ART, WELL-BEING AND CREATIVITY: REFLECTIONS FROM THE FIRST TWO YEARS OF IMPLEMENTATION OF AN EDUCATIONAL PROGRAM IN ARGENTINA

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Recognising that the arts and creativity are vital to the development of successful learners and responsible citizens, in 2011 the Universidad de San Andrés and the organisation Crear Vale la Pena in Argentina, in collaboration with the University of Aberdeen, with assistance from Government of the City of Buenos Aires and British Council, launched a long-term project to promote creative learning without borders: ABC (Art, Well-Being and Creativity). In this paper we present the pedagogical design and preliminary findings of the first two years of implementation of the programme.

Modelled on the "Curriculum for Excellence" public policy in Scotland (SEED, 2006), and effective practices in Arts for Learning of CVLP in Buenos Aires, it is sustained by three pillars: Arts, Creativity and Well-Being. It seeks to foster interdisciplinary learning and the strengthening of creativity as an essential dimension of thinking and learning.

Launched in 2012 it is currently implemented in 13 public schools and their communities in the southern area of the city of Buenos Aires, the area with the lowest income per person and the highest rate of vulnerability. The programme affects all school levels: Kindergarten, Primary and Secondary, and their nearby community centres. It involves 60 artists, 48 teachers, and reaches 1050 students.

Teachers and artists work together to peer teach, exchange ideas and develop new creative ways of approaching the curriculum through the Arts, in all stages of lesson planning, implementation and evaluation. Knowledge and skills are expected to be transferred and the creation of new teaching tools and strategies allow teachers and professional artists to work together in innovative classrooms (Art, Creativity and Well-being Preliminary Report, 2012).

Initial findings show that: classroom teachers were able to diversify their teaching repertoire; teachers and artists reported a sense of professional growth and new meanings for their work; and evidence of increased community involvement.

References
