - cláir éagsúla foghlama do dhaoine óga.

An Roinn Leanaí agus Gnóthaí Óige (RLGÓ) - Tionscnaimh Chruthaitheachta

Faigheann cruthaitheach in earnáil na Luathbhlianta tacaíocht trí na creataí cleachtais náisiúnta, is é sin le rá, Síolta, an Creat Náisiúnta Cáilfochta d'Oideachas na Luath-Óige agus Aistear: an Creatchuraclaim don Luath-Óige. Cuireann na creataí sin cur chuige iomlánaíoch chun cinn maidir le spreagadh agus tacaíocht a thabhairt i leith na cruthaitheachta, na samhlaíochta agus an fhéinléirithe i measc leanaí óga. Leagann an dá chreat béim ar an tábhacht a bhaineann le léiriú cruthaitheach leanaí a chur chun cinn trí mheán an tsúgartha agus trí thaithí ar fhoghlaím ghníomhach trína gcumasaítear do gach leanbh páirt a ghlacadh agus iad féin a chur in iúl trí mheáin éagsúla agus spreagadh á fháil ó aosaigh thacúla.

Tá cur i bhfeidhm na gcreataí á dhéanamh ag ROS agus ag RLGÓ, i gcomhar le NCCA), agus maoiniúchán á fháil ó RLGÓ atá ag tacú le forbairt cláir náisiúnta FGL (Forbairt Ghairmiúil Leanúnach) agus meantóireachta do chleachtóirí. Cuireann creat na Cigireachta atá dírithe ar an Oideachas sna Luathbhlianta (EYEI) bonn faoi mheasúnú an tsoláthair oideachais sna luathbhlianta, ar measúnú é sin a dhéanann cigireacht ROS chun a fháil amach cé chomh mór atá an súgradh ina bhonn le soláthar sa suíomh luathbhlianta.

Department of Communications, Climate Action and Environment (DCCE) initiatives

The Department of Communications, Climate Action and Environment also supports creativity for young people through a number of digital initiatives which include the following:

- The School Digital Champion Programme provides school students with an opportunity to take on a specific challenge which mostly uses digital technology, solving real issues identified in the school, community or local business setting. The programme aims to encourage and inspire students to ‘think digital, use digital’.
- The Digital Hub – the largest cluster of technology, digital media and internet companies in Ireland – operates a variety of learning programmes for young people.

Department of Children and Youth Affairs (DCYA) – Creativity Initiatives

Creativity in the Early Years sector is supported through the national practice frameworks, Síolta and Aistear. The frameworks promote a holistic approach to encouraging and supporting creativity, imagination and individual expression in young children. Both frameworks highlight the importance of promoting children’s creative expression through the medium of play and active learning experiences which enable all children to participate and express themselves creatively through a variety of media with the encouragement of supportive adults.

Implementation of the frameworks is being rolled out by DES and DCYA in partnership with the NCCA, funded by DCYA, which is supporting the development of a national CPD and mentoring programme for practitioners. The Early Years Education Inspection (EYEI) framework underpins the evaluation of educational provision in early years by the DES inspectorate, evaluating, for example, early years settings’ provision for creative play and children’s progress and achievements in relation to their arts education and development.

Déanann Aonad Gnóthaí Óige RLGÓ socrú maidir le raon scéimeanna, clár agus tacaíochtaí oibre óige a sholáthar don earnáil óige. Tá cuid mhór de na tionscadail agus de na heagraíochtaí a mhaoínítear trí RLGÓ bainteach go sonrach leis an gcruthaitheacht. I gcás líon suntasach tionscadal eile, tá oibrithe ealaíon óige ag obair orthu agus tá drámaíocht, ealaín agus ceol san áireamh sna gníomhaíochtaí a bhaineann leo.

De bhreis ar an méid sin roimhe seo, tugtar maoiniúchán sonrach do Chomhairle Náisiúnta na nÓg, i gcomhpháirtíocht leis an gComhairle Ealaíon, chun tacú le forbairt ealaíon san earnáil oideachais neamhfhoirmiúil trí Chlár Náisiúnta Ealaíon na nÓg.

The Youth Affairs Unit of DCYA provides for the delivery of a range of youth work schemes, programmes and supports to the youth sector. Many projects and organisations funded through DCYA have a specific creativity focus. A significant number of other projects have youth arts workers in place and include drama, art and music in their programmes.

In addition to the foregoing, specific funding is provided to the National Youth Council of Ireland, in partnership with the Arts Council, to support arts development in the non-formal education sector.

Guth an Duine Óig

The Voice of the Young Person

BA MHAITH LIOM go nglacfadh mo scoil leis an gcruthaitheacht agus leis na healaíona sa tslí chéanna ina nglactar le spóirt. Tá an dá ní sin ina ngnéithe bunúsacha den saol agus tá ról tábhachtach acu i saol an ghnáthdheagóra sa lá atá inniu ann. Measaim, áfach, go bhfuil meá éagothrom ann.

Faigheann na spóirt níos mó maoiniúcháin agus tugtar níos mó aird orthu (i.e. comórtais, foirne) agus, dá bharr sin, is minic nach mbíonn meas ag daoine ar rudaí a leagann béim níos mó ar na healaíona. Ba mhaith liom go spreagfadh mo scoil cothromaíocht maidir le gníomhaíochtaí: ní gá gur imreoir camógaíochta nó pianódóir tú agus é sin amháin. Is féidir leat a bheith i do bhean athbheochana: trí ghlacadh leis an iliomad buanna agus ábhar spéise atá agat, ní amháin na cinn a tharraingeoidh níos mó airde ort.

Ní bheadh cuma scoile ar chor ar bith ar scoil atá fíorchruthaitheach. Ní foirgneamh cearnógach corparáideach a bheadh ann ná ní bheadh ann ach carn suarach coincréite. Is é a bheadh i scoil chruthaitheach ná meascán d'fhoirgnimh nach ionann a gcruth: tithe brící dearga, teachíní ar dhath uachtair reoite, seanchaisleáin agus déanmhais ghloine nua-aoiseacha, agus iad go léir i gceangal lena chéile ina mol bríomhar. Bheadh na ballaí clúdaithe le múrphictiúir agus le graifítí teasáí, agus bheadh bratacha agus siombailí de gach cineál ar crochadh orthu. Bheadh steallóga péinte ann, mar aon le hamharclann intí (ealaín do chách, ní amháin dóibh siúd ar féidir leo íoc as), agus í trealmhaithe le riachtanais stáitse, ionad scríbhneoireachta, leabharlann agus cistin ghairmiúil iomlán.

Ní bheadh aon chód gléasta ná éidí ann i scoil chruthaitheach; is féidir leat do chuid pitseámaí a chaitheamh más mian leat. Bheadh scoil chruthaitheach ina heagraíocht dhaonlathach agus bheadh guth an mhic léinn ina chuid den chinnteoireacht inti.

I WOULD LIKE my school to embrace creativity and the arts in the same way it does sport. Both are fundamental elements of life and play important roles in the life of the average modern teenager. However I feel that there is an unbalanced scale.

Sport gets more funding and more attention (ie. competitions, teams), and because of this, people tend to look down on more artistic endeavours. I would like my school to encourage a balance in activities: you don't have to just be a camogie player, or just be a pianist. You can be a renaissance woman: embrace your multiple talents and interests, not just the ones that will gain you more attention.

A really creative school wouldn't look like a school at all. It would not be a corporate building block, or a miserable mass of concrete. A creative school would be a collection of mismatched buildings; red brick houses, ice cream coloured cottages, aged castles and modern glass structures, all cobbled together in a vibrant hub. The walls would be covered with murals and explosive graffiti, and strung with flags and symbols of all kinds. There would be paint splatters, an in-house theatre (art for all, not just those who can afford it), fully equipped with all stage necessities, a writing centre, a library, a full professional kitchen.

A creative school would have no dress code or uniforms; you can wear your pyjamas if you feel like it. A creative school would be a democracy, where the student voice would be a part of decision-making.

Sarah Carr (16)

Coláiste Cois Life, Lucan

4

Gealltanais 2022 - Fís, Straitéisí agus Gníomhartha Forfheidhmiúcháin

The 2022 Commitment – Vision, Strategies And Implementation Actions

IS É ATÁ SA GHEALLTANAS atá ann i gClár Éire Ildánach ná go mbeidh teacht ag gach leanbh, faoin mbliain 2022, ar theagasc sa Cheol, sa Drámaíocht, san Ealaín agus sa Chódúchán. Ní féidir an cuspóir seo a bhaint amach ach amháin trí chomhghuaillíochtaí agus trí chomhpháirtíochtaí straitéiseacha idir an earnáil fhoirmiúil agus an earnáil neamhfoirmiúil. Tá níos mó i gceist le rochtain ná infhaighteacht más rochtain éifeachtach atá á lorg: ina theannta sin, bíonn rochtain ag brath ar chúrsaí eacnamaíochta agus sóisialta, lena n-áirítear dearcadh tuismitheoirí. Ní trí theagasc amháin a bhíonn leanaí agus daoine óga páirteach sa chruthaitheacht agus sna healaíona: tá taithí agus rannpháirtíocht riachtanach freisin.

Ar na cúiseanna sin, tá an gealltanais i gClár Éire Ildánach á athmhúnlú mar a leanas: a chinntiú go bhfuil rochtain phraiticiúil ag gach leanbh in Éirinn, faoin mbliain 2022, ar theagasc agus ar rannpháirtíocht sa cheol, sa drámaíocht, san ealaín agus sa chódúchán. In éineacht leis an gcuspóir sin, díreoidh an Clár ar an rochtain a leathnú chuig raon níos leithne gníomhaíochtaí cruthaitheachta.

An Fhís - Oideachas Chultúir agus Chruthaitheachta

Agus sinn ag tarraingt ar dheireadh an chéad cheann de na cúig bliana de chuid ré chlár Éire Ildánach, dealraíonn sé gur cuí treo agus straitéis níos fadtéarmaí a bhunú le haghaidh Chólún 1. Ar an ábhar sin, samhlaítear leis an bPlean seo go gceafar grúpa comhairleach saineolaithe a bheidh ag obair le Clár Éire Ildánach, leis na Ranna agus leis na gníomhaireachtaí iomchuí rialtais chun treoir a chur ar fáil le linn dúinn ár gcuid straitéisí fadtéarmach a fhorbairt - is é sin, tacaíocht a thabhairt maidir le hoideachas cultúir agus cruthaitheachta dár leanaí agus dár ndaoine óga go léir.

- **Cumasaíonn oideachas cultúir** do dhaoine óga nithe a nglacann siad féin agus daoine eile leo, agus a gcuid tuairimí, creidiúintí agus luachanna féin, agus tuairimí, creidiúintí agus luachanna daoine eile, i dtaca le cúrsaí cultúir de, a scrúdú agus a thuiscint, agus cumasaíonn sé dóibh glacadh le héagsúlacht chultúir agus nithe a fhoghlaim uathí, spreagadh a thabhairt i leith peirspictíochtaí staire a thuiscint, meas a thabhairt ar an oidhreacht, agus í a chosaint, agus cineál éabhlóideach an chultúir a thuiscint. Is ceart go mbeadh oideachas cultúir chun tosaigh i dtaca le glacadh le difríochtaí, comhrac i gcoinne na héadulaingthe agus cothú urraime ar chleamhnachtaí cultúir, in Éirinn agus thar lear.

THE COMMITMENT IN the Creative Ireland Programme is that by 2022 every child will have access to tuition in Music, Drama, Art and Coding. This objective can only be achieved through strategic alliances and partnerships between the formal and non-formal sectors. Access, if it is to be effective, means more than availability: Access also depends on a range of economic and social factors, including parental attitudes. Tuition is not the only way in which children and young people engage with creativity and the arts: experience and participation are also essential.

For these reasons the commitment in the Creative Ireland Programme is being re-stated as ensuring that every child in Ireland has practical access to tuition, experience and participation in music, drama, art and coding by 2022. In parallel with this objective, the Programme will focus on extending access to a broader range of creative activities.

The Vision – Cultural and Creative Education

As we reach the end of the first of the five years of the Creative Ireland Programme it seems appropriate to establish a longer-term direction and strategy for Pillar 1. For that reason this plan envisages the appointment of an expert advisory group that will work with the Creative Ireland Programme, the relevant government Departments and agencies to provide guidance in developing our longer-term strategy – to support cultural and creative education for all our children and young people.

- **Cultural education** enables young people to explore and understand their own and other people's cultural assumptions, viewpoints, beliefs and values, to embrace and learn from cultural diversity, encourages an understanding of historical perspectives, to value and protect heritage and understand the evolutionary nature of culture. Cultural education should be at the forefront of embracing difference, fighting intolerance and fostering respect for different cultural affiliations, within Ireland and beyond.

- Baineann **oideachas cruthaitheachta** leas as scileanna nádúrtha cruthaitheachta leanaí agus daoine óga mar uirlis chumhachtach foghlama. Buntuisint de chuid Éire Ildánach is ea go bhfuil cumas ag uile dhuine i dtaca le cruthaitheacht de. Thairis sin, tá sé de cheangal ar shochaí dhaonlathach deiseanna a chur ar fáil do gach duine eolas a fháil faoi ghníomhaíochtaí, agus páirt a ghlacadh i ngníomhaíochtaí, a chabhróidh leo barr a gcumais a bhaint amach.³

Mar thoradh ar an ngealltanas maidir le hoideachas cultúir agus cruthaitheachta, tá gá le cur chuige comhpháirteach comhordaithe ar thaobh an Rialtais i ndáil le hionad na n-ealaíon, an chultúir agus na cruthaitheachta i saol leanaí, sa seomra ranga agus lasmuigh de. Tá struchtúir ann sa phlean seo atá ceaptha chun a chinntiú go dtarlóidh sé sin.

Is é atá in aidhm intuigthe Chólún 1 de chuid Chlár Éire Ildánach ná gur ceart go mbeadh oideachas cultúir agus cruthaitheachta ag gach leanbh in Éirinn agus ní hé amháin atá i gceist ná go mbeadh an ealaín agus an cultúr mar chuid d'oideachas foirmiúil na leanaí. Beidh an aidhm intuigthe sin ina haidhm shainráite as seo amach.

Is iad seo a leanas na straitéisí fadtéarmacha uileghabhálacha a mbainfear leas astu san obair a dhéanfar amach anseo ar Chólún 1 d'Éire Ildánach:

- **Creative education** uses the innate creative skills of children and young people as a powerful instrument of learning. A fundamental premise for the Creative Ireland Programme is that every person is capable of creative achievement. Moreover, a democratic society is duty bound to provide opportunities for everyone to engage with and participate in activities that help them to realise their full potential.³

The commitment to cultural and creative education requires a concerted and coordinated approach from Government Departments regarding the place of arts, culture and creativity in the lives of children, both in and beyond the classroom. This plan includes structures designed to ensure that this will happen.

The implicit aim of Pillar 1 of the Creative Ireland Programme is that every child in Ireland should have a cultural and creative education, and not simply that art and culture should form a part of their formal education. This implicit aim is now being made explicit.

The following are the long-term, overarching strategies that will inform the future work of Pillar 1 of Creative Ireland:

³ B'fhiú tabhairt faoi deara go luaitear in Airteagal 27 de Dhearbhú Uil-echoiteann Chearta an Duine go bhfuil sé de cheart ag gach duine páirt a ghlacadh gan cosc i saol cultúrtha an phobail, áineas na n-ealaíon a bheith aige agus páirtiú in asonamh agus is sochair na heolaíochta. Le hAirteagal 31 de Choinbhinsiún na Náisiún Aontaithe um Chearta an Linbh éilítear ar Stait 'soláthar do dheiseanna cuí agus comhionanna do ghníomhaíochtaí cultúrtha, ealaíon, caitheamh aimsire agus áineasa' a chur chun cinn.'

³ It is worth noting that Article 27 of the Universal Declaration of Human Rights states that everyone has 'the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.' Article 31 of the UN Convention on the Rights of the Child states requires States to 'encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.'

Straitéis 1

Tacú le comhoibriú idir cur chuige Foirmiúil agus cur chuige Neamhfhoirmiúil maidir le Cruthaitheacht san Oideachas

Tá an córas foirmiúil scoile thar a bheith tábhachtach i dtaca lena chinntiú go bhfaigheann gach leanbh oideachas ó thaobh cultúir agus cruthaitheachta de. Tá líon mór eagraíochtaí ann sa chóras neamhfhoirmiúil freisin agus sroicheann siad sin na mílte leanaí agus daoine óga trí na chlár atá acu. Tá ról riachtanach acu in éiceachóras foriomlán na n-ealaíon agus na cruthaitheachta i réimse an oideachais agus na foghlama. Sa phlean seo, tá bearta ar leithligh ann chun aghaidh a thabhairt ar chruthaitheacht san oideachas foirmiúil agus san oideachas neamhfhoirmiúil. Is é atá san aidhm atá ann ná cóineasú agus comhlántacht a bhaint amach le go mbeidh fíis fhoriomlán i leith ionad na n-ealaíon agus na cruthaitheachta san oideachas, ar fíis í ina gcuirtear eispéireas uile-shaoil ar ndaoine óga san áireamh.

Tá cuid mhór samplaí idirnáisiúnta ann de chórais oideachais ealaíon, de chineál foirmiúil agus neamhfhoirmiúil, a oibríonn le chéile. Beidh forbairt ar idirghníomhaíochtaí, ar chomhpháirtíochtaí agus ar chomhghuaillíochtaí den sórt sin ina cuid de chúram Chólún 1 de Chlár Éire Ildánach sna blianta den Chlár atá fágtha.

Straitéis 2

Leathnú a dhéanamh ar an Raon Gníomhaíochtaí Cruthaitheachta do Dhaoine Óga

Tá raon na ngníomhaíochtaí ealaíne atá ar fáil do dhaoine óga - lena n-áirítear amharcealaíona, ealaíona traidisiúnta, ceol, ealaíona, meán, itríocht agus scríbhneoireacht chruthaitheach, drámaíocht, damhsa, súgradh, idhreacht, códúchán, ealaíona sorcais, ceardaíocht, ailtireacht agus dearthóireach - san earnáil oideachais fhoirmiúil agus san earnáil oideachais neamhfhoirmiúil araon, forleathan agus tá sé ag dul i méid.

Is iad an Ceol, an Drámaíocht, an Ealaín (de réir a brí is leithne) agus an Có dúchán fós na príomhréimsí a mbeidh aird á tabhairt orthu i gClár Éire Ildánach. Ach is é atá sa chuspóir fadtéarmach ná gur ceart eolas ar raon leathan foirmeacha ealaíne cruthaithí, agus rannpháirtíocht iontu, a bheith ar fáil do gach duine dár leanaí agus dár ndaoine óga - go díreach nó tríd an gcuraclam scoile, tríd an gcóras oideachais neamhfhoirmiúil nó trí chomhpháirtíochtaí a bhfuil scoileanna agus Boird Oideachais agus Oiliúna (BOO-anna), eagraíochtaí oideachais neamhfhoirmiúil sna healaíona agus comhlachtaí eile, amhail údaráis áitiúla, páirteach iontu.

Strategy 1

Supporting collaboration between Formal and Non-Formal approaches to Creativity in Education

The formal school system is vital to ensuring that every child receives a cultural and creative education. There is also a multitude of organisations in the non-formal system that reaches tens of thousands of children and young people with programmes. They play an indispensable role in the overall ecosystem of the arts and creativity in education and learning. This plan contains separate measures to address creativity in formal and non-formal education. The goal is to achieve convergence and complementarity leading to an overall vision of the place of the arts and creativity in education that embraces the whole-life experience of our young people.

There are many international examples of the formal and non-formal arts education systems working together. Developing such structured interactions, partnerships and alliances is a task that will become part of the Creative Ireland Pillar 1 remit in the remaining years of the Programme.

Strategy 2

Extending the Range of Creative Activities for our Young People

The range of creative activities that are available to young people - such as visual arts, traditional arts, music, media arts, literature and creative writing, drama, dance, play, heritage, coding, circus, craft, architecture and design - in both the formal and non-formal education sectors, is extensive and growing.

Music, Drama, Art (interpreted broadly) and Coding remain the core focus of the five-year Creative Ireland Programme. The longer term objective, however, is that knowledge of and participation in a wide range of creative art forms should be available to all of our children and young people – either directly through the school curriculum, through the non-formal education system or through partnerships involving schools and Education and Training Boards (ETBs), non-formal arts-in-education organisations and other bodies such as local authorities.

Straitéis 3

An Próiseas Cruthaitheachta a Dhaingniú

Is gá na próisis chruthaitheachta a chumasaíonn dúinn úsáid fhónta a bhaint as an gcruthaitheacht a thuiscint. Is féidir cumais chruthaitheachta a fhoghlaim agus a fheabhsú trí chur i bhfeidhm praiticiúil. Sin an rud a léiríonn tábhacht na n-ealaíon: bealaí chun scileanna agus inniúlachtaí cruthaitheachta is ea iad ceol a chumadh, scéalta a scríobh, léiriú amharclainne agus damhsa a chruthú, agus spásanna a dhearadh. Beidh obair mhór le déanamh ag Clár Éire Ildánach maidir le cláir a fhorbairt a chumasóidh do mhúinteoirí cabhrú le daoine óga tuiscint a fháil ar na próisis sin agus máistreacht a fháil orthu trí teicníochtaí agus scileanna sonracha.

Straitéis 4

Forbairt Ghairmiúil Leanúnach (FGL)

Tá FGL do mhúinteoirí agus d’ealaíontóirí a oibríonn i gcomhpháirtíocht le múinteoirí thar a bheith tábhachtach i ndáil le rath fadtéarmach agus inbhuanaitheacht fhadtéarmach an phlean ina iomláine. Baineann tábhacht FGL le níos mó ná na bearta atá ann sa phlean seo: le go mbainfear amach an cuspóir fadtéarmach, is e sin, oideachas cultúir agus cruthaitheachta, is gá mais chriticiúil gairmithe oideachais agus ealaíne a bhunú ar daoine iad atá eolach ar chreataí teoiriciúla an oideachais ealaíon agus cruthaitheachta agus a bhfuil na scileanna agus na teicníochtaí acu chun cláir a fhorbairt.

Strategy 3

Embedding the Creative Process

It is necessary to understand the creative processes that enable us to apply creativity usefully. Creative abilities can be learned and enhanced through practical application. This is where the importance of the arts becomes clear: making music, writing stories, creating theatrical and dance expression, designing spaces are all avenues to refining and developing creative skills and capacities. A key task for the Creative Ireland Programme is to develop programmes that will enable teachers to help young people to understand these processes and to gain control of them through specific techniques and skills.

Strategy 4

Continuing Professional Development (CPD)

CPD for teachers and for artists working in partnership with teachers is crucial to the long-term success and sustainability of the overall plan. The importance of CPD goes well beyond the measures contained in this plan: in order to achieve the long-term objective of cultural and creative education it is necessary to build a critical mass of education and arts professionals who are versed in the theoretical frameworks of arts and creativity education, and equipped with the skills and techniques for delivering programmes.

Na 17 nGníomh

Déanfar plean cuimsitheach oideachais ealaíon, a bhfuil na chéad chéimeanna de leagtha amach thíos (don tréimhse 2018-19), a chur i bhfeidhm mar chuid de na straitéisí seo.

Is iad seo a leanas na 17 ngníomh i leith an plean seo a chur i gcrích:

Gníomh 1

Déanfar an tionscnamh Scoileanna Ildánacha/Creative Schools a chur i bhfeidhm. Foráiltear le Cairt na nEalaíon san Oideachas go dtabharfaidh an Chomhairle Ealaíon scéim isteach - ARIS-Scoileanna Láidir sna hEalaíona - trína spreagfar agus trína n-aithneofar na scoileanna sin (idir bhunscoileanna agus iar-bhunscoileanna) ina mbeidh na healaíona ina gcuid shuntasach de shaol na scoile. De bhun Chlár Éire Ildánach, tá tuilleadh forbartha agus leathnaithe déanta ar an gcoincheap sin anois faoin teideal Scoileanna Ildánacha/Creative Schools.

Tá sé mar aidhm ag tionscnamh Scoileanna Ildánacha/Creative Schools na healaíona agus an chruthaitheacht a chur i gcroílár an tsaoil do leanaí agus do dhaoine óga. Aithnítear ann gurb ionann na healaíona agus modh cumhachtach ar tríd is féidir le leanaí agus daoine óga scrúdú a dhéanamh ar chumarsáid agus ar chomhoibriú, a samhlaíocht a spreagadh chun bheith seiftiúil, agus leas a bhaint as a bhfiosracht. Éilíonn rannpháirteachas sna healaíona diongbháilteacht, smacht agus neart, agus cothú a dhéanamh ar mhothú ceannais agus féinmheasa i measc na bhfoghlaiméoirí. Is é an meascán scoileanna sin is buntaca don fhoghlaím rathúil i gcoitinne.

Tagann Scoileanna Ildánacha faoi chúram na Comhairle Ealaíon, agus í ag obair i gcomhpháirtíocht leis an Roinn Oideachais agus Scoileanna agus leis an Roinn Cultúir, Oidhreacht agus Gaeltachta.

Tugann an tionscnamh deis do scoileanna chun clár a fhorbairt a fhreastalaíonn ar a riachtanais uathúla. Beidh ról lárnach ag leanaí agus ag daoine óga i ndáil le ceapadh an phlean seo.

Le go n-éireoidh leis an tionscnamh, tá tábhacht ar leith ag baint leis an ról atá ag an gComhlach Cruthaitheach. I gcomhar leis an scoil, forbróidh an Comhlach Cruthaitheach bealaí nua oibre chun tionchar na n-ealaíon agus na cruthaitheachta ar fhoghlaím agus ar fhorbairt na mac léinn a neartú. Oibreoidh siad i gcomhpháirtíocht le scoileanna, a bheidh grúpáilte le chéile de réir réigiúin, chun forbairt a dhéanamh ar an eolas, ar an oilteacht agus ar na cuir chuige trína ndaingneofar cleachtas cruthaitheachta gach scoile, agus

The 17 Actions

A comprehensive arts education plan, the first steps in which are outlined below (for 2018-19) will be implemented as part of these strategies.

The 17 actions for delivering this plan are as follows:

Action 1

Scoileanna Ildánacha/Creative Schools initiative will be implemented. The Arts in Education Charter made provision for the Arts Council to introduce a scheme – ARIS – Arts Rich Schools – to incentivise and recognise schools (primary and post-primary) that make the arts a key part of school life. Pursuant to the Creative Ireland Programme, this concept has now been further developed and extended as Scoileanna Ildánacha/Creative Schools.

The Scoileanna Ildánacha/Creative Schools initiative aims to put the arts and creativity at the heart of children and young people’s lives. It recognises that the arts are a powerful means through which children and young people can explore communication and collaboration, stimulate their imaginations to be inventive, and harness their curiosity. Engagement in the arts and creativity requires rigour, discipline and resilience, nurturing learners’ sense of agency and self-worth. This combination of skills underpins all successful learning.

Creative Schools is led by the Arts Council in partnership the Department of Education and Skills and the Department of Culture, Heritage and the Gaeltacht.

The initiative provides schools with the opportunity to develop a programme which responds to their unique needs. Children and young people will have a central role in shaping this plan.

Key to the success of the initiative is the role of the Creative Associate. In collaboration with the school, the Creative Associates will develop new ways of working to reinforce the impact of arts and creativity on student learning and development. They will work in partnership schools, clustered by region, to develop the knowledge, expertise and approaches that will embed each school’s creative practice, providing a mechanism for these schools to share learning and good practice with other schools.

Is é atá san aidhm atá ann ná cóineasú agus comhlántacht a bhaint amach le go mbeidh fíis fhoriomlán i leith ionad na n-ealaíon agus na cruthaitheachta san oideachas, ar fíis í ina gcuirtear eispéireas uile-shaoil ár ndaoine óga san áireamh.

The goal is to achieve convergence and complementarity leading to an overall vision of the place of the arts and creativity in education that embraces the whole-life experience of our young people.

cuirfear sásra ar fáil do na scoileanna sin chun foghlaim agus dea-chleachtas a chomhroinnt le scoileanna eile.

Beidh gach bunscoil agus gach scoil iar-bhunoideachais cáilithe chun iarratas a dhéanamh. I dtosach báire, beidh 150 scoil páirteach sa tionscnamh ar feadh dhá bhliain. Roghnófar suíomhanna éagsúla scoile agus beidh béim mhór ar uilechuimsitheacht.

Gníomh 2

Déanfar Scéim Braislí Cruthaitheachta do a phíolótú: Cuirfear tús leis seo mar thionscadal píolótach i Meán Fómhair 2018 agus cuirfear deis ar fáil do scoileanna chun braislí a chruthú d’fhonn tionscadail chruthaitheacha, de chineál cultúir agus ealaíne, a ghiniúint. Déanfar tuilleadh mionsonraí faoin gclár seo, lena n-airítear cúrsaí maoiniúcháin, a fhoilsiú níos déanaí i Ráithe 2 den bhliain 2018.

Gníomh 3

Forbrófar Tionscadal FGL Luathbhlianta. Tacóidh an Roinn Leanaí agus Gnóthaí Óige le forbairt agus le cur i gcrích FGL luathbhlianta iomchuí trína ndéanfar prionsabail, treoirlínte agus cleachtais oideolaíochta a chur chun cinn, ar nithe iad a thugann tacaíocht fhorleathan do chleachtóirí i ndáil le forbairt oideachais ealaíon sna luathbhlianta do leanaí i suíomhanna luathbhlianta. Thar ré Chlár Éire Ildánach, feabhsófar oiliúint ar scileanna cruthaitheachta do chleachtóirí agus do mhic léinn luathbhlianta agus, chomh maith leis sin, do chúramóirí agus do thuismitheoirí, agus déanfar an méid sin i gcomhpháirtíocht le healaíontóirí i ndisciplíní éagsúla.

All primary and post-primary schools will be eligible to apply. An initial cohort of 150 schools will participate for two years. A diversity of school settings will be selected, with a strong focus on inclusion.

Action 2

A Creative Clusters Scheme will be piloted:

Commencing in September 2018 as a pilot project, the opportunity for schools to form clusters will be made available in order to generate creative cultural and artistic projects. Further details of this programme, including funding, will be published at a later date in Quarter 2 of 2018.

Action 3

An Early Years CPD Project will be developed.

The Department of Children and Youth Affairs will support the development and rollout of relevant early years CPD which promotes principles, guidelines and pedagogical practices that broadly support practitioners in the development of early arts education for young children in early years settings. Over the lifetime of the Creative Ireland Programme, creative skills training will be enhanced in partnership with artists in various disciplines, for early-years practitioners and students, as well as for carers and parents.

Gníomh 4

Déanfar Tionscadal FGL Bunscoile a phríomhshruthú:

Is é atá sa Chomhpháirtíocht Mhúinteora/Ealaíontóra mar mhúnla FGL chun tacú le hOideachas Ealaíon, agus chun Oideachas Ealaíon a fheabhsú, ná tionscnamh oideachais sna healaíona ina n-oibríonn ealaíontóirí i gcomhpháirtíocht le múinteoirí i réimse an oideachais fhoirmiúil. Cuimsíonn sé cúrsaí oiliúna, agus tionscadail ealaíon sa scoil lena mbaineann, agus bíonn ealaíontóirí agus múinteoirí páirteach sa tionscnamh in éineacht lena chéile. Rinneadh an tionscnamh curtha i bhfeidhm go hiomlán, nach mór, sa bhliain 2017 agus beidh sé ar siúl sa 21 Ionad Oideachais ar fad sa bhliain 2018 agus sna blianta ina dhiaidh sin.

Gníomh 5

Déanfar Tionscadal FGL Iarbhunscoile a phríomhshruthú:

Cuimsíonn Na hEalaíona sa tSraith Shóisearach sraith eispéireas forbartha gairmiúla do mhúinteoirí d'fhonn tacaíocht a thabhairt maidir le rannpháirteachas sna healaíona agus maidir le foghlaim sa tsraith shóisearach. Áiríonn na ceardlanna na prionsabail agus na príomhscileanna is bonn leis an gCreat don tSraith Shóisearach agus do Chairt na nEalaíon san Oideachas agus soláthraíonn siad modheolaíochtaí praiticiúla agus cruthaitheacha do mhúinteoirí chun plé a dhéanamh faoi thorthaí foghlama ina seomra ranga. Tá an tionscnamh bunaithe ar chomhpháirtíocht agus ar chomhoibriú le comhpháirtithe tábhachtacha toghthacha ar fud réimsí na n-ealaíon agus an oideachais. Beidh dhá cheardlann is daichead den sórt sin ann idir earrach agus fóimhar na bliana 2018 agus leanfar ar aghaidh leo sna blianta ina dhiaidh sin.

Gníomh 6

Beidh tuilleadh deiseanna ann maidir le códúchán agus smaointeoireacht ríomhaireachtúil a bheith á dtairiscint ag scoileanna. Tá forbairt an chódúcháin agus an chláreagraithe ar siúl mar chuid den churaclam scoile ar leibhéal na hArdteistiméireachta. Ina theannta sin tá deiseanna ann faoi láthair a fhágann gur féidir le scoileanna códúchán a thairiscint do mhic léinn trí ghearrchúrsa 100 uair an chloig de chuid na sraithe sóisearaí. De bhreis air sin, tá NCCA i mbun forbairt a dhéanamh i láthair na huaire ar churaclam nua matamaitice bunscoile. Ceaptar gurb é a leanfaidh as sin ná go dtabharfar isteach smaointeoireacht ríomhaireachtúil ar bhealaí atá praiticiúil, cruthaitheach agus tarraingteach.

Action 4

A Primary Schools CPD Project will be mainstreamed:

Teacher/Artist Partnership as a CPD model to support and enhance Arts Education is an arts-in-education initiative in which artists work in partnership with teachers in the domain of formal education. It consists of training courses and in-school arts projects in which artists and teachers participate together. The initiative has been substantially implemented in the course of 2017 and will take place in all 21 Education Centres in 2018 and in future years.

Action 5

A Post-Primary Schools CPD Project will be

mainstreamed: Arts in Junior Cycle consists of a

series of professional development experiences for teachers to support engagement with the arts and learning in junior cycle. The workshops embody the principles and key skills which underpin the Framework for Junior Cycle and the Arts in Education Charter and provide teachers with practical and creative methodologies to engage with learning outcomes in their classroom. The initiative is based on partnership and collaboration with key elective partners across the arts and education sectors. Forty-two such workshops will take place between spring and autumn 2018 and will be carried forward into future years.

Action 6

There will be increased opportunities for schools to offer courses in coding and computational thinking.

The development of coding and programming as part of the school curriculum is underway at Leaving Certificate level. There are also currently opportunities for schools to offer coding to students through a 100-hour junior cycle short course. Additionally, The NCCA is currently in the process of developing a new primary mathematics curriculum. It is anticipated that this will lead to the introduction of computational thinking in ways that are practical, creative and engaging.

Gníomh 7

Forbrófar bearta chun leathnú a dhéanamh ar rannpháirtíocht sa drámaíocht/san amharclannaíocht lasmuigh den scoil, go príomha trí leathnú a dhéanamh ar amharclannaíocht óige, á aithint go bhfuil cumas, ó thaobh uilechuimsitheacht shóisialta agus saoránachta de, ag baint le drámaíocht do dhaoine óga. Faoi láthair, tá 55 amharclann óige ann in Éirinn: is é atá sa sprioc atá ann ná an líon sin a mhéadú go mór faoin mbliain 2022 agus cuirfear tús leis sin sa bhliain 2019.

Gníomh 8

Forbrófar straitéis chun córchantain a fhorbairt agus a leathnú. Oibreoidh Clár Éire Ildánach le comhpháirtithe tábhachtacha chun forbairt a dhéanamh ar chlár a mbeidh mar aidhm aige spreagadh a thabhairt i leith rannpháirteachas cruthaitheach inbhuanaithe leis an amhránaíocht agus leis an gceol córáil do dhaoine óga. Forbrófar an straitéis sa bhliain 2018 agus cuirfear i gcrích í sa bhliain 2019.

Gníomh 9

De réir mar a bheidh acmhainní ar fáil, forbrófar Tionscadal Sparántachta Luathbhlianta aonuaire ar mhaithe le hábhair agus trealamh a fháil chun rannpháirteachas feabhsaithe i ngníomhaíochtaí cruthaitheacha a chumasú. Is é atá san aidhm atá ann ná an tionscadal a dheardh sa bhliain 2018 agus é a chur i gcrích sa bhliain 2019.

Gníomh 10

Déanfar Cruinniú (Cruinniú na Cásca roimhe seo) a athdhearadh agus a fhorbairt mar lá náisiúnta cruthaitheachta do leanaí agus do dhaoine óga agus cuirfear tús leis sin sa bhliain 2018.

Gníomh 11

Forbrófar Tionscnamh Comhairliúcháin leis an Óige. Oibreoidh an Roinn Leanaí agus Gnóthaí Óige trí Hub na nÓg: Guthanna Óga sa Chinnteoireacht, i gcomhar le Comhpháirtíochtaí Cruthaitheachta Óige Áitiúla (féach Gníomh 18) chun múnla comhairliúcháin do na healaíona, don chultúr agus don chruthaitheacht a dheardh agus a chur i bhfeidhm. Cuirfear na comhairliúcháin sin i gcrích trí na Comhpháirtíochtaí Cruthaitheachta Óige Áitiúla agus beidh siad ag tosú sa bhliain 2018 agus leanfaidh siad ar aghaidh i rith na bliana 2019.

Action 7

Measures will be developed to expand participation in drama/theatre outside of school, primarily by expansion of youth theatre, recognising the social inclusion and citizenship potential of drama for young people. There are currently 55 youth theatres in Ireland: the target is to substantially expand this number by 2022, commencing in 2019.

Action 8

A strategy to develop and extend choral singing will be developed. The Creative Ireland Programme will work with key partners to develop a programme aimed at encouraging creative and sustainable engagement with singing and choral music for young people. The strategy will be developed in 2018 and rolled out in 2019.

Action 9

A once-off Early-Years Bursary Project for Early Year Settings will be developed, as resources become available, for the purpose of acquiring materials and equipment to enable enhanced engagement in creative activities. The aim is for the project to be designed in 2018 and implemented from 2019.

Action 10

Cruinniú (formerly Cruinniú na Cásca) will be redesigned and developed as a national creativity day for children and young people, commencing in 2018.

Action 11

A Youth Consultation Initiative will be developed. The Department of Children and Youth Affairs Hub na nÓg: Young Voices in Decision Making will work with Local Creative Youth Partnerships (see Action 18) to design and implement a consultation model for arts, culture and creativity. These consultations will be carried out through the Local Creative Youth Partnerships, commencing in 2018 and continuing through 2019.

Gníomh 12

Forbrófar Cláir chruthaitheachta do dhaoine óga i bpobail atá faoi mhíbhuntáiste. Féachfaidh an Roinn Leanaí agus Gnóthaí Óige, i gcomhpháirtíocht leis na Boird Oideachais agus Oiliúna agus le Clár Náisiúnta Éalaíon na nÓg, le feabhas a chur ar chumas reatha seirbhísí óige spriocdhírthe chun cláir chruthaitheachta a chur i bhfeidhm do dhaoine óga i bpobail atá faoi mhíbhuntáiste. Tá sé mar aidhm go bhforbrófar an clár seo sa bhliain 2018 agus go gcuirfear i gcrích é sna blianta ina dhiaidh sin.

Gníomh 13

Bunófar **Comhpháirtíochtaí Cruthaitheachta Óige Áitiúla** ar bhonn píolótach trí leas a bhaint as an múnla do Chomhpháirtíochtaí Áitiúla Oideachais Ealaíon atá ann i gCairt na nEalaíon san Oideachas. Mar thoradh ar na Comhpháirtíochtaí, tarraingeofar le chéile na Boird Oideachais agus Oiliúna, na hÚdaráis Áitiúla (trína gcuid meithleacha cultúir), an líonra náisiúnta Ionad Oideachais, ionadaithe de chuid na hearnála áitiúla luathbhlianta (Coistí Contae Cúraim Leanaí) agus ionadaithe de chuid na hearnála oideachais neamhfhoirmiúil, de chuid ranna iomchuí rialtais agus de chuid acmhainní áitiúla cultúir agus cruthaitheachta. Is é a bheidh sa chuspóir a bheidh ann ná raon leathan acmhainní daonna agus infreastruchtúir a chumas chun gníomhaíochtaí cruthaitheachta lasmuigh den scoil a chur ar fáil do leanaí agus do dhaoine óga, ar gníomhaíochtaí iad a chomhlánaíonn gníomhaíochtaí i suíomhanna foirmiúla scoile agus a oibríonn in éineacht leo. Beidh an coincheap á phíolótú i dtrí cheantar BOO sa bhliain 2018. Ceaptar gur féidir na comhpháirtíochtaí sin a chur i bhfeidhm sna ceantair BOO eile faoin mbliain 2022.

Gníomh 14

Bunófar **Ciste Náisiúnta Cruthaitheachta**, go príomha chun tacaíocht airgeadais a sholáthar d'eagraíochtaí a chuireann gníomhaíochtaí cruthaitheachta chun cinn do dhaoine óga, ar eagraíochtaí iad a bhféadfadh sé a bheith amhlaidh ina gcás nach bhfuil siad cáilithe chun maoiniúchán gníomhaireachta de chineál eile a fháil agus ar eagraíochtaí iad a bhfuil sé de chumas acu scálú suntasach a dhéanamh. Bunófar an Ciste faoi dheireadh Ráithe 2 sa bhliain 2018.

Action 12

Creativity programmes for young people in disadvantaged communities will be developed. The Department of Children and Youth Affairs in partnership with the Education Training Boards and the National Youth Arts Programme will seek to enhance the current capacity of targeted youth services to implement creativity programmes for young people in disadvantaged communities. The aim is for this programme to be developed in 2018 with rollout in the following years.

Action 13

Local Creative Youth Partnerships will be established on a pilot basis, building on the model for Local Arts Education Partnerships contained in the Arts in Education Charter. The Partnerships will bring together the Education and Training Boards, the Local Authorities (through their culture teams), the national network of Education Centres, representatives of the local early years sector (County Childcare Committees) and representatives of the non-formal education sector, relevant government departments and local cultural and creativity resources. The objective will be to combine a wide range of human and infrastructural resources to provide out-of-schools creative activities for children and young people that complement and work with the formal school settings. The concept will be piloted in three ETB areas in 2018. It is expected that they can be fully rolled out to remaining ETB areas by 2022.

Action 14

A National Creativity Fund will be established primarily to provide financial support for organisations that promote creative activities for young people that may not be eligible for other agency funding and that have capacity for significant scaling. The Fund will be established by the end of Quarter 2 in 2018.

Gníomh 15

Cuirfear gnéithe breise de Chairt na Ealaíon san Oideachas i bhfeidhm, lena n-áirítear tacaíocht do Thairseach na nEalaíon san Oideachas, do Mhapáil Dhigiteach, do Thaisclann Taighde Náisiúnta na nEalaíon san Oideachas agus do Thionscnaimh eile de chuid na Cairte. Beidh Grúpa Forfheidhme Chairt na nEalaíon san Oideachas i gceannas air seo, le tacaíocht ó Chlár Éire Ildánach.

Gníomh 16

Déanfar tionscadal náisiúnta mapála cruthaitheachta a fhorbairt agus a chur i bhfeidhm chun eolas bunlíne a bhunú maidir leis an rochtain atá ann faoi láthair ar cheol, ar dhrámaíocht, ar ealaín agus ar chódúchán i ngach cuid den tír, san earnáil fhoirmiúil agus san earnáil neamhfhoirmiúil araon. Déanfar an obair seo i gcomhar le hEolaire an tSoláthair do na hEalaíona san Oideachas in Éirinn atá ar fáil ar Thairseach na nEalaíon san Oideachas. Ina theannta sin, sainaitheoidh an taighde réimsí sármhaitheasa agus díothachta ionas gur féidir acmhainní a dhíriú chuig na háiteanna inar mó an gá atá leo.

Gníomh 17

Cuirfear acmhainní ar fáil le haghaidh tionscadal taighde Éire Ildánach agus tionscnófar é sa bhliain 2018. Bainfidh an tionscadal leas as tionscadail taighde atá ann cheana féin amhail Staidéar Náisiúnta Fadaimseartha an ESRI ar Leanaí. Mar chéad chéim, beidh bunlíne dhaingean faisnéise le suíomh, idir cháilíochtúil agus chainníochtúil, maidir le hoideachais ealaíon, maidir leis na healaíona san oideachas agus maidir le saincheisteanna de chineál níos leithne a bhaineann le rannpháirtíocht sa chruthaitheachta mar chuid de shaol daoine óga.

Díreoidh an tionscadal taighde go háirithe ar mheasúnacht a dhéanamh ar thionchar na mbeart a bheidh á dtabhairt isteach faoin bplean seo.

De bhreis air sin, imscrúdóidh an taighde an acmhainneacht i leith feabhas a chur ar chomhoibriú idir an córas foirmiúil oideachais ealaíon agus an córas neamhfhoirmiúil oideachais ealaíon agus, sa dóigh sin, rannchuideofar leis an gcuspóir fadtéarmach i ndáil le hOideachas Cultúir agus Cruthaitheachta.

Action 15

Implementation of additional elements of the Arts in Education Charter including support for the Arts in Education Portal, Digital Mapping, National Arts in Education Research Repository and other Charter initiatives will be carried out. This will be led by the Arts in Education Charter Implementation Group with support under the Creative Ireland Programme.

Action 16

A national creativity-mapping project will be developed and implemented, to establish baseline knowledge of existing access to music, drama, art and coding in all parts of the country, in both the formal and non-formal sectors. This work will be carried out in conjunction with the Arts in Education Portal's Directory of Arts in Education Provision in Ireland. The research will also identify areas of excellence and deprivation so that resources can be directed to where they are most needed.

Action 17

A Creative Ireland research project will be resourced and initiated in 2018. The project will build on existing research projects such as the ESRI National Longitudinal Study of Children. Its first task will be to establish a robust baseline of information, both qualitative and quantitative, on arts education, arts-in-education and the broader issues of creative engagement in the lives of young people.

The research project will have a particular focus on assessing the impact of the measures being introduced under this plan. In addition, the research will investigate the potential for enhancing collaboration between the formal and informal arts education systems and so contributing to the longer-term objective of Cultural and Creative Education.

Guth an Ealaíontóra

The Voice of the Artist

TUGANN EALAÍN NA scileanna dúinn leis an saol a láimhseáil. Ní ionann ealaín agus go díreach an méid a dhéanann muid lenár lámha nó lenár gcorp: tugann sé saoirse dúinn smaoineamh dúinn féin.

Tá saothar comhoibríoch le leanaí agus le daoine óga ina chuid bhunúsach de mo chleachtas. Spreagann siad mo chuid oibre agus cuireann siad dúshlán faoi agus go minic is iadsan a bhíonn ar chúl léiriú agus eagarthóireacht na hoibre. Tá sé mar aidhm ag mo shaothar lucht feáchana a mhealladh le dul i ngleic le nithe agus taispeántais dealbhóireachta a mhúsclaíonn na céadfaí agus a fhorbraíonn stuaim an choirp agus na hintinne. Úsáidim foirmeacha éagsúla ealaíne agus bíim ag súgradh leo, agus téim i ngleic le disciplíní iomadúla - innealtóirí, cóiréagrafaihte, mná rialta, tógálaithe orgáin. Ní bhíonn mórán teorainneacha in intinn an ealaíontóra agus níl aon rud dodhéanta. Is beag deighilt atá idir an domhan fisiciúil agus an tsamhlaíocht. Cé ab fhearr, mar sin, le bheith ag obair leo ná leanaí agus daoine óga.

Tugaim cuireadh dóibh sin a bhíonn ag obair liom - leanaí, páistí agus daoine óga - na smointe, coincheapa, ábhair agus dearáí atá á bhforbairt sa stiúideo a iniúchadh agus freagairt dóibh. Go minic is rud teibí gan scéal soiléir a thugaim liom, d’aon turas, isteach sa seomra ranga, sa chreis, sa chlós, ar an tsráid, sa ghailearaí nó san ionad óige. Ba mhaith liom go ndéanadh mo chomhoibrithe rudaí a phlé leo féin agus a scéal féin a aimsiú iontu féin, a bhfeagairtí féin a shainathint agus iad féin a chur in iúl. Tríd an chruthaitheacht a chur ar fáil mar uirlis foghlama spreagtar muinín as féin sa duine, muinín a théann go smior.

Tá gach saothar comhoibríoch éagsúil ó na cinn eile: níl aon teorainn leis na torthaí a d’fhéadfaí a bhaint amach as dinimic gach láthair. B’fhéidir go n-athróidh na spreagthaí ábhartha agus na bealaí ina mbaintear úsáid astu, ach tá croílár an méid a chruthaíonn muid le chéile fréamhaithe i spéis aonair agus uathúlacht an duine nó an ghrúpa.

ART EQUIPS US with the skills to deal with life. Art is not just what we make or do with our hands or our bodies: art provides us with the freedom to think for ourselves.

Collaborative work with children and young people is an intrinsic part of my practice. They inspire and challenge how I work and often become a driving force in curating and editing. My work aims to invite audiences to ‘engage’ and ‘play’ with sculptural objects and installations that stimulate the senses and develop the dexterity of the body and mind. I borrow and I play with different art forms and engage with multiple disciplines – engineers, choreographers, nuns, organ builders. In the artist’s mind there are few boundaries and nothing is impossible. There is little separation between the physical and the imaginary. Who best then to collaborate with than children and young people.

I invite my collaborators - babies, children and young people to explore and respond to the ideas, concepts, materials and designs that are in development in the studio. Often what I bring into the classroom, crèche, playground, street, art gallery or youth centre is abstract in nature and deliberately without a clear narrative. I want my collaborators to explore things on their own terms and find within themselves their own story, identify their own responses and express themselves. Offering creativity as a core-learning tool instills a visceral confidence in the self.

Every collaboration is different: the dynamic of every setting offers limitless outcomes. The material stimuli and manipulation of how these are used may change a little but the core of what we create together is rooted in the individual interest and uniqueness of the individual or the group.

Helen Barry

Amharc-Ealaíontóir, Baile Átha Cliath
Visual Artist, Dublin

Aguisín 1 – Achoimre ar an Soláthar Reatha maidir le hEalaíona agus Cruthaitheacht sa Chóras Oideachais Fhoirmiúil

Appendix 1 – A summary of Current Arts and Creativity Provision in the Formal Education System

Na Luathbhlianta

Is é Aistear an creatchuraclaim le haghaidh na mblianta ó bhreith leanaí go dtí sé bliana d’aois. Cuirtear síos air mar a leanas: ‘Treoir is ea Aistear chun eispéiris spreagúla, spéisiúla, spráúla a phleanáil do pháistí i seirbhísí cúram lae agus i seirbhísí seisiúnacha, i ranganna naíonán i mbunscoileanna agus i suíomhanna cúram leanaí’. Tugann sé tuairisc ar fhoghlaím agus ar fhorbairt leanaí trí úsáid a bhaint as ceithre théama: Folláine, Féiniúlacht agus Muintearas, I mBun Cumarsáide agus Taiscéalaíocht agus Smaointeoireacht.

Bunoideachas

Ar leibhéal na Bunscoile, cuimsíonn oideachas ealaíon Amharcealaíona, Drámaíocht, Ceol agus Damhsa. De bhreis air sin, tá breithniú á dhéanamh ag NCCA ar ghnéithe de smaointeoireacht ríomhaireachtúil a chur san áireamh i gcuraclam matamaitice na bunscoile. Tá sé sin san áireamh sa cheathrú gné de dhréachtsonraíocht dar teideal Cur i bhFeidhm agus Réiteach Fadhbanna ina luaitear gur chóir do dhaltáí ‘an t-eolas matamaiticiúil agus na scileanna matamaiticiúla atá acu a chur i bhfeidhm ar bhealaí solúbtha, éifeachtúla agus cruthaitheacha chun fadhbanna a réiteach, imscrúduithe a dhéanamh agus a dtuiscint ríomhaireachtúil a fhorbairt.’

Is mar a leanas a shainmhínítear na healaíona i gcuraclam amharcealaíon na bunscoile:

léiríú eagraithe in íomhánna, i gceol, i dteanga, i ngothaí agus i ngluaiseacht d’idéanna, de mhothúcháin agus d’eispéiris. Déanann siad soláthar do shaibhriú céadfaíoch mothúcháinach intleachtach agus cruthaitheach an pháiste agus cuireann siad lena f(h)orbairt iomlánaíoch. Forbraítear an-chuid de na rudaí is mó a bhfuil meas orthu sa tsochaí trí fhoirmeacha éagsúla ealaíne a oibríonn chun spiorad cultúrtha agus mothú dea-bhaile a chothú.

Leagann an sainmhíniú béim ar aidhmeanna, ar na spriocanna agus ar na próisis smaointeoireachta atá taobh thiar den churaclam ina iomláine agus samhlaíonn sé múineadh comhtháite na n-ealaíon thar réimsí curaclaim éagsúla. De bhreis air sin, ligeann Curaclam na Bunscoile do scoileanna am lánroghnach a úsáid le haghaidh na nEalaíon.

Early Years

Aistear is the curriculum framework from birth to six years. It is described as ‘a guide for planning exciting, engaging and fun learning experiences and activities for children in day-care and sessional services, in infant classes in primary schools and in childminding settings’. It describes children’s learning and development using four themes: Well-being, Identity and Belonging, Communicating, and Exploring and Thinking.

Primary Education

At Primary level, arts education comprises Visual Arts, Drama, Music and Dance. Additionally, the NCCA are considering the inclusion of elements of computational thinking in the primary maths curriculum. This is included in the fourth element of a draft specification, Applying and Problem Solving in which pupils ‘should apply their mathematical knowledge and skills in flexible, efficient and creative ways to solve problems, conduct investigations and develop their computational thinking.’

The primary school visual arts curriculum defines the arts as:

[an] organised expressions of ideas, feelings and experiences in images, in music, in language, in gesture and in movement. They provide for sensory, emotional, intellectual and creative enrichment and contribute to the child’s holistic development. Much of what is finest in society is developed through a variety of art forms which contribute to cultural ethos and a sense of wellbeing.

The definition highlights the aims, goals, and thought processes behind the whole curriculum and envisages integrated teaching of the arts across different curricular areas. Additionally, the Primary School Curriculum allows schools to use discretionary time for the Arts.

Oideachas Iar-Bhunscoile

Ar an leibhéal iar-bhunoideachais, tairgtear na hEalaíona do mhic léinn go formhór trí raon ábhar roghnach (e.g. Amharcealaíona, Ceol, Grafaic Dhearaidh agus Chumarsáide) agus, go feadh méid airithe, trí roinnt croí-ábhar (e.g. Corpoideachas, Béarla, Gaeilge). Cuimsíonn oideachas ealaíon sa tSraith Shóisearach agus sa tSraith Shinsearach (an Idirbhliain, an Ardeistiméireacht agus an Ardeistiméireacht Fheidhmeach) raon gníomhaíochtaí sna hamharcealaíona, sa cheol, sa drámaíocht, sa damhsa, sa litríocht agus sa chódúchán.

Go hiondúil, cuirtear staidéar ar an Litríocht, ar an bhFilíocht agus ar an Drámaíocht ar fáil trí Bhéarla agus trí Ghaeilge (ar croí-ábhair iad sin) agus trí Staidéar Clasaiceach (roghnach). De ghnáth, díróinn na hábhair sin ar inneachar agus ar thuiscint drámaí, filíochta agus litríochta, seachas ar thaibhiú agus ar chruthú. Níl aon leithroinnt shonrach ama ann le haghaidh na réimsí sin den churaclam: is cuid den staidéar a dhéantar ar gach ábhar ar leith iad.

An tSraith Shóisearach

Mar bhuntaca don Chreat don tSraith Shóisearach tá ocht bprionsabal ann a bhfuil ‘cruthaitheacht agus nuáil’ ina measc. I measc na gceithre ráiteas foghlama is fiche atá ann sa tSraith Shóisearach áirítear an méid seo a leanas:

- cruthaíonn agus cuireann an scoláire i láthair saothair ealaíonta agus tuigeann sé/sí an próiseas agus na scileanna atá i gceist
- tá meas ag an scoláire ar an oidhreacht áitiúil, náisiúnta agus idirnáisiúnta
- tugann an scoláire smaoineamh ar aghaidh ó cheapadh go réadú

Tá sé de cheangal ar gach scoil a chinntiú go bhfuil na ráitis foghlama go léir agus na hocht bpríomhphrionsabal san áireamh sa chlár foghlama dá mic léinn sa tsraith shóisearach.

Tá Amharcealaíona agus Ceol ann sna curaclaim atá ar fáil. Ina theannta sin, ceadaítear do scoileanna gearrchúrsaí 100 uair an chloig a thairiscint mar chuid dá gclár. Tá gearrchúrsaí i Meáin Dhigiteacha, i dTaibhiú Ealaíonta agus i gCódúchán forbartha ag NCCA agus tá sé de chead ag scoileanna a gcuid gearrchúrsaí féin a fhorbairt in aon réimse a roghnaíonn siad i gcomhréir leis na treoirlínte atá curtha ar fáil ag NCCA.

Post-Primary Education

At post-primary level, the Arts are offered to students mainly through a range of optional subjects (e.g. Visual Arts, Music, Design and Communication Graphics), and to some extent through some core subjects (PE, English, Irish). Arts education in Junior Cycle and Senior Cycle (Transition Year, Leaving Certificate, and Leaving Certificate Applied) encompasses a range of activities in the visual arts, music, drama, dance, literature and coding.

The study of Literature, Poetry and Drama is generally provided through English and Irish (both core subjects) and Classical Studies (optional). These subjects generally focus on the content and understanding of plays, poetry and literature, rather than performance and creation. There is no specific time allocation to these areas of the curriculum: they form part of the wider study of each subject.

Junior Cycle

The Framework for Junior Cycle 2015 is underpinned by eight principles, one of which is ‘creativity and innovation’. Among the twenty-four statements of learning for Junior Cycle are that it:

- creates and presents artistic works and appreciates the process and skills involved
- values local, national and international heritage
- brings an idea from conception to realisation

All schools are required to ensure that all statements of learning and the eight key principles feature in the programme of learning for their junior cycle students.

The available curricula include Visual Art and Music. Schools are also allowed to offer 100-hour short courses as part of their programme. Short courses in Digital Media, Artistic Performance and Coding have been developed by the NCCA and schools are free to develop their own short courses in any area they choose in line with guidelines provided by the NCCA.

An Idirbhliain

San Idirbhliain, ar clár roghnach é a mhaireann bliain amháin agus a chuirtear ar fáil i dtuairim is 550 scoil iar-bhunoidreachais, is minic a chuirtear raon ábhar Ealaíon. D’fhéadfadh an Idirbhliain a bheith roghnach nó éigeantach, ag brath ar bheartas na scoile, agus d’fhéadfadh na hábhair a sholáthraítear sa chlár a bheith éigeantach nó roghnach freisin. Seo a leanas sliocht as na treoirlínte do scoileanna i leith Cláir Idirbhliana:

‘Oideachas Aeistéitice: Is é atá san aidhm atá ann ná forbairt a dhéanamh ar fheasacht agus ar thuiscint ar amharcealaín, ar cheol, ar dhamhsa, ar dhrámaíocht, ar ghrianghrafadóireacht, etc. Is fiú léitheoireacht chriticiúil, breathnóireacht, éisteacht agus teagmháil leis na healaíona beo a chur chun cinn. Is féidir baint amach na haidhme a neartú trí dheiseanna oiriúnacha a chur ar fáil i leith cruthaitheachta agus nuálaíochta. D’fhéadfadh na daltaí dul i mbun oibre i gceann amháin nó níos mó de na foirmeacha ealaíne atá luaite thuas agus d’fhéadfaí a n-eispéiris a thaifeadadh agus a neartú trí úsáid a bhaint as meáin agus cuir chuige ar leith amhail na nithe seo a leanas: Punann, Fuaimthéip/Fíistéip, Grianghrafadóireacht, Cumadh, Taibhiú’

Transition Year

In Transition Year, a one-year optional programme provided in some 550 post-primary schools, a range of Arts subjects are often provided. Transition Year may be optional or mandatory depending on the school’s policy, and the subjects provided within the programme may also be mandatory or optional. The following is an extract from the guidelines for schools for Transition Year Programmes:

‘Aesthetics Education: The aim is to develop an awareness and appreciation of visual art, music, dance, drama, photography, etc. Critical reading, viewing, listening and exposure to the living arts are worth promoting. Achievement of the aim can be reinforced by the provision of suitable opportunities for creativity and innovation. Pupils could undertake work in one or more of the art forms mentioned above and their experiences might be recorded and reinforced using selected media and approaches such as: Portfolio, Audio/video tape, Photography, Composing, Performing’

An Ardeistiméireacht

Tá Ealaín agus Ceol ann i gcuraclaim na hArdteistiméireachta. Tabharfar Eolaíocht Ríomhaireachta isteach ar bhonn céimnithe mar ábhar nua Ardeistiméireachta i Meán Fómhair 2018. Sa dréachtsonraíocht atá foilsithe áirítear gnéithe substaintiúla foghlama feidhmí.⁴

Tá gnéithe cruthaitheachta, ina ndéanann mic léinn staidéar ar na healaíona nó ina dtugtar deis dóibh a gcruthaitheacht a chur in iúl trína saothar féin, le fáil i raon leathan ábhar amhail Ceol, Ealaín, Staidéar Clasaiceach, Grafaic Dhearaidh agus Chumarsáide agus Staidéar Foirgníochta agus, chomh maith leis sin, tá siad le fáil sa Bhéarla agus sa Ghaeilge araon.

Cuireann an Ardeistiméireacht Fheidhmeach deis eile ar fáil do mhic léinn nach dtugann faoi Chlár traidisiúnta na hArdteistiméireachta nó faoi Ghairmchlár na hArdteistiméireachta. Áiríonn an Ardeistiméireacht Fheidhmeach Damhsa, agus Béarla agus Cumarsáid, ina luaitear an méid seo a leanas:

‘Fónfaidh an bhéim ar fhreagairt phearsanta, ar fhéinléiriú agus ar obair chruthaitheach chun forbairt phearsanta agus féinmheas feabhsaithe a éascú i measc mhic léinn na hArdteistiméireachta Feidhmí’

Leaving Certificate

The Leaving Certificate curricula include Art and Music. Computer Science will be introduced on a phased basis as a new Leaving Certificate subject in September 2018. The draft specification published includes substantial applied learning elements.⁴

Creative elements where students either study the arts, or are given the opportunity to express their creativity through their own work, are found in a wide range of subjects such as Music, Art, Classical Studies, Design and Communication Graphics, Construction Studies, as well as in both English and Irish.

The Leaving Certificate Applied provides further opportunity for students not undertaking the traditional Leaving Certificate or the Leaving Certificate Vocational Programme. This includes modules in Dance, and English and Communications, which states:

‘This emphasis on personal response, self expression and creative work will serve to facilitate the personal development and enhanced self esteem in Leaving Certificate Applied students’

⁴ Tá na treoirlínte seo ar fáil ag: <http://www.juniorcycle.ie/Planning/Short-Course-Development>

⁴ These guidelines are available at: <http://www.juniorcycle.ie/Planning/Short-Course-Development>

Aguisín 2 - Sainmhínithe

Appendix 2 – Definitions

Cultúr

De réir a ghnáthúsáide, tá trí bhrí éagsúla, difriúla ag an téarma cultúr agus bíonn na bríonna sin in iomaíocht lena chéile uaireanta. Ar an gcéad dul síos, is féidir cultúr a thuiscint mar phróiseas saibhriúcháin phearsanta a bhaintear amach trí na healaíona de ghnáth. Ar an dara dul síos, baintear úsáid as cultúr chun cur síos a dhéanamh ar nósanna, ar phátrúin iompair agus ar shlite maireachtála grúpa nó náisiúin ar leith. Ar an tríú dul síos, tuigtear gurb ionann cultúr agus gníomhaíochtaí agus machnamh a shaothraítear trí infreastruchtúr ealaíon amhail músaeim agus hallaí ceolchoirme, agus tacaíocht á fáil ina leith ón stát nó ó ghníomhaireachtaí stáit de ghnáth.

Cé go bhfuil an chéad bhrí agus an tríú brí díobh sin comhchosúil lena chéile, d'fhéadfaí a rá go bhfuil an dara ceann in iomaíocht leis an dá bhrí eile, go háirithe nuair a éiríonn sí eisiatach - fiúntais grúpa amháin a chur in iomaíocht le fiúntais grúpa eile, nó comhréireacht a éileamh i leith nósanna agus slite maireachtála áirithe le go nglacfar le duine mar bhall den ghrúpa.

Dá ainneoin sin, dealraíonn sé gur ceart sainmhíniú a lorg le haghaidh an téarma cultúr de réir na brí leithne a bhaineann leis an tslí ina mairimid agus maidir leis na nithe a bhfuil meas againn orthu seachas de réir eispéireas pearsanta nó eispéireas comhpháirteach ar na healaíona agus dá réir sin amháin. Ar an ábhar sin, tá an méid seo a leanas glactha ag Clár Éire Ildánach mar shainmhíniú leathan ar chultúr atá bunaithe ar shainiúlacht grúpa nó sochaí ach ar sainmhíniú é atá léiritheach, uilechuimsitheach, dinimiciúil agus éabhlóideach:

Na luachanna comhroinnte, na pátrúin iompair, na nósanna agus na cineálacha léirithe ar saintréithe iad de chuid grúpaí éagsúla agus de phobail éagsúla sa tsochaí aon tráth áirithe

Culture

In popular usage, the term culture has at least three different, divergent and sometimes competing meanings. First, culture can be understood as a process of personal enrichment, usually through the arts. Second, culture is used to describe the distinct customs, patterns of behaviour and ways of life of a group or a nation. Third, culture is also understood as activities and reflections pursued through arts infrastructure such as museums and concert halls, usually with the support of the state or state agencies.

While the first and third of these meanings resemble each other, the second could be seen to compete with both, particularly when it becomes exclusionary – pitting the merits of one group against those of another, or demanding conformity to certain customs and ways of life if one is to be accepted as a member of the group.

Nonetheless it seems right to seek a definition of culture in that broader sense of how we live and what we value rather than exclusively through personal or collective experience of the arts. For that reason the following has been adopted by the Creative Ireland Programme as a broad definition of culture that is grounded in the distinctiveness of a group or society but is also expressive, inclusive, dynamic and evolving:

The shared values, patterns of behaviour, customs and forms of expression that characterise different social groups and communities at any given time

Cruthaitheacht

Tá drogall ann go forleathan maidir le teacht ar shainmhíniú amháin ar chruthaitheacht agus is amhlaidh atá an scéal mar gur dealraitheach, b'fhéidir, gur gníomh réaduchtach nó neamhchruthaitheach é, Chuir Clár Éire Ildánach a shainmhíniú féin ar fáil mar a leanas:

... cumas ó dhúchas agus scileanna foghlamtha atá i gceist leis; gur ionann an chruthaitheacht agus cumas daoine aonair agus eagraíochtaí gnáthsmaointeoireacht agus nósanna a sháru de bhíthin na héirime agus smaointe nua a chruthú a mbíonn fiúntas breise leo don duine.

Cé nach léir go bhfuil aon chúis ann chun imeacht ón sainmhíniú sin, is fiú tagairt a dhéanamh do thuarascáil cheannródaíocht de chuid na bliana 1999 a tiolacadh do rialtas na Ríochta Aontaithe, is é sin, *All Our Futures: Creativity, Culture and Education*, ina bhfuil sainmhíniú den chineál céanna go formhór le fáil ar chruthaitheacht, ach ina dtugtar an sainmhíniú ar bhealach níos gonta, mar atá:

Gníomhaíocht Samhlaíocht atá cruthaithe chun torthaí de chineál bunúil agus de chineál luachmhar araon a bhaint amach.

Próiseas na Cruthaitheachta

Chomh maith le cruthaitheacht a thuiscint, áfach, is gá tuiscint a fháil ar phróisis na cruthaitheachta a chumasaíonn dúinn ár gcruthaitheacht a chur i bhfeidhm ar bhealach fóna. Bealach maith chun cur síos a dhéanamh ar phróisis na cruthaitheachta is ea ‘go gcuimsíonn siad smaointeoireacht shamhlaíoch nó iompar samhlaíoch d’fhonn cuspóir a bhaint amach agus toradh a bheith ann atá bunúil agus luachmhar araon.’

Creativity

There is a widespread reluctance to settle on a single definition of creativity, perhaps for the reason that it may seem a reductionist and un-creative thing to do. The Creative Ireland Programme ventured its own definition of creativity as:

... a set of innate abilities and learned skills: the capacity of individuals and organisations to transcend accepted ideas and norms and by drawing on imagination to create new ideas that bring additional value to human activity.

While there seems to be no reason to depart from this definition it is worth referring to a seminal 1999 report to the UK government, *All Our Futures: Creativity, Culture and Education*, which defines creativity in broadly similar terms, but more succinctly, as:

Imaginative activity fashioned so as to produce outcomes that are both original and of value.

The Creative Process

As well as creativity, however, it is necessary to understand the creative processes that enable us to apply our creativity usefully. A useful way to describe creative processes is that they ‘involve thinking or behaving imaginatively with a view to achieving an objective, and with an outcome that is both original and of value.’



Clár Éire Ildánach
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