

Education Partnerships: Creative Learning Partnerships

Overview & Guidelines

Program Dates

Please refer to the [Creative Learning Partnerships](#) web page for dates.

Funding results will be available approximately 12 weeks after the closing date.

For activity commencing after **term two** next year.

Overview

Aims & Priorities

Creative Learning Partnerships (CLP) provides the opportunity for Victorian schools to partner with creative professionals or arts and cultural organisations. It involves school communities in creative partnership projects while providing students, teachers and creative professionals with diverse and challenging learning experiences. This residency program supports schools to explore how creativity can enhance and advance education outcomes across the curriculum from **Foundation to Year 10 including VET and VCAL**.

The CLP program incorporates successful elements of the three previous Education Partnerships programs: Artists in Schools, Virtual Creative Professionals in Schools and Extended School Residencies. The CLP program allows schools broader, flexible access to Victoria's creative professionals as either individuals or arts organisation teams via face to face sessions or virtual communication platforms.

Projects may be undertaken in any art form or creative and cultural industries discipline. (Please refer to **Appendix A** for examples of the creative and cultural industries.)

Who Can Apply

The school must be the applicant.

Victorian government, and non-government schools (Catholic or independent) can apply for funds to partner with either an individual creative professional or a creative organisation.

Eligibility

- Applications are accepted from Victorian primary and secondary government and non-government schools, including schools for students with special needs.
- Creative professionals or creative organisations partnering with the school **must be Victorian**.
- For projects that involve an organisation, the organisation must be legally constituted.

Funding Available & Requirements

- \$10,000 for projects with an individual creative professional working with the school for **approximately 20 days**.
- \$35,000 for projects with an arts or cultural organisation working with the school for **at least 20 days**.
 - Please note: grant amounts are set at either \$10,000 or \$35,000 per project, not 'up to' a value of \$10,000 or \$35,000.

What Will Not be Funded

- To increase access and equity, schools that received Artists in School or CLP funding in 2019, 2018, or 2017 are ineligible for CLP funding.
- Projects that involve the creative professional or organisation working with the students before Term 2 next year **will not be eligible**. Term 1 may be used for planning and preparation between the creative professional or organisation and school.
- Schools that have not satisfactorily acquitted previous Creative Victoria funding are not eligible to receive further funding.
- Performances or workshops that are identical, or very similar to those that the creative professional or organisation provides regularly in schools on a commercial basis **will not be supported**.
- A creative professional or organisation **cannot be involved in more than one** CLP project in a funding round.

Program - Target Groups

- Economically, socially and / or geographically challenged schools.
- Secondary school projects with a creative industries pathway focus.
- Creative professionals and organisations experienced in working with schools.
- Projects that engage strongly with the Digital Technologies Curriculum learning area.
- Projects that demonstrate STEM curriculum links.
- Projects that engage Aboriginal or diverse creative professionals or organisations.

Creative Partner – Roles & Responsibilities

- Creative professionals or organisations personnel working on the project are required to have a **current Working with Children Check** * and evidence of public liability cover up to \$10 million to work in a school.
*Please defer to the school's policy on whether the Working with Children Check needs to be an Employee or Volunteer card.
- In a school, a creative professional or organisation acts as a facilitator, catalyst, resource or model. They are not the classroom teachers. Routine classroom duties are the responsibility of the school.
- **A teacher is expected to be present** when the creative partner is working with students.
- The creative professional or organisation demonstrates and shares insight into the skills and processes as well as the ideas and aesthetics involved in producing a creative work and leads the overall creative direction.
- The creative partner enriches teaching practice by passing on skills and knowledge through formal or informal teacher professional learning sessions.
- The project should also offer a new learning experience for the creative professional.

School – Roles & Responsibilities

A CLP project needs **significant support from the school**. The school needs to:

- Provide financial and in-kind support for the project within their own resources and/or through other external funding.
- The program will not support the entire cost of a project.
- **Priority is given to funding creative professional or organisation/s fees.** The school should endeavor to covers the other project costs.
- Provide adequate staff support, including a **project coordinator** and possibly a **reference or support group**.
- CRT coverage for the project coordinator and other staff involved in the project should be considered prior to making an application and outlined in the budget.
- Allocate an **appropriate working area** for the creative professional or arts organisation. This may include secure storage for materials and equipment between sessions.
- **Identify the target group** of students to be involved. A creative professional or organisation cannot be expected to work in a meaningful and in-depth manner with large numbers of students. A smaller group is recommended.
- Schools should consider appropriate support and briefing for artists working with students with additional/high needs.
- Ensure the project is **embedded in the Victorian Curriculum**.
- **Welcome** the creative professional or organisation into the school community.

- **If you propose to work with Indigenous content/artefacts**, and/or an Indigenous creative professional or organisation and/or Indigenous community you must provide:
 - Letters of support from the relevant Indigenous community/organisation and/or representatives.
 - Please see here for appropriate protocols:
<http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx>

School Project Coordinator – Roles & Responsibilities

- **The School Project Coordinator plays the key role in the school.**
- Teachers in this role will need adequate time and support beyond their regular teaching duties (i.e. provision of CRT, reference support group). It is recommended this is discussed with your Principal prior to application.
- He/she will be expected to prepare and submit the application, in conjunction with the creative professional or organisation.
- He/she will need to seek approval of the application from the Principal and School Council and obtain their signatures on a Declaration of Support.
- He/she is the liaison person between the creative professional or organisation and the school. He/she takes responsibility for the creative professional or arts organisation's stay in the school.
- He/she is responsible for the day-to-day project management within the school. This will involve consulting with the school's finance manager regarding funding agreement requirements and budgeting.
- The Project Coordinator ensures that the project is integrated into the curriculum referring to the Victorian Curriculum, the Curriculum Planning Guidelines as well as student assessment and reporting processes as outlined on the Victorian Curriculum Assessment Authority website.

Creative Learning Partnerships Induction Day

- If the application for funding is successful the project coordinator and the creative professional or organisation will be **required to attend the Creative Learning Partnerships Induction Day in Melbourne** during Term 1 next year.
- Costs associated with attending the Induction Day such as travel time, CRT and accommodation will be covered for regional schools and creative professionals.

Assessment

Assessment Process

Applications are assessed by an Advisory Panel, a panel of experts comprising external arts and education sector representatives. The panel assesses and prioritises each application against the program's assessment criteria, aims, focus areas and objectives.

See the following Assessment Criteria.

Assessment Criteria

1. CREATIVE MERIT (25%)

A strong and innovative artistic concept for the project

- The project will explore a clear and strong artistic concept which compliments the creative professional's / organisations' professional practice.
- The artistic concept / central point of enquiry is meaningful for all involved and makes interesting and strong connections across the curriculum.
- The project's artistic concept / enquiry introduces or models an innovative approach to artistic or cultural practice in schools.
- The project extends the artform practice and/or engages with new/hybrid creative forms.
- The project seeks to initiate collaboration across industry sectors.

*** Resources to support development of this section can be found [here](#)*

2. CREATIVE PROFESSIONALS (25%)

A suitable creative professional or creative organisation with demonstrated high quality work within the school context

- Level and reach of public presentation / exhibitions / creative activities
- Extent of work on collaborative projects with young people, teachers and schools
- Experience in communicating with young people / interpersonal skills
- Experience working with a similar target group.
- Experience or demonstrated understanding of a school environment and operations.

3. LEARNING (25%)

- Student - Supporting student learning across the Victorian Curriculum (F-10) as outlined on the VCAA website
- Teacher - Creating opportunities for teachers to expand their skills and knowledge
- Creative Professional - Maximising opportunities for creative professional and organisations to expand their skills and knowledge

STUDENT LEARNING:

- The project is embedded across The Arts learning area and/or English and the Critical and Creative Thinking

Capability.

- The project considers the learning needs to the student cohort involved.
- Secondary school student's projects that investigate pathways via The Arts and or Technologies and/or English curriculum will be viewed favourably.
- The project introduces or models an innovative approach to curriculum design and delivery.
- The project demonstrates strong and thorough reference to assessment or reporting against Victorian Curriculum.

TEACHER LEARNING:

- There are clear and well-planned opportunities for teachers to expand their skills and knowledge.
- Teacher learning objectives are expressed in relation to sustaining the project / program at the school beyond the residency.
- Development of teacher skills is a major focus of the project.
- The project introduces or model an innovative approach to teacher learning.
- There are clear and well-planned opportunities for teachers to expand their skills and knowledge.
- Teacher learning objectives are expressed in relation to sustaining the project / program at the school beyond the residency.

CREATIVE PROFESSIONAL LEARNING:

- There are clearly articulated opportunities for the creatives to expand their skills and knowledge.
- The potential for the project activity to contribute to the creative professionals' or organisations' capacity to engage meaningfully with school in the future.
- The timeliness and relevance of the activity in the context of the creative professional or organisations' development.

**** Resources to support development of this section can be found [here](#)**

4. VIABILITY (25%)

Well planned and supported by the school

- There is a well-considered partnership model and project management approach.
- Consideration of collaboration tools and approaches, meeting schedules, technology used for virtual delivery (if applicable).
- A draft project plan and timeline identifying activity milestones.
- There may be a committee to support the project.
- Relevant supporting documentation (see below).

**** Resources to support development of this section can be found [here](#)**

How to Apply

Preparing an Application

Either a creative professional or organisation or a school may initiate a project, however **it is the school that must apply for funding**. Applications from schools will be accepted on the online [Creative Victoria Grants Portal](#).

We encourage you to **draft your application using the available drafting tools** in advance of submitting your application online.

To prepare your application, you should:

1. Read the program guidelines.
2. Attend an Creative Learning Partnerships Information Session (via webinar).
3. Contact Creative Victoria to discuss the requirements of an application.
4. Draft your application (school and creative professional or organisation together) using the following:
 - a. [Application drafting tool](#);
 - b. [Budget drafting tool](#); and
 - c. Application Document templates (refer to Application Documents and Support Material section below).
5. An application includes the following sections:
 - Section 1. General section
 - Section 2. Project Personnel
 - Section 3. Project Details
 - Section 4. Learning
 - Section 5. Project Management
 - Section 6. Project Activity Area
 - Section 7. Budget
6. When the Creative Victoria Grants Portal opens:
 - The School's Project Coordinator registers on the Grants Portal. This must be the project coordinator from the school.
 - Copy and paste the content of your application and budget drafting tools into the Grants Portal.
 - Upload completed templates and any supporting documents required as part of your application (refer to the Application Documents and Supporting Material section).

Application Documents and Supporting Material

The following documents **must be** submitted as part of your Application:

- [Creative Professional's or Arts Organisation Profile](#) - one for each creative professional
- [Declaration of Support](#) - to be completed by both the school and the creative professional or arts organisation.

Please Note: Creative Victoria receives more funding applications than it can support. Applicants should not make any financial commitment on the expectation that they will receive funding.

Responsibilities

As a recipient of Creative Victoria Creative Learning Partnerships funding, you are required to:

- Notify Creative Victoria of any changes to your proposed project.
- [Publicly acknowledge](#) the support of the Victorian Government using specific logos and text.
- Attend the Creative Learning Partnerships Induction Day in Melbourne during Term 1 next year.

Acquittal Reports

When your funded activity is completed, you must provide Creative Victoria with an acquittal report within 60 days. **Failure to satisfactorily acquit funding will make you ineligible for future Creative Victoria funding** and may result in action to recover the grant. For further information go the [Acquittals](#) page.

Contact

To find out more or discuss your application, please contact the Creative Learning Partnerships Arts Officer on (03) 8683 3114 or via email at creativelearningpartnerships@creative.vic.gov.au

APPENDIX A

Who are the Creative Professionals?

Projects may be undertaken in any art form or creative and cultural industries discipline. Creative Professionals may be:

Poets

Graphic designers

Architects

Performers

Digital artists

Musicians

Composers

Animators

Dancers

Puppeteers

Game designers

Printmakers

Choreographers

Writers

Fashion designers

Jewellers

Sculptors

Painters

Ceramicists

Installation artists

Filmmakers

Playwrights