



**CREATIVE
EDUCATION**

TOWARDS A MORE **CREATIVE** FUTURE

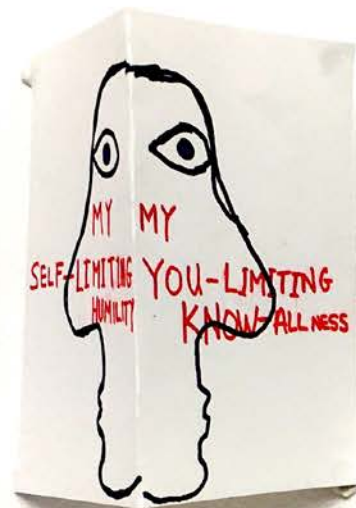
Visual Harvest
2nd Burren Symposium
Towards a More Creative Education System
Building Momentum
September 18-20, 2019
Burren College of Art



**What stops our agency?
What happens in our future?**



What do we need to let go of?



Letting go.
Traditional notions of
what 'Success' in
life looks like.
in
life

^{details} ^{prejudice} JUDGEMENT
Let go of...
^{FEAR} ^{pleasing people!}
| | | (|)





Letting go of Resentment.



Idealism!

Be Brave!
let go of
"fear"

Believe!

to let go of: (of)
(Worrying, Overthinking).
*letting go of everything out,
as life is what happens when
you're making plans. What's meant to
be will be!

*to Let everything
Be!

Learn to vocalise
Equality

- Men = Women
- White = Black
- L♥ve
- Religion = Atheist
- people = people

in this day
Gary Robinson
Gesso, acrylic, pencil, oil and canvas
single on canvas
6175

ANXIETY

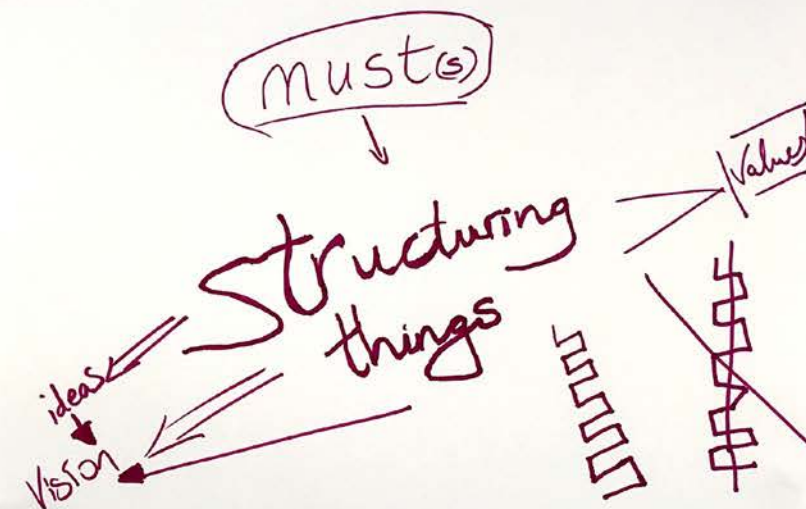
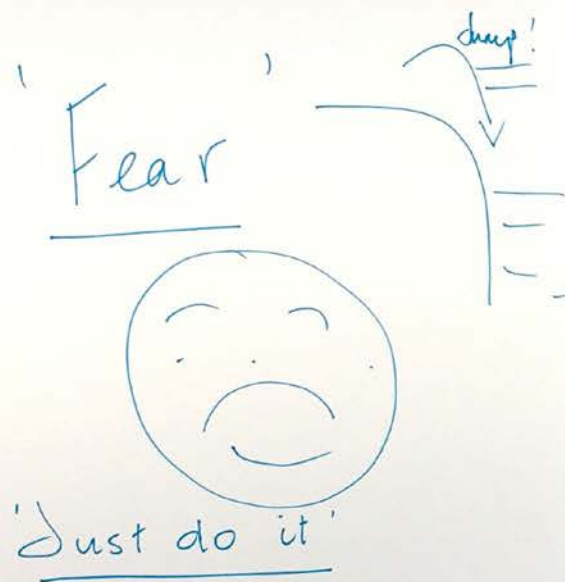
Expectations:



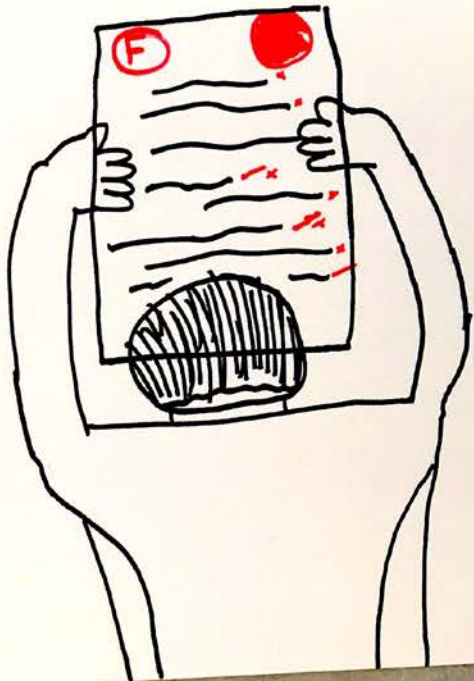
V.S



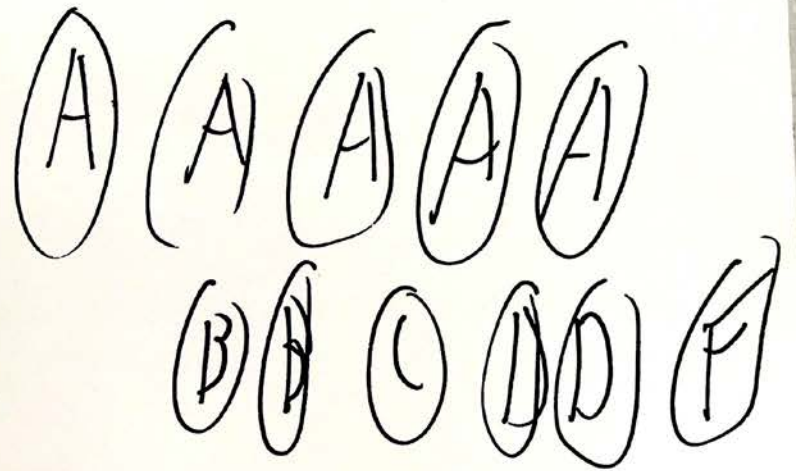
EGO



Panicking
Over-Thinking



Bell
Curve!



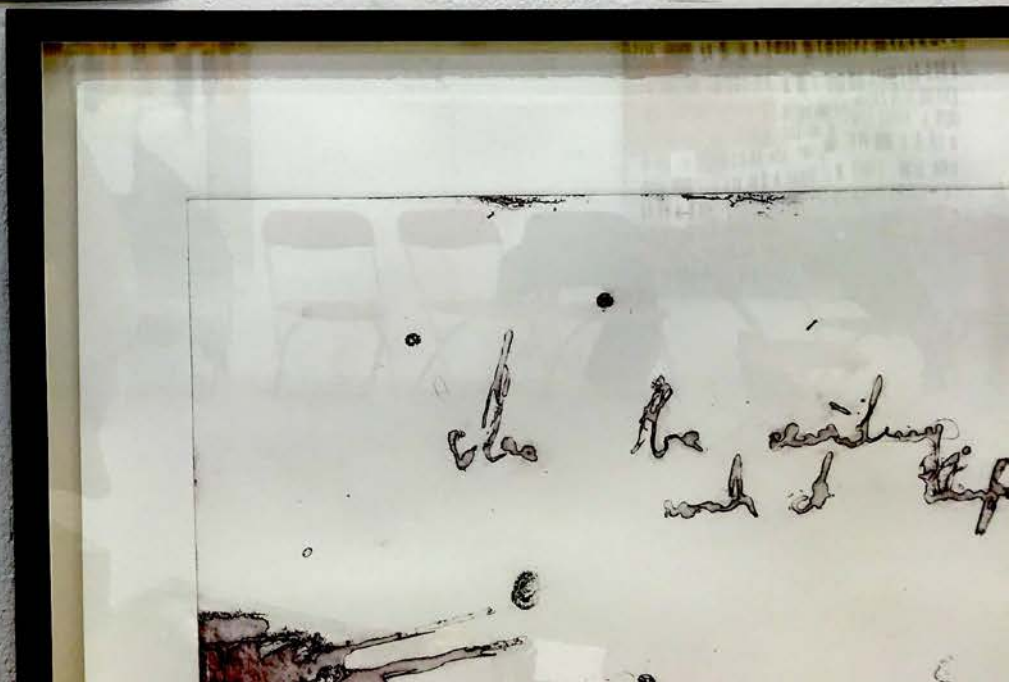
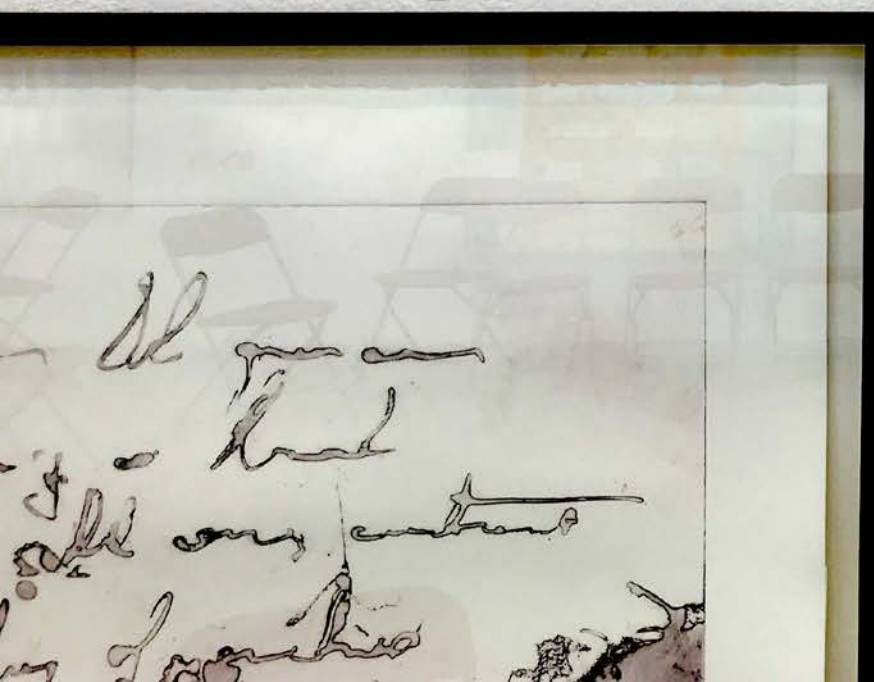
Having to have answers
Responding to everything
Frustrations with system

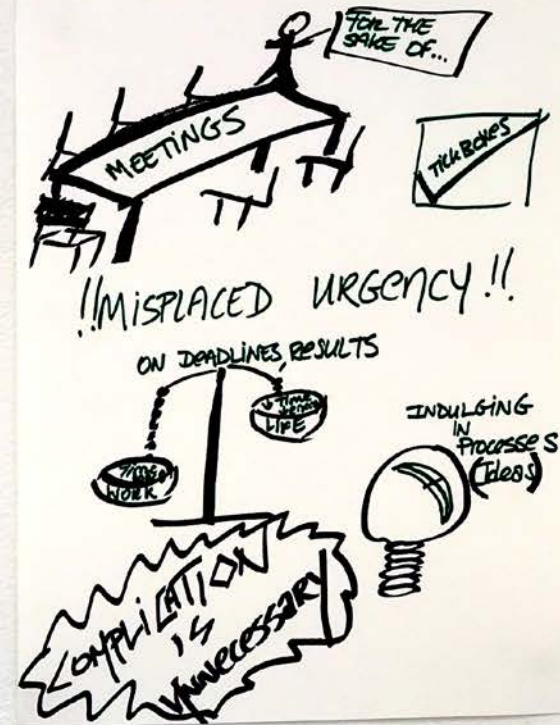
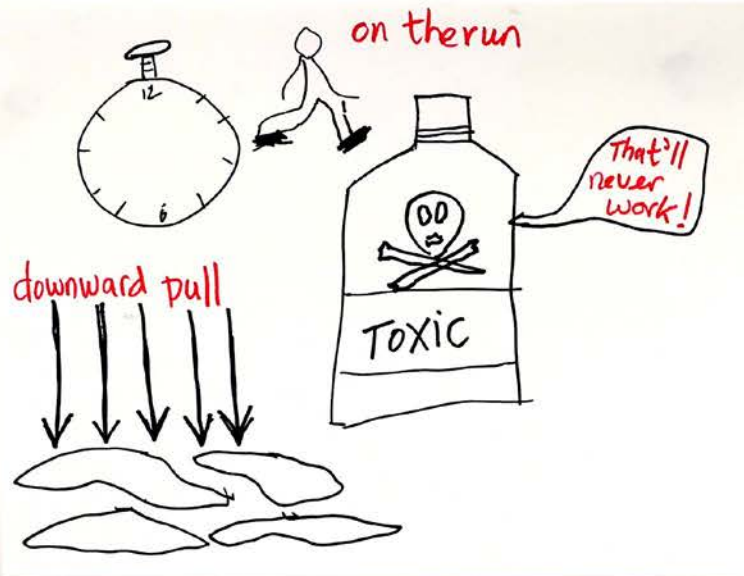
What do I need to let go of -- to
let something new Emerge?



The heap is too Big
for little me.

Self-limiting
Beliefs.

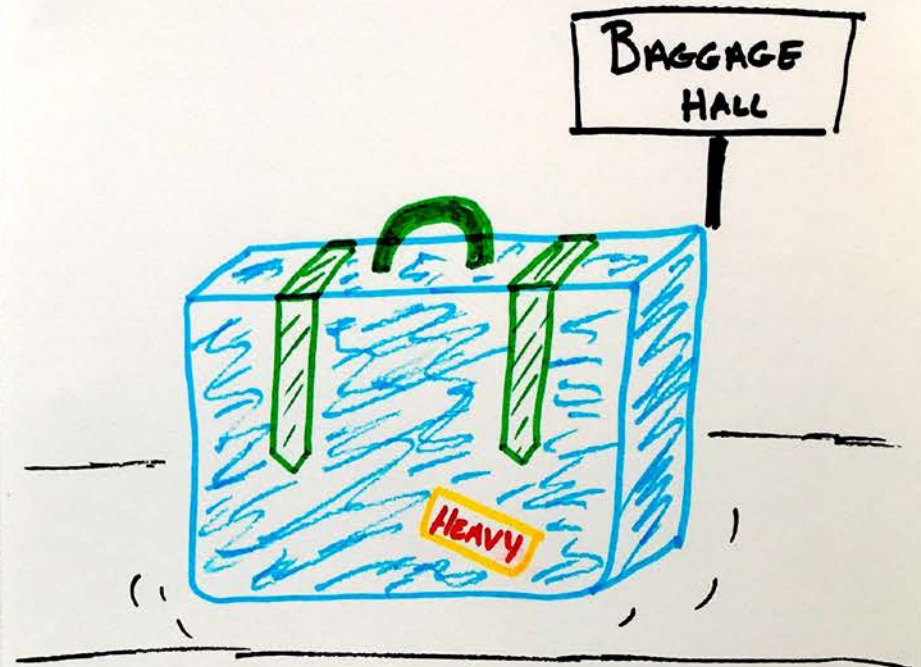




ASSUMPTIONS
&
NEED TO BE RIGHT
ALL THE TIME!!!!

LETTING GO...

1. Pessimism
2. Fear - to speak out
3. Certainty
4. Insider / outsider
'mentality'
5. Complacency
6. Intergenerational
differential interests

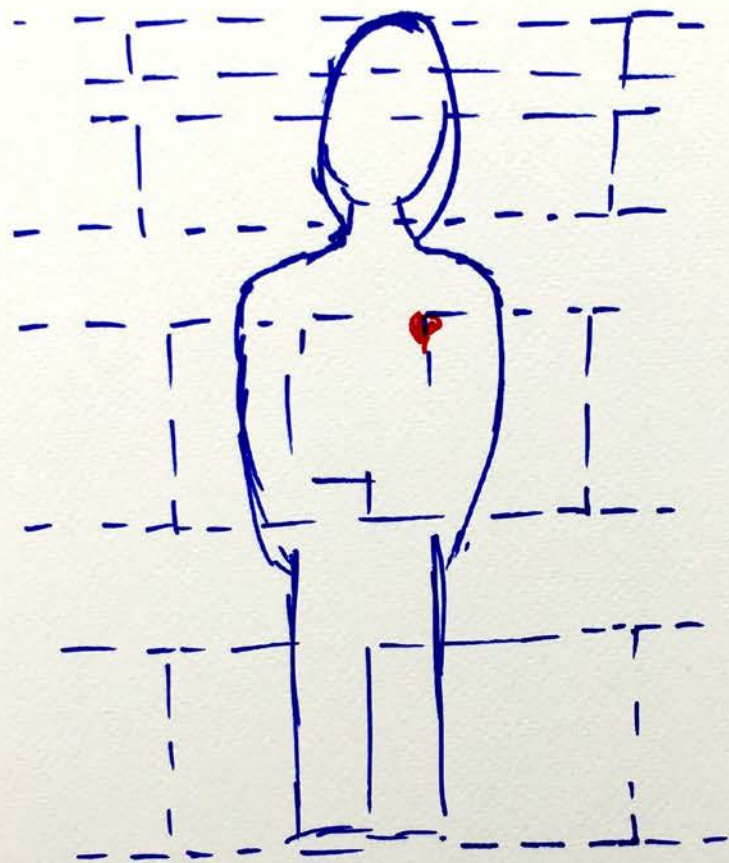


LETTING GO...

for the moment holding on
to the line that ties
the boat to the pier



We need to



Chats



Structure ✓



Problem
Sharing

Casual



Student
COUNCIL





**What are the most useful
conversations to have right now?**

Gallery 1

Gallery 2

Gallery 3

Drawing Studio

Lecture Theatre

Courtyard

Round Tables

Session 1

2:20-3pm

Beauty (8. Harvey)

The possible beautiful living experience
beginning something
Yoking beauty in and
to beauty experience?

- Sharon Hardy

EXPLORE BRINGING

Set
in new "tinkled" skills
and talent into the
classroom?

Figure

[The creative process /
Creative development]

Ways of representing
approaches & thinking
to any group

Dialogue Cafe

Space for teachers &
students to share
ideas in a safe space

Emear

Ground
Clay Ritual

Tom &
Jara

Warrior

How to:

BUILD MOMENTUM FOR CAFE
both on the National Stage
and locally.

Catherine Byrne

empowering
women
in education

Trish

Session 2

3:40-4:20pm



Shane

Listening
(We're going on a walk)

Anna-Lisa
Active Learning
eg Aitbhre
place-based learning

Innovation
in
Education

Jessica

Tensions
+
creativity.

Leo

A.C.T.S. DIPLOMA
EQF LEVEL 3

No TEXT BOOKS / No EXAMS
Alan D.

Teacher
well-being

Bar

EXPLORING
DIVERSE
BELIEF SYSTEMS



Handwritten notes on a small piece of paper.

Handwritten notes on a piece of paper.

Handwritten notes on a small piece of paper.



Handwritten notes on a small piece of paper.



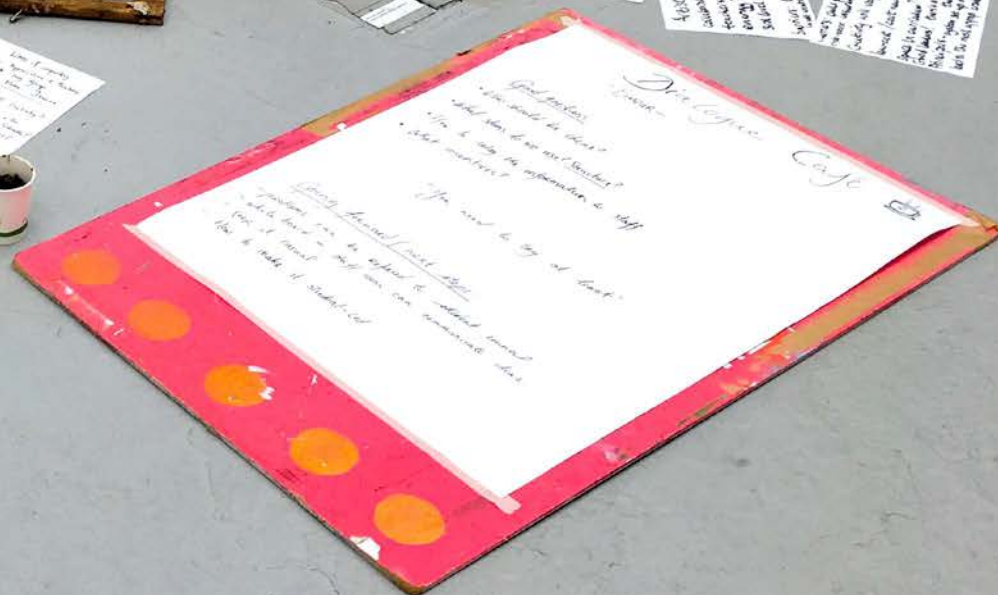
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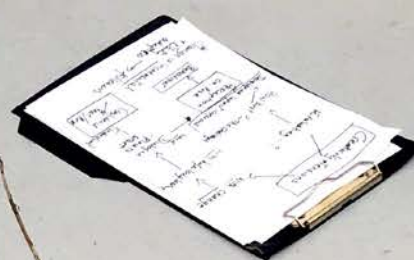


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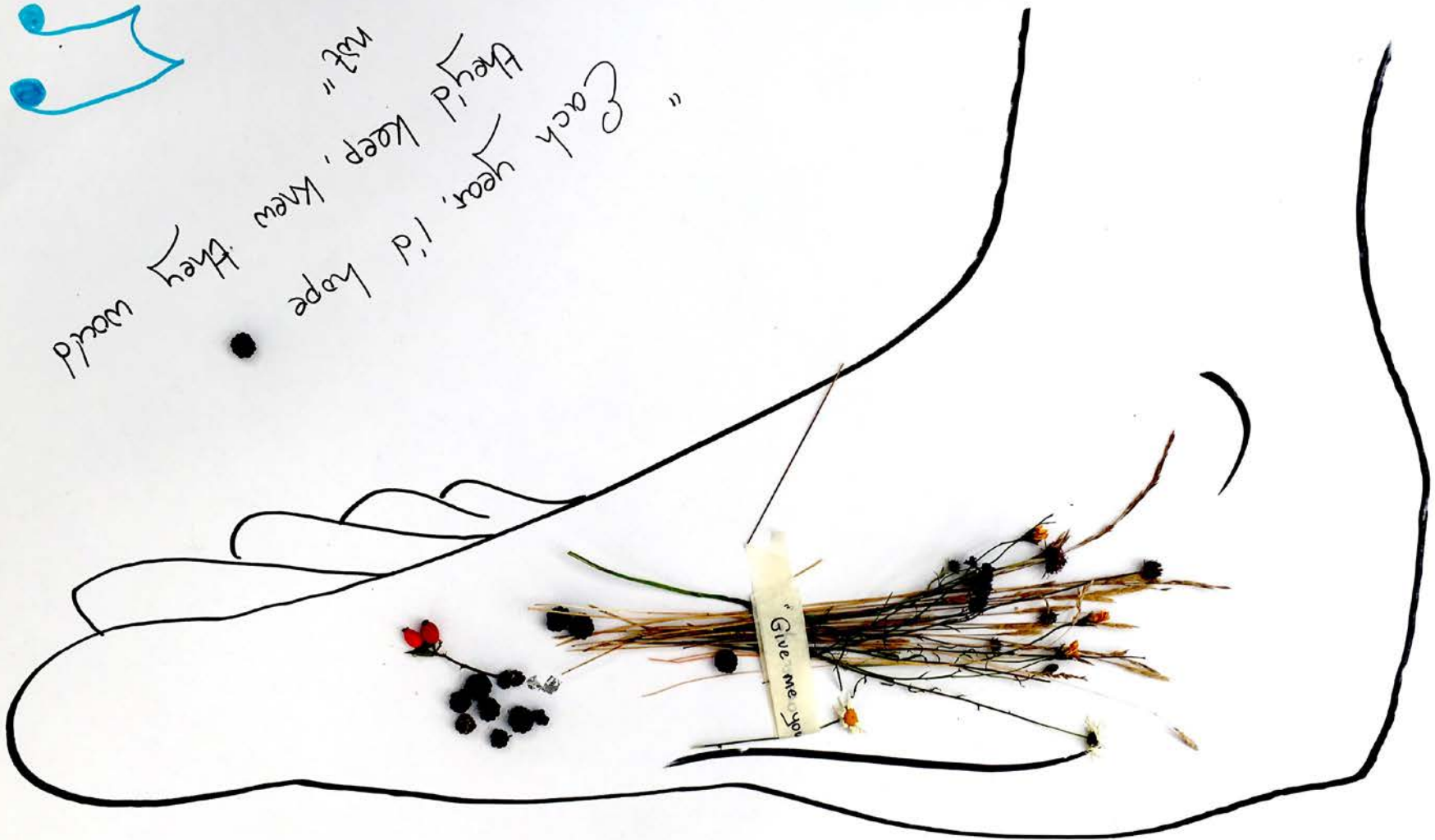
Handwritten notes on a piece of paper.







"Each year, I'd hope
they'd keep, knew they would
not"



A C T S Acknowledging Creative Thinking Skills.

EQF Level 3

DIPLOMA

10 Modules

CERTIFICATE

2 Modules

EQF Level 4.

CERTIFICATE

DIPLOMA

In Development:
Personal + Learning Skills

Project: CREATIVE THINKING SKILLS

3 MANDATORY:

7 OPTIONS FROM:

Art, Craft, Design

Language + Literature

Global Awareness

- Performing Arts -

Maths / Languages /

Natural Sciences
PE

Teachers
the scope
exhaustion?
children's awards

e.g. science

②

- Bringing in ^{non-teacher skills + talent} experts into the school -
 INTO Heritage in Schools

Entrepreneurialism

Inclusive*

Experiential

Other voice

Connection with

Junior Achievement

value, encourage
 supportive
 principals!

y/local

Artists collaboration with teachers
 teachers have the scope
 energy? exhaustion?
 3rd level students - credits
 → children's awards

barriers: time, fear
 ↳ self-created?

barriers: child protection - vetting
 risk-averse insurance (not needed)

Creativity will vary with school.

low-cost / cost neutral

Space in curriculum? - yes, where

Good leaders! there's a will,

Principals - system set up may not
 lead to the most approp. creative person ③

A C T S
 Acknowledging Creative Thinking Skills
 EQF Level 3 DIPLOMA
 EQF Level 4. CERTIFICATE
 3 MANDATORY: 1 optional Elect: Art, Craft, Design
 Independent Project
 Language + Literature
 Global Awareness
 Performing Arts
 Creative Thinking Skills
 Developmental Personal + Learning Skills
 Natural Sciences
 PE
 10 Modules
 2 Modules

WHAT TO THINK!

Susie

Beauty

A beautiful system

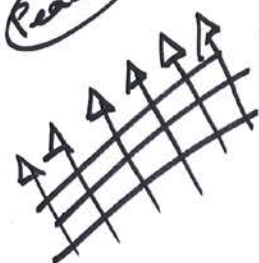
space to be freedom
passion
sport
art culture music
nature nurtures!



monks who go to wilderness in the wilderness.

importance of nature
• all the senses uplifted.
• more memorable
(eg. History = important and street/mixed church)
(eg. French walks in the woods.)

importance of silence
• time to stop, contemplate, find a moment in silence.
→ **Peace** = Beautiful
→ lets you recognize beauty.



Current classroom: un-beautiful, box like, smells bad, sitting all day.
Solutions: architecture, shapes, materials, easy changes, murals & flowers, plants in (and) open the windows, teach in nature, eg. language, nature walks.
incorporate subjects into outings

Title : Ways of imparting
Creative Approaches & Thinking
to any group

Name : Yvonne

Questions:

- Does a 'Brief' kill Creativity?
- How do we make Risk & the Unknown perceived as Valuable?
- Is the Word 'Creativity' Problematic?
- What do you leave behind?

Next Steps:

Find a group to work with.

Creativity + Tensions

Evaluating ... ?

How best? - The challenge.

Developing Impact-approach

Perception
on Risk

Behaviour

* Change is Incremental
* Early
adapters → followers.

with change

with life long learning

Dialogue
- Place to start.

(Individual)
Confidence
Fear/Risk

Dialogue Café ☕

- Einar -

Good questions:

- Who should be there?
- What stems do we use? Structure?
- How to relay the information to staff
- What incentives?

"You need to try at least"

Going forward / next steps:

- problems can be referred to student council
- white board in staff room can communicate ideas
- Keep it casual
- How to make it student-led

Ways of impartially
Approaching & Thinking
to any group
Name: Yvonne

How do we make Risk & the
Unknown perceived as Valuable?
What do you leave behind?
Next Steps:
Find a group to work with.

Rachid

Empowering women
education!

NAME ITS
Good L
int. facilitator

Debating these issues in school

Is there a dynamic in staff rooms
where male teachers hold more power?

Internet influences beliefs re
gender?

Build
dialogue
in schools

Do girls do better in single sex
schools?

Narrative
4

Mixed or single sex schools
better for life experience?

Are sports activities equal? equality?

Does ed. have a role in
explicitly challenging the patriarchy?

Call out
assumptions

Empower healthy masculinity
alongside empowering women?

EMPATHY + ↓ gender roles @ play + clothing

work feminism

Innovations in Education

Jessica

The Gaff = socio econ
(OE Support as neutral)
income stream - neutral

drama
arts base
the arts
SED fund

Limerick
Education?
(set up to schools packages)

Monica

Primary School Age -

Teiber Proj* (attachment based learning)
online learning

GETAS

Focus on belonging

Impact: learning, participation, inclusion

b. California
community leadership influence

*WAY OF BEING, COMM. BUILDING PROCESS

John

⇒ Suggestion: Change maker

Tara

~~Grounded~~ Grounded Warrner
Alternative learning environments

Peer Charter

TY Programme - application to an idea

Fertile

IN PLACE OF SCHOOL - 8-10 week process

Role Models

indiv → group → network

Rubbin

SCALE ambition: beyond TY... alternative to Senior Cycle

Model: Finnish model

Place-based learning

Burnen Geo

Trust

Clare + Galway

well developed model

Primary - 9 week Prog 5 field trip
(Local Geography). Active learning.
4th 6th class

Scale: Interest

Annualise
- teacher training 1 week 20 ppl.
- Comm orgs as well

Hx P. McKenna ^{1 bag of clay}
"Elemental commonality" Diverse School Community ^{various}
Handprint clay from diverse households
on green site
Plant an elm tree in all the soils in school.

Tom

Hand in clay - same power / equality.

Clay from all of Ireland into Peace Maze

Embassy clay - own garden. Public Park's giving clay

IDEA: clay ritual promoting diversity / inclusion

Uisneach or Phoenix Park. with support

Ireland's Foundation clay

Craig. 1x prince for imagination. chamber.

Funding for a forum to bring idea
to reality

ltd company. SED. Arts to Impact

LOOSING MY RELIGION?
WHAT HAVE WE GOT TO LOSE
WHO IS SET TO LOSE?

Threatened by
Difference

Replace Obedience to
Authority
with Philosophy

TEACH YOUNG PEOPLE HOW TO THINK. NOT WHAT
TO THINK!

ST Skills.
Thinking
3 DIPLOMA 10 Modules
CERTIFICATE 2 Modules
14. CERTIFICATE
DIPLOMA - 16 Modules
Project: Training Skills
Literature / Math / PE
Languages / Languages / PE
Training Arts -

TEACHER WELL-BEING

- Is well-being a 'state' or a 'subject'?

culture

care/kindness

- Does education nurture or deplete?
 - The student
 - The teacher
 - The principal

- Do we / how do we ^{meaningfully} support teacher well-being?

- Who is responsible for teacher well-being?
 - the teacher?
 - the BoMgt.?
 - the Dept. of Ed?

- Do we teach subjects or do we teach students?

↳ which should we emphasise?

- Is vulnerability a strength?

SPACE

Open-ness



Inspiration & Further Reflections

And catch the
heart off guard
and blow it
open

Seamus Heaney

He who has a
why, can suffer
almost any how
Nietzsche

We need to
Put the learner
into the driver's
seat of profound
societal change

Otto Scharmer

The water underneath
SOURCE.
A MOMENT OF FUNDAMENTAL

CHANCE

WE'VE GOT
TO MAKE IT

Be human. Be well.

SANITY.

EMPATHY

Wellbeing has
become a source
of STRESS

Authenticity
vs
SPONSORED
FLATTERY

You MUST
be well!

but we need some
containment

The big
shift has already
happened.

Senior cycle
return taking
5 or 6 years...?

The 4th
Industrial
Revolution

It needs
to happen.

It's already
happening

LET GO
and allow

PRECARITY.

GIVE THE
SPACIOUSNESS
TO ALLOW
WHAT NEEDS
TO EMERGE
TO EMERGE
and support responsibility

A TRADITION THAT HAS SURVIVED

If we connect
to the taproot of
our tradition
we'll be nourished
by it

Why can't
education just
allow the
native humanity
of a human being
to emerge?

LET
GO — to — LET
COME

Leading art when
is within

need to get
children's
imagination
back

the roots
the support
the culture
the values
the traditions

FUTURE DEBRIEF

Leveling Hierarchy

Teacher secure + vulnerable at same time

Risks in the
iterative

Let the student see where they can
contribute

Space to not
worry re efficiency

Individual purpose really important
within context of common purpose

Prospect of peer group doing the managing |

A culture of berries opening at their own pace

Teacher more of a facilitator - bring people in

A mindset of development rather than achievement

openness, flexibility, relationship, respect