

How do our communities benefit through creative partnerships?

A tricky question!

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Why?

What do we mean by:

Community

Grounded

Way-of-life

Projected

Partnerships

Towards learning

For learning

In learning

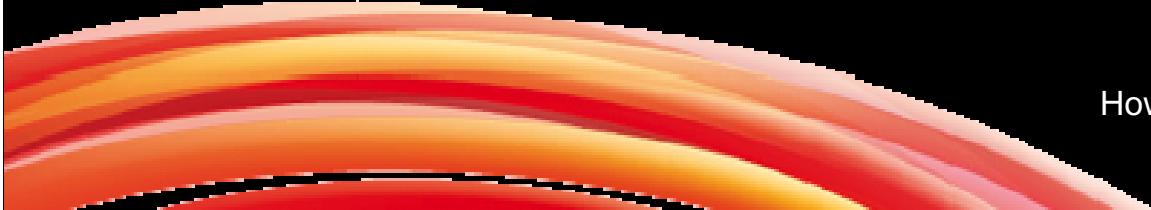
Creative

Learning as a skill

Response to
challenging situations

Benefits

How do our communities benefit through creative partnerships?



What makes a partnership creative?

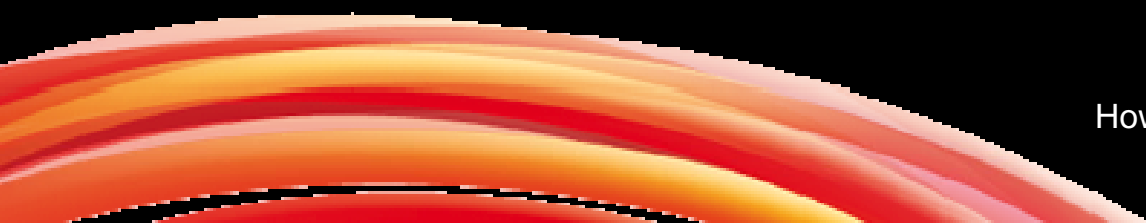
- Novel
- Contextualised
- Intelligent
- Valued
- Intentional

The greater the novelty the more creative it is (Bagnall, 2007)

Others talk about

- novelty, effectiveness and ethicality,
- ‘divergent thinking’, ‘multicontextualised thought’

How do our communities benefit through creative partnerships?



Benefit

- Usually economic, social (collective), environmental benefit
- Difficult to
 - ascertain /measure if based on quantifiable and instrumental outcomes
 - know for Community and arts partnerships
 - only certain types of project examined (funding)
 - self-referential assessments
 - limited / inappropriate research tools.
- What are the ‘immediate benefits’ ‘enduring benefits’ ‘multiplier benefits’ other types of benefits?

(Mulligan et al., 2007)

Broader Communities and Arts Partnerships

Can contribute to:

- wellbeing, social support, social inclusion, social capital, capacity building

(McQueen-Thomson & Ziguras, 2002; Mulligan, Humphrey, James, Scanlon, Smith, & Welch, 2007; Pope & Doyle, 2006 UNESCO, 1998),

- urban renewal, neighbourhood regeneration,

(Rogers & Spooks, 2003; Myer, 2002);

- creativity and economic development,

(Florida, 2002; Robinson, 1999; Arts Victoria, 2004).

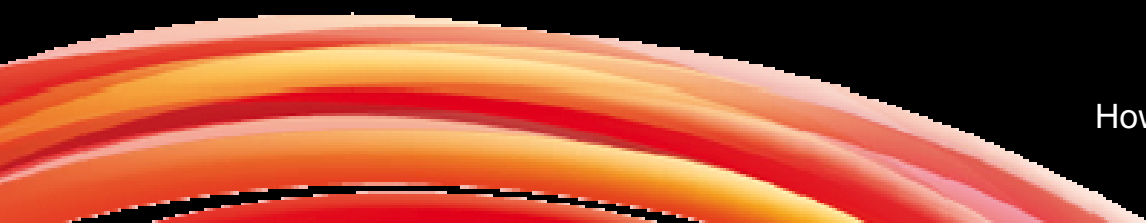
the arts [act] as a means of achieving broad economic and social goals, such as education, crime reduction, and community development. In other words, investment in culture is justified in terms of culture's ability to promote broad public policy objectives. (McCarthy, Ondaatje, Zakaras, & Brooks, 2004, p. 2

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Educational Benefits and Arts Partnerships

Can contribute to:

- increasing linguistic fluency and thinking (performance in assessments?) (Fiske, 2000),
- social inclusion, creativity of staff and students (Arts Council England, 2007)
- student engagement, students at risk, school retention rates, provides other role models (Hunter, 2005);
- core part of quality arts programs based on 40 countries (Bamford, 2006)
- maximum impact comes from those sustained for longer time (Department of Culture and the Arts & Department of Education and Training, 2005; O'Rourke & Fletcher, 2002)



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Education - other places

- Need to consider context / culture (school system)
 - how the arts are situated in the curriculum?
- Creative partnerships (UK) and many programs from US deal with
 - Disadvantaged schools / communities involve Arts Education
 - Fills gaps in curriculum
- Creative partnerships UK – moved from Arts Education to ‘creative learning & creative education’ – scientists, architects etc

Creative partnerships in Australia Arts & Education

Range of models / approaches exist

- Artists in schools program (Victoria) 1980's
- Embedded in Curriculum and teaching documents
 - 'VELS', 'New Basics' , PoLTS,
 - Essential Learning's (Art is identified / linking to communities identified)
- NEAN (National Education and the Arts Network) est. 2002
- National Review of Visual Education (Murdoch University 2005) - included identifying innovative partnerships (findings still to be released)
- Rudd government : ['Creative Australia'](#)

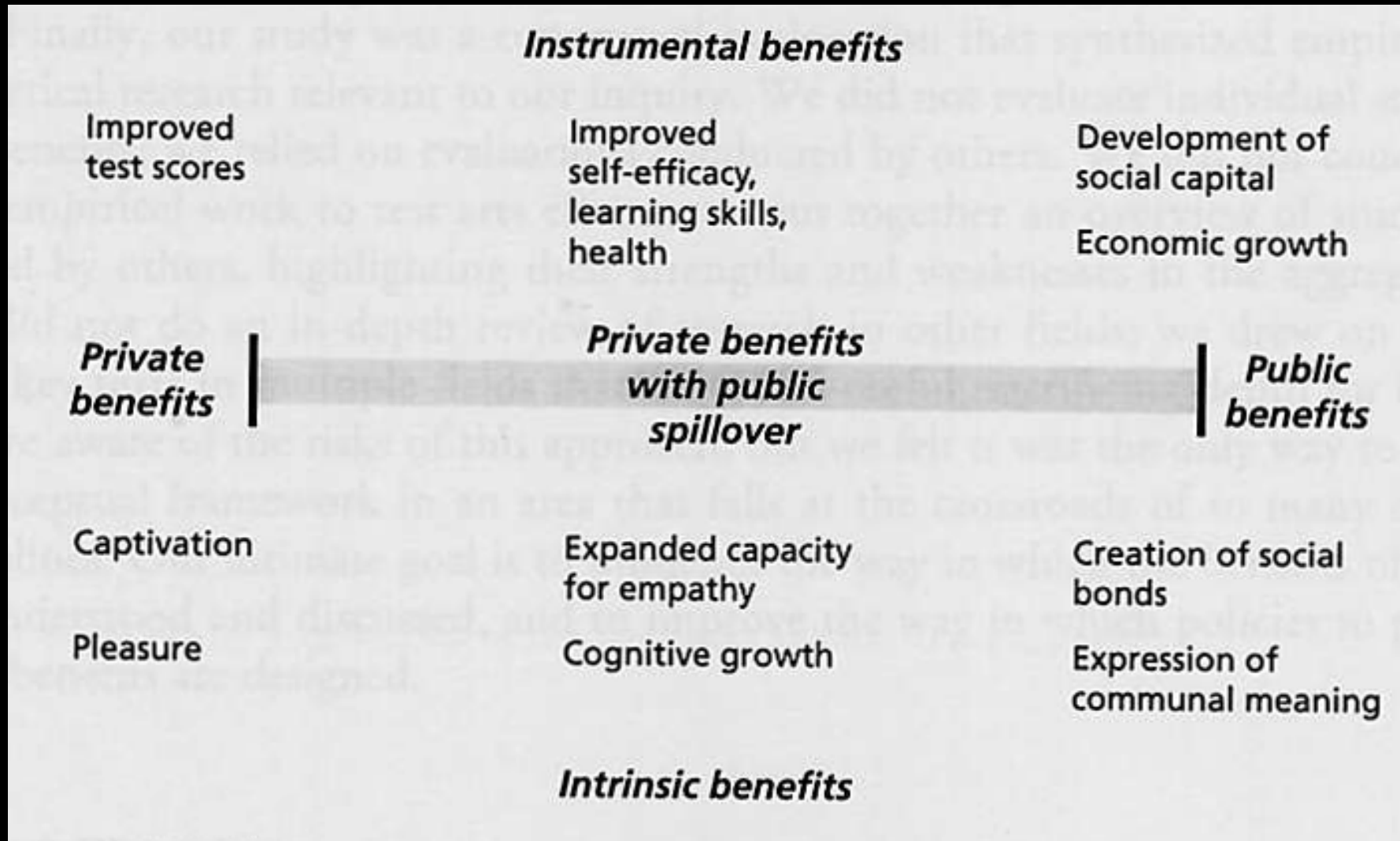
Instrumental / Intrinsic Benefit or Value

- *Instrumental* : the arts experience is only a *means* to achieving benefits in non-arts areas.
- *Intrinsic* benefits: are inherent in the arts experience itself and are valued for themselves rather than as a means to something else.

(McCarthy et al., 2004, p. 3)

Emphasis usually on the Instrumental

Instrumental / Intrinsic Benefit or value



Source: McCarthy, KF, Ondaatje, EH, Zakaras, L & Brooks, A 2004, *Gifts of the Muse: Reframing the Debate About the Benefits of the Arts*, <<http://www.rand.org/publications/MG/MG216>>, accessed 10/10/05

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It depends on:

Community

Grounded

Way-of-life

Projected

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For learning

In learning

Creative

Learning as a skill

Response to
challenging situations

Benefits

Economic

Social

Environmental

Instrumental / Intrinsic

Some Questions

- What are the detriments / challenges of creative partnerships?
- Partnerships; do they differ from collaborations, associations, alliances?
- If we know the benefits why do we have to continue to justify them?
- What would it be like without them?
- What can we learn from each other about them?

‘One of the primary purposes of partnerships is to create positive friction, to have partners disrupt each other’s assumptions, to shake them out of business as usual so that new ideas and authentic new leadership can emerge’ (Jennifer Bott, 2003.)

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