**Creative School Reflective Checklist for Creative Associates**

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| **REFLECTIVE CHECKLIST** | | | | |
| It is intended that this reflective checklist will assist Creative Associates (CAs) in implementing the Creative School Planning Framework (CSPF) in schools. At all times CAs are encouraged to draw on their own creative practice in their approach to working with schools. By reflecting on the statements below, CAs can consider actions they may need to incorporate in their working approach to complete the stages of the planning framework. It is also intended to support CAs to identify their own strengths (✔) and development needs (X) throughout different stages of the process. This document is for CA’s personal use and does not need to be shared with your school(s) or the Creative Schools team. You should use one reflective checklist per school. | | | | |
| **GETTING STARTED** | **✔** | **?** | **X** | **Comment** |
| **I have invested time building a relationship with the School Coordinator** |  |  |  |  |
| **I have invested time building a relationship with the wider school community** |  |  |  |  |
| **I have undertaken preparatory work with the school on the definition of the arts and creativity** |  |  |  |  |
| **I am confident the school understand creativity and creative learning** |  |  |  |  |
| **I have introduced the school to the Lundy model rights based approach for working with children and young people** |  |  |  |  |
| **I have read the CSPF overview/introduction with the School Coordinator (SC)** |  |  |  |  |
| **I have aligned the CSPF with the school calendar** |  |  |  |  |
| **I am comfortable implementing the CSPF with the school** |  |  |  |  |
| **CSPF: Understand** | **✔** | **?** | **X** | **Comment** |
| **I have a plan which includes as many voices from the school community as possible** |  |  |  |  |
| **I have supports in place to make the process inclusive for respondents with additional needs** |  |  |  |  |
| **I have identified priority questions relevant to each section to ask respondents** |  |  |  |  |
| **I have identified suitable creative methods to use with the school to gather information / evidence** |  |  |  |  |
| **I have established a student advisory group in the school** |  |  |  |  |
| **I have reviewed and summarised Part A with the SC** |  |  |  |  |
| **I have identified and understand the school strengths with the SC** |  |  |  |  |
| **I have identified and understand the school’s areas for development with the SC** |  |  |  |  |
| **I have shared the findings from Part A and B with the whole school community using a creative approach** |  |  |  |  |
| **I am confident that the learning gained throughout the Understand process will inform the development of the CS Plan** |  |  |  |  |
| **CSPF: The Creative School Plan** | **✔** | **?** | **X** | **Comment** |
| **I have supported the school in the development of their long-term vision for arts and creativity, and to explore how their Creative Schools journey connects to long-term planning, e.g. an area of focus in the School Improvement Plan, or DEIS plan** |  |  |  |  |
| **I am knowledgeable of arts, cultural and creative provisions within the school community** |  |  |  |  |
| **I have researched and identified relevant artists/creative practitioners/arts organisations who will deliver tailored activities to meet the schools needs** |  |  |  |  |
| **I have supported the school in understanding best practice guidelines when engaging the services of artists/creative practitioners/arts organisations** |  |  |  |  |
| **I have assisted the school in identifying opportunities for children/young people to continue to play an active role in implementing and evaluating the plan** |  |  |  |  |
| **I have communicated with teaching and learning staff directly involved in the planned activities** |  |  |  |  |
| **I have considered and discussed curriculum links with teaching and learning staff and artist/creative practitioners involved in delivering the plan** |  |  |  |  |
| **I have assisted the school in identifying opportunities for children/young people to share and celebrate their learning** |  |  |  |  |
| **I will check-in and connect with the SC throughout the implementation of the planned activities** |  |  |  |  |
| **I am mindful of workloads and have realistic expectations of what is achievable** |  |  |  |  |
| **I will assist the school to undertake appropriate documentation and evaluation strategies** |  |  |  |  |
| **I know how to support artists/creative practitioners involved in the implementation of the School Plan** |  |  |  |  |
| **I have assisted the school in identifying opportunities for learning outcomes and skills to sustain and inform future learning activities** |  |  |  |  |
| **I will encourage the school throughout their creative journey** |  |  |  |  |
| **I am aware the plan is a fluid document and can be continually reviewed to meet changing priorities** |  |  |  |  |
| **I am aware of how the CS Team supports me in my role** |  |  |  |  |
| **I have encouraged the SC / School to keep an on-going record of spending** |  |  |  |  |
| **I have reviewed and summarised the school’s progress with the SC** |  |  |  |  |
| **I can guide schools on how to construct a positive narrative of their CS journey** |  |  |  |  |
| **I am optimistic that challenging experiences can be a source of profound learning** |  |  |  |  |
| **I have reviewed and summarised evaluations gathered throughout the process with the SC** |  |  |  |  |
| **I have listened to the student advisory group express their opinions of their CS progress** |  |  |  |  |
| **I have listened to the teaching and learning staff share their experience of the schools creative journey** |  |  |  |  |
| **I can support the school to make provision for the arts and creativity in future planning** |  |  |  |  |
| **I have assisted the school to forge links with arts, cultural and creative practitioners/organisation within their community** |  |  |  |  |
| **I am knowledgeable of further opportunities, funding and other resources for schools** |  |  |  |  |