

TOWARDS AN UNDERSTANDING OF THE CREATIVE GENERATION:

New frameworks for arts education for students with disabilities

Jeff M. Poulin
Managing Director
CREATIVE GENERATION

GOALS

- Understand the concepts of the Creative Generations and the creative capabilities, and creative social transformation;
- Examine research findings to derive meaning for our field and communities; and
- Explore paradigms shifts for organizational development and education through case studies.

INTRODUCTION

FOUNDATION

RESEARCH

FINDINGS

Who am I?









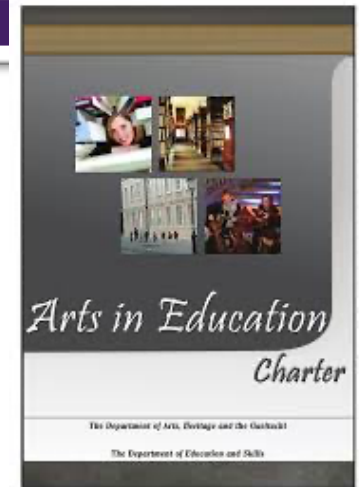
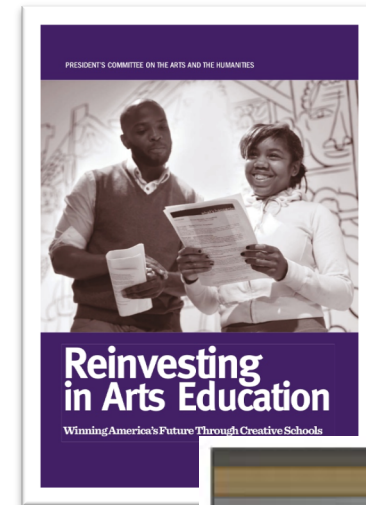
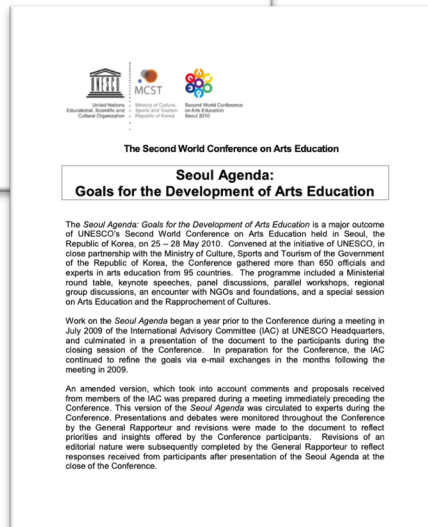
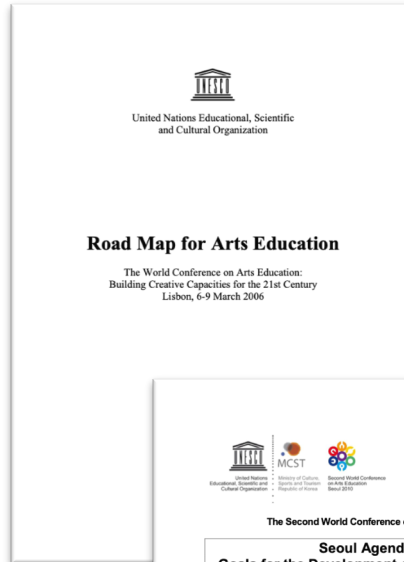
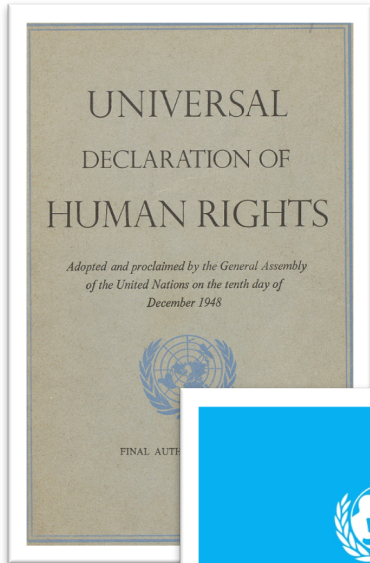
CREATIVE GENERATION



Dedicated to the development of thriving communities and a more just world, Creative Generation works to inspire, connect, and amplify the work of young creatives who catalyze social transformation, and those who are committed to cultivating their creative capabilities.

INTRODUCTION
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RESEARCH
INTEGRATED LEARNING
DISCUSSION

ARTS & CULTURAL EDUCATION IS A HUMAN RIGHT



A MARCH FOR OUR LIVES



March 24, 2018 – Washington, D.C.

RESEARCH QUESTION #1

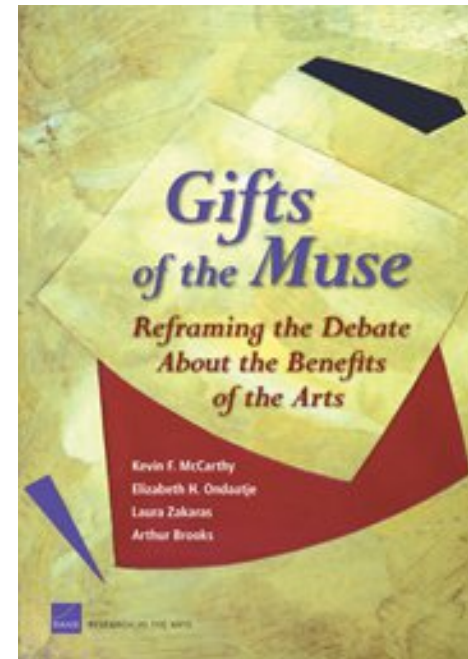
How do we talk about the work that artists, educators, and community leaders do to cultivate creativity of the next generation?

DOMINANT NARRATIVES (USA)

- Low socioeconomic status (SES) students with a high participation in the arts have a **lower dropout rate** of 4% than their peers with a low participation in the arts have a dropout rate of 22%.
- Students with an education rich in the arts have historically earned higher grade point averages and **scored higher on the SAT** than students without arts education
- Low-income students who are highly engaged in the arts are twice as likely to **graduate college** as their peers with no arts education.

FOCUS GROUP (USA)

- Demonstrative correlation narratives
- **Not** what's happening in arts/cultural programs
- A desire to re-write the narratives of their own programs



McCarthy, Ondaatje, Zakaras, and Brooks, 2004

CREATIVE GENERATION

The **Creative Generation** – or **Gen C** for short – is a term taken from consumer marketing, used to describe an intergenerational group of people share common creative capabilities:

- creative thinking,
- cultural consciousness,
- connectivity, and
- concern for community.

They employ their creative capabilities to catalyze social transformation towards the goal of thriving communities and a more just world.

CREATIVE CAPABILITIES

- **Creative Thinking:** the ability to identify challenges, and employ creativity to envision solutions;
- **Cultural Consciousness:** the process of understanding of one's own cultural identity and a developing a respect for, and often participation within, other diverse cultures;
- **Connectivity:** a commitment to remaining engaged with peer or social groups regardless of time or location, through virtual and interpersonal means; and
- **Concern for Community:** acting as a servant leader, regardless of means, to strengthen the communities to which one belongs.

WHAT DOES THIS MEAN FOR STUDENTS WITH DISABILITIES?



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RESEARCH QUESTION #2

In what ways can artists, educators, and community activists most effectively cultivate the **creative capabilities** of the next generation?

CASE STUDY FINDINGS

The field struggles with articulating their work and often **uses antiquated rationale** for their work.

The field suffers from **severe isolationism**, lacking meaningful communities of practice.

The field **lacks mechanisms to share knowledge** and effective practice, thus deals with stagnated pedagogies.

Poulin, J. M. (2019)

RESEARCH QUESTIONS #3

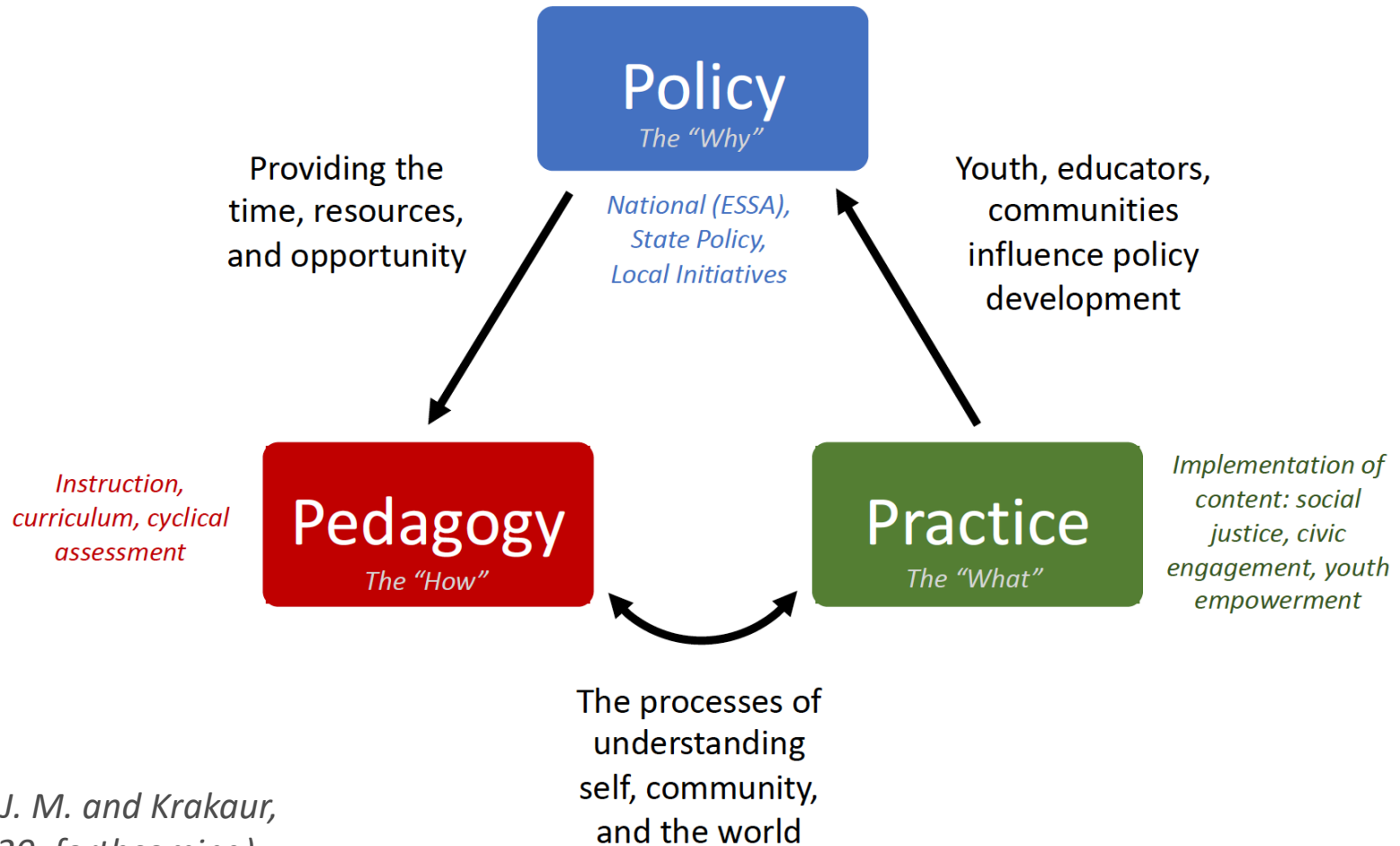
- How can *young people* be supported in the pursuit of creative social transformation?
- How can *adults - such as artists, educators, and community leaders* - be supported in their work supporting the development of young people as catalysts for creative social transformation? And lastly,
- How can *both* young people and adults who are committed to creative social transformation, *navigate the strict systems* which govern their work?

TWO FINDINGS

Policy-Pedagogy-Practice Paradigm

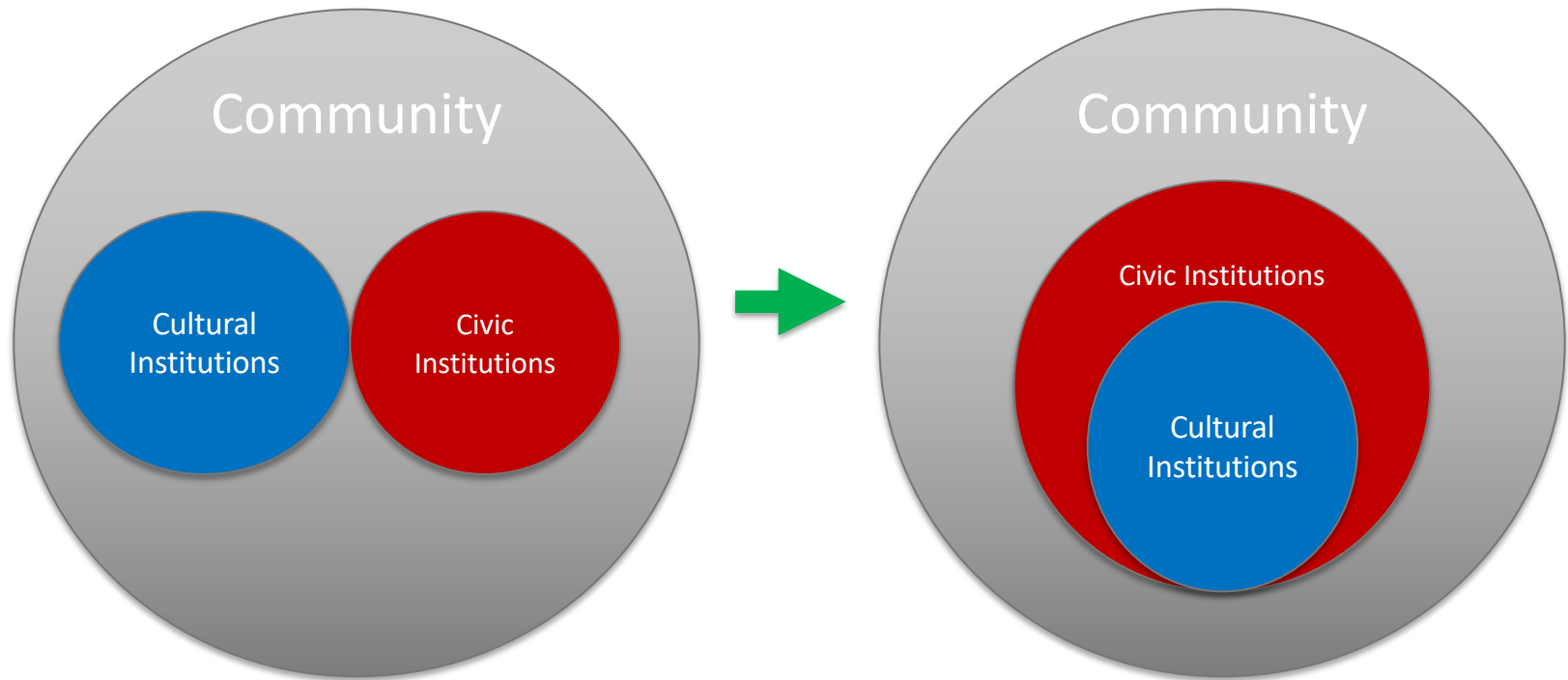
Cultural Institution as Civic Institution
Paradigm

POLICY-PEDAGOGY-PRACTICE PARADIGM



Poulin, J. M. and Krakaur, L. (2020, forthcoming)

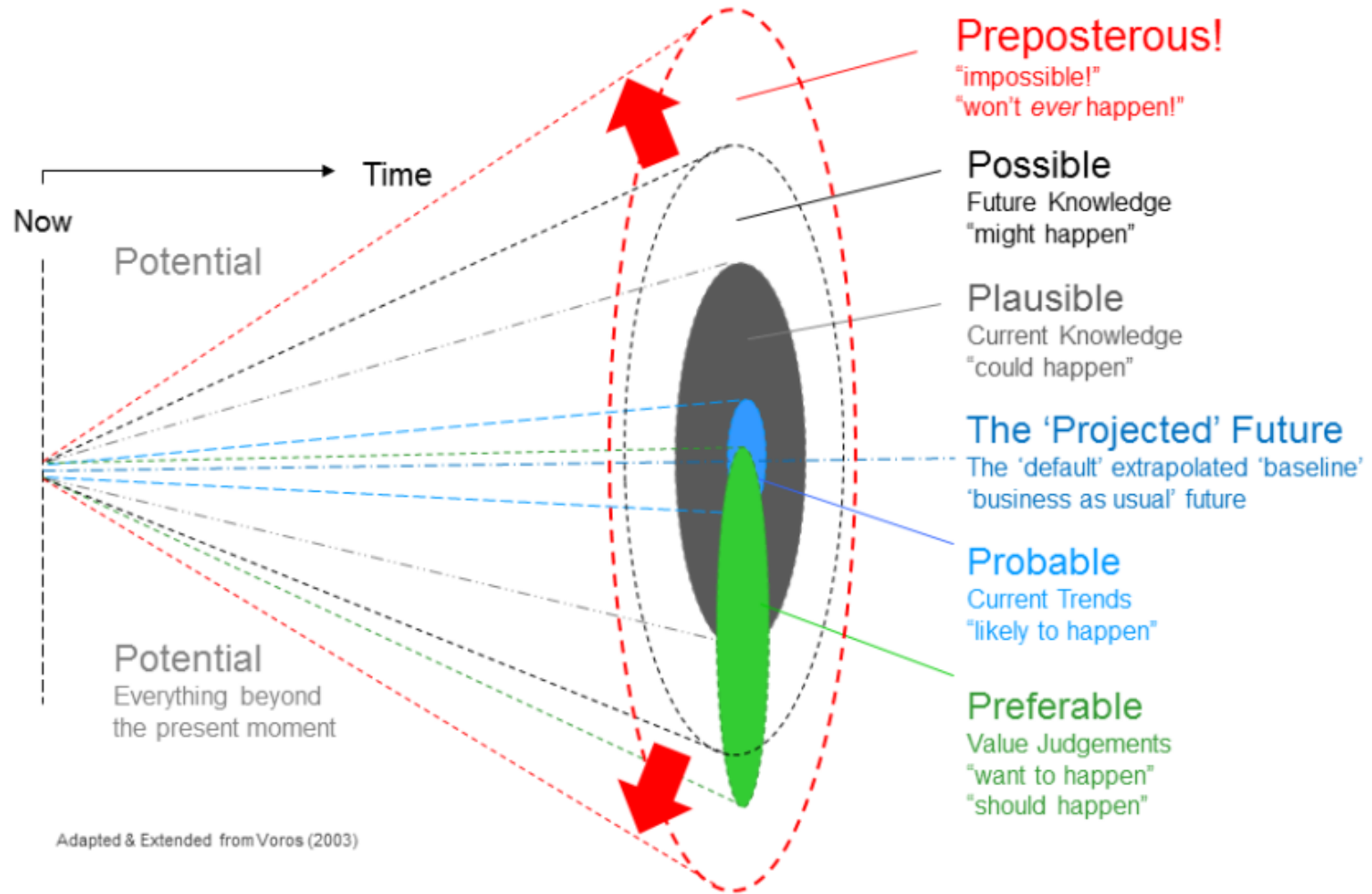
CULTURAL INSTITUTION AS CIVIC INSTITUTION



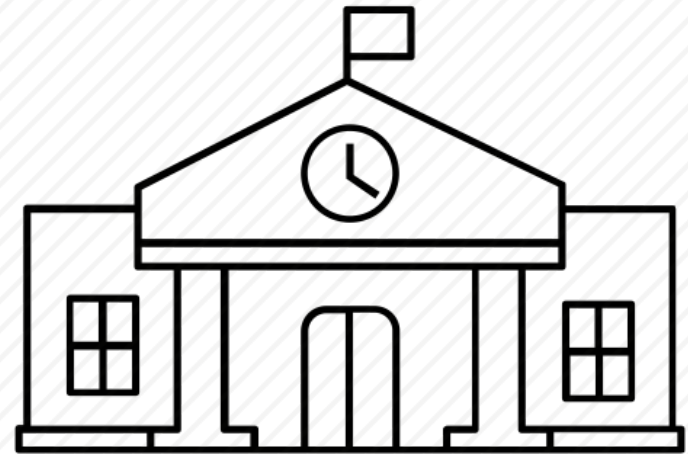
Poulin, J. M. and Sarian, A. (2020, forthcoming)

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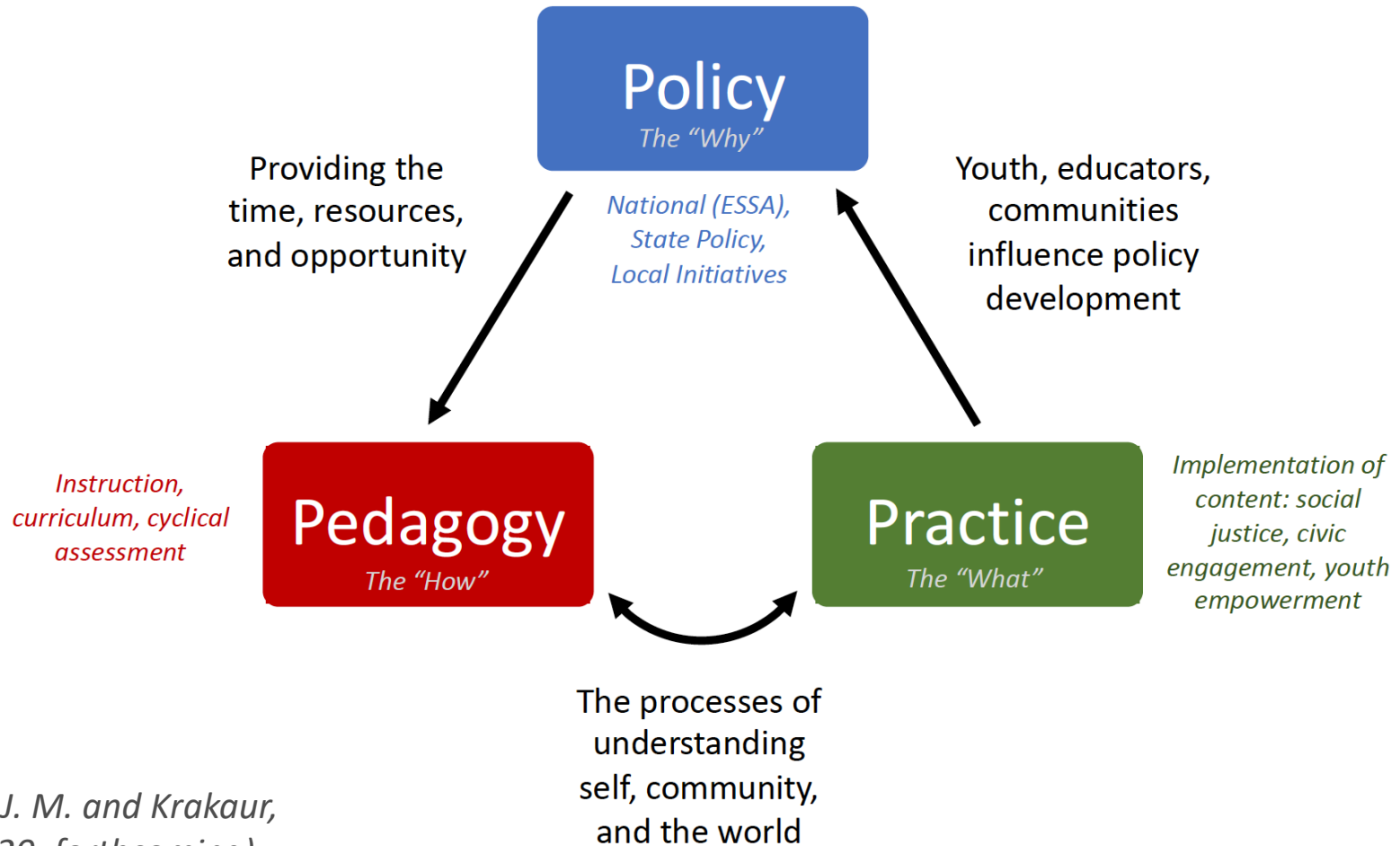
EDUCATIONAL FUTURES



IMAGINE A NEW PROGRAM #1



POLICY-PEDAGOGY-PRACTICE PARADIGM



Poulin, J. M. and Krakaur, L. (2020, forthcoming)

CASE STUDY: NEW ORLEANS, USA



CASE STUDY: BRISTOL, UK



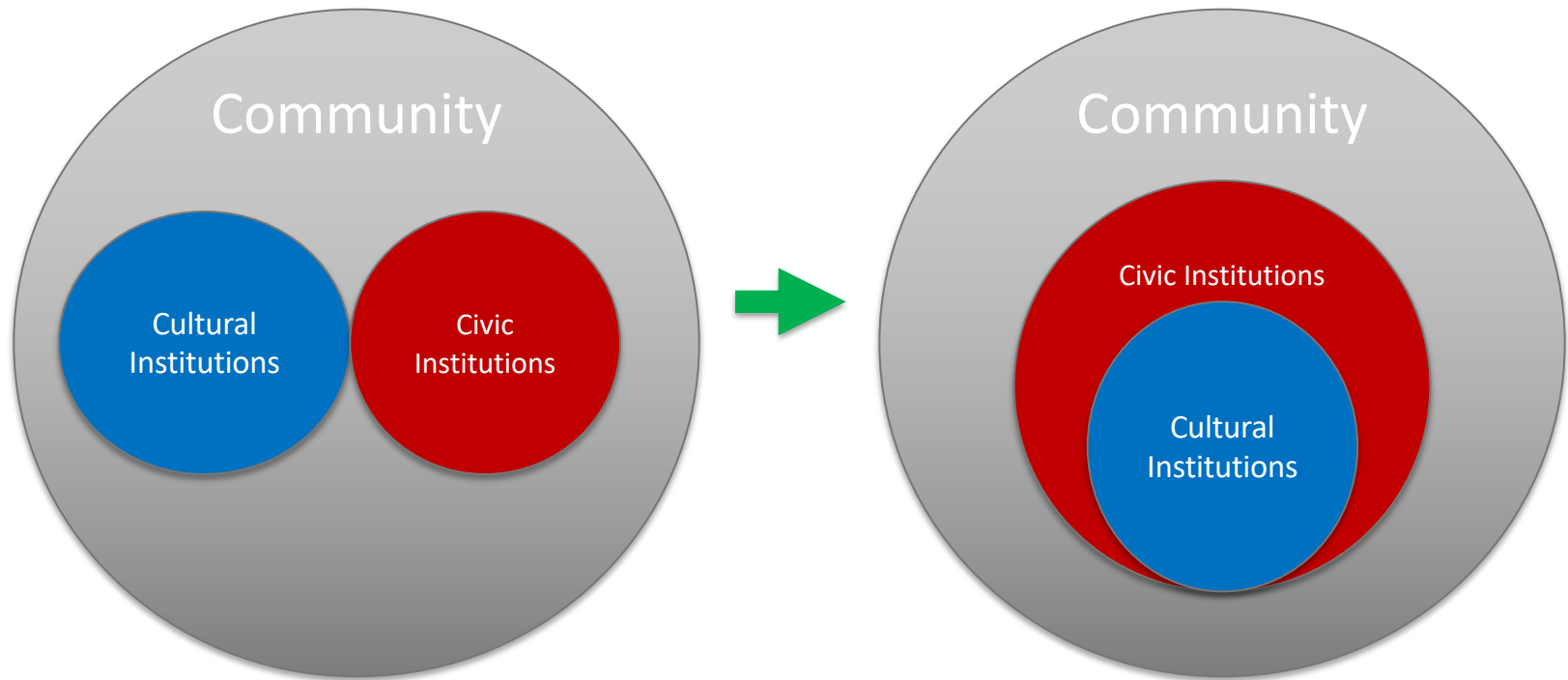
37 CREATIVES
370+ POSTERS
A LOT TO SAY

IMAGINE A NEW PROGRAM #2



- Uses policies to support their work, like *ESSA* and *IDEA*
- Employs arts-based pedagogies with learners with disabilities
- Integrates empowering, liberatory practices of civic engagement and leadership
- Evaluates impact based on the creative capabilities and deeper connections to community

CULTURAL INSTITUTION AS CIVIC INSTITUTION



Poulin, J. M. and Sarian, A. (2020, forthcoming)

CASE STUDY: CHATTOGRAM, BANGLADESH



CASE STUDY: AUCKLAND, NEW ZEALAND



IMAGINE A NEW PROGRAM #3



- Declares mission to focus on disability and intersectional rights
- Encourages dialogue in the arts, disability, and education communities about change
- Creates space for the community together, learn, and heal from trauma

SOCIAL TRANSFORMATION

Social transformation refers to the process of change in institutionalized relationships, norms, values, and hierarchies over time. It is the manner by which individuals, communities, and societies changes due to active efforts of reform from within.

Creative Social Transformation refers the active efforts of reform grounded in creativity.

CLOSING THOUGHTS



Question & Answer

STAY CONNECTED

CREATIVE GENERATION



@Campaign4GenC

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