# 1. A common vision

* Do the artist/s, project coordinator, Principal, other staff, and School Council have a shared understanding of the project’s objectives and expected outcomes?

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# 2. Roles and responsibilities

* Have the roles and responsibilities of the artist/s, project coordinator, students, teachers, and Principal been fully discussed and agreed upon?
* What sort of supervisory role will the teacher/s have?

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# 3. Induction

* Has the artist/s been given a tour/ induction of the school and been introduced to staff?
* Has the artist/s been provided a place to store their personal valuables?
* Have the students been introduced to the artist/s and to the purpose of the project?

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# 4. Time and organisation

* Have start and finish dates been agreed upon by all parties and finalised?
* Have realistic plans been drawn up based on the time available?
* Has the amount of time needed for travel and preparation been accounted for?
* Has the timetable been planned to ensure regular contact between the artist/s and the target group of students?
* Has the number of students that the artist/s will work with at any one a time been realistically considered?
* Have pre-visit and post-visit briefings between artist and teacher/s been scheduled?
* Have contingency plans been drawn up to cater for unexpected difficulties? (E.g., weather, excursions, illness, or timetable changes)
* Has time and/or CRT release been arranged for the project coordinator?
* Has time been allocated, and plans developed for teacher learning opportunities?
* Is integration with the curriculum and student learning happening?
* Has integration into the school’s assessment and reporting processes been carefully planned?
* Have you planned for an event to celebrate the completion of the project? (E.g., an exhibition project might have an opening, or an animation project a screening) If so, invitations should be sent to those on the **Creative Learning Partnerships Invitation List** (available from CV) at least 4 weeks prior to the event.
* Have plans been made for evaluation/reflection during and at the end of the project?
* Have the project coordinator and the artist allowed time to complete the acquittal report at the completion of the project?

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5. Finance

* Have the team revisited the budget? Is it still realistic?
* Or do you need to ‘tweak’ the budget now you are up and running?
* Has the process for the purchase or materials/ resources been discussed and agreed upon?
* Has the project coordinator provided a copy of the budget the school business manager and requested an account for the project be set up?
* Does the artist/s know who/where the business manager is located?
* Have the artist/s and school agreed on a payment schedule? Weekly? Fortnightly? At agreed milestones?
* Has the arts organisation (where applicable) agreed on a payment schedule for its artists?

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##### 6. Support and involvement

* Has a support group for the artist and the project, involving teachers, parents, other community members and/or students, been considered?
* Have plans been considered to involve parents and the community in the project?

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###### 7. Working conditions, materials, and equipment

* Has the safety of the students, the artist /s and teachers been considered?
* Has a safe and secure storage area for the artist’s materials and equipment been provided?
* Have the necessary materials and equipment been purchased/provided?
* Has a suitable space been allocated for the proposed project activities? (E.g., a school hall allocated as the rehearsal space for a drama performance)
* Have you clarified whether the school and/or the artist is responsible for the public liability insurance?
* Have any copyright issues been discussed and agreed upon?
* Has a Working with Children Check for the artist to work in the school been sought and checked? \*
* Has a Criminal Records Check for the artist to work in the school been sought? \*

\*Creative Victoria requests that you follow your school’s policy on background checks. If your school requires one, or both above checks, please comply with that policy.

Notes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### 8. Communication

* Have the artist/s and project coordinator talked about the project at staff and school council meetings before the project started?
* How will you keep the Principal informed and up to date?
* Have you considered how the school and school community will be kept informed of the project? (E.g., school newsletter, school website, school assembly, staff meetings)
* Would you like more regular communication from your partner?

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#### 9. Publicity and documentation

* Has a plan been prepared to ensure maximum publicity for the project? (e.g. Notices in the school newsletter, copy and photographs for the local newspaper, other publications or Professional Teaching Association newsletters)
* Have you made plans to document the project in progress, with photographs, video, audio or other appropriate means?
* Have parents provided the correct permission for photographs of children to be included in publications, websites, or other documentation (per your school’s policy)?
* Have you got the correct wording and logo for acknowledgment of the funding? (See below)
* Acknowledgment of the support of the Victorian Government **must** be included in all publicity, on posters, fliers, advertisements, invitations, information, newsletters, education kits, signage, press releases, programs, catalogues, web sites, film credits and brochures. The wording for acknowledgement and the logo should read as follows:

**Creative Learning Partnerships - A Victorian Government Initiative**

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It must include the Victorian Government logo above.

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10. Changes and unforeseen problems

* Has a method of resolution of conflicts or decisions regarding changes during the program been agreed to?

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#### 11. Follow-up

* Will there be an opportunity for students, teachers, and the artist to reflect on learnings from the project?
* Have plans been made to build on the experiences the students and teachers have gained through their involvement in the project?

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**If you require any further information or have any questions, please contact:**

Kathleen Hodgson, Senior Arts Officer

Email: [kathleen.hodgson@creative.vic.gov.au](https://vicgov.sharepoint.com/sites/VG000515/AI1/Education%20Partnerships/AIS%2C%20CLP%20%26%20VCPS/CLP%202020/CLP%202020%20Induction%20Day/kathleen.hodgson%40creative.vic.gov.au)

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