

# Prospectus for Schools



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## **The Change Schools Programme - an opportunity for sustainable and creative change**

Creative Partnerships is the Government's flagship learning programme, managed by the national organisation Creativity, Culture and Education (CCE), which aims to transform the lives of children and families by harnessing the potential of creative learning and cultural opportunity.

The Change Schools Programme is one of the three Creative Partnerships School Programmes launched in 2008.

It enables schools to enter into a three-year partnership arrangement that can radically transform the ways in which the school operates, placing creativity at the heart of its ethos and operation.

**Please read this prospectus and the Frequently Asked Questions document carefully before completing the application form.**

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# 1. Creative Partnerships

## Background

Established in 2002, Creative Partnerships is the Government's flagship creative learning programme, designed to develop the skills of young people across England, raising their aspirations, achievements, skills and life chances. This world-leading programme is transforming teaching and learning across the curriculum.

Managed by the national organisation Creativity, Culture and Education (CCE), the Creative Partnerships programme has worked with over 940,000 young people and 90,000 teachers throughout England.

## What we do

We support thousands of innovative, long-term partnerships between schools and creative professionals, including artists, performers, architects, multimedia developers and scientists. These partnerships inspire schools to deliver the curriculum through innovative teaching techniques and young people to challenge themselves in new ways, gaining confidence and taking an active role in their learning.

Young people develop the skills they need to perform well not only in exams and extra-curricular activities, but also in the workplace and wider society. Teachers are also able to nurture their creativity, develop their practice and become better educators.

Working with Creative Partnerships, schools use creativity to solve problems and see real improvements in pupil behaviour and school performance.

## What we believe

We believe that creativity is not a skill bound within the arts, but a wider ability to question, make connections, and take an innovative and imaginative approach to problem solving. These are skills that are demanded by today's employers.

## What we have achieved:

- Schools that work with Creative Partnerships improve their GCSE results faster
- Absence rates have been reduced by a fifth in Creative Partnerships primary schools

- Academic evidence shows that Creative Partnerships increases parental engagement in children's learning

### **Where we work**

Since 2002, we have worked with 4,905 schools from Foundation Stage to Key Stage 4 in areas of high deprivation across England.

The programme is managed by the national organisation Creativity, Culture and Education (CCE) and is delivered through a range of different local Area Delivery Organisations (ADOs) across England.

### **Our Values**

**Question:** We challenge and relish being challenged, experimenting to find unexpected solutions

**Connect:** We encourage a brave approach to collaboration and are relentlessly partnership spirited

**Imagine:** We believe that the development of the individual imagination is a fundamental human right

**Reflect:** We invest energy to ensure that learning never stops, so that creative experiences result in change with lasting, sustainable impact

### **What's next?**

Independent evaluations of the programme carried out in the last few years, including an Ofsted report, show that Creative Partnerships has successfully engaged learners and raised standards, especially for those at risk of underachievement. We equip young people with the skills they need for the modern, creative workplace.

Building on our successes, our vision is ambitious: to develop a new national approach to inspiring creativity in schools. We are seeking to engage a broader range of partners and to involve more schools in more local authority areas across England.

## **Our offer to schools**

Creative Partnerships offers three distinct schools programmes that build on Ofsted's recommendations, in particular that, "DCMS and DfES work together with Arts Council England and other key stakeholders to establish a framework that aims to give more pupils the opportunity to work with a creative practitioner."

- The **Schools of Creativity** programme enables a number of leading Creative Partnerships schools to engage in cutting-edge practice over a three-year period, subject to annual reviews. They play a pivotal role in the strategic leadership of Creative Partnerships.
- The **Change Schools** programme enables schools in areas facing significant challenges to engage in an intensive programme, lasting between one and three years, that supports the creative development of the whole school.
- The **Enquiry Schools** programme enables participating schools to engage in a one-year creative learning programme targeted at a specific group of pupils and teachers.

Each programme is driven by the needs of participating schools. We do not specify how schools work. We do ask that schools use the Planning and Evaluation Framework for planning and evaluating activity. This allows us to develop a consistent and coherent understanding of how our work makes a difference.

Our aims are to develop:

- the creativity and enterprise of young people, raising their aspirations and achievements
- the skills of teachers and their ability to work with creative practitioners
- schools' approaches to culture, creativity and partnership working
- the skills, capacity and sustainability of the creative industries, and other partners who wish to work with schools.

This prospectus gives details about the **Change Schools** Programme.

## 2. Why become a Change School?

The **Change Schools** programme builds upon Creative Partnerships' practice of working with schools to bring about sustainable change. Schools recruited to the programme will need to demonstrate an absolute commitment to putting creativity at the heart of their development plans and to educating children and young people for a creative future.

### **Embracing change as a positive aspect of education**

Creative Partnerships works in the belief that in all aspects of contemporary life change is inevitable and ever-present. As society changes at an increasingly rapid pace, one of the greatest challenges children and young people have to face is managing these changes – changes in the social make up of communities, employment patterns, cultural and leisure options and the use of technology. One of the primary purposes of education is to prepare children and young people to manage these changes. To do so, schools have developed increasing levels of confidence and skill in constantly adapting and innovating to meet learners' needs, embracing change as a positive aspect of school life.

We believe that whatever changes come about in young people's lives, the key skills required for success are above all, creative skills – key skills that act as a foundation for the development of a broad range of other skills and as an important set of enablers for learning. Creative skills include questioning, making connections, imagining possibilities, exploring and expressing ideas and reflecting critically on ideas, actions and outcomes. In addition to creative skills, creative attributes or qualities are equally important. These include application and perseverance, playfulness, risk taking, curiosity and self-awareness.

However society is shaped in the future, we can be certain that creative people will always be much in demand with their ability to adapt, innovate and discover new ways of contributing to a sustainable economy and society.

### **Creative Partnerships – working with schools to improve outcomes for children and young people**

Creative Partnerships programmes have consistently demonstrated that when schools foster creative skills and attributes in learners, those learners become more motivated and engaged in their own learning, taking greater responsibility for their learning and playing a fuller role in the life of the school and of society. Creative

Partnerships is fully committed to exploring new ways for children and young people to be involved as co-producers of learning, in order that motivation, engagement and personal agency in learning can be maximized.

When Ofsted carried out an inspection of Creative Partnerships in 2006, they reported very positively on the programme's impact. For example:

- schools offered evidence of improvement in achievement in areas such as literacy, numeracy and information and communication technology (ICT), which they associated with pupils' enjoyment in learning through Creative Partnerships programmes and their aim to develop thinking skills
- often the outcomes of programmes could be seen in changed attitudes and behaviours, and the demonstration of creative approaches to work. This represents a significant achievement; it included teachers who previously lacked belief in their own creativity and ability to inspire creativity in others, and pupils who were previously unconvinced by approaches to learning or the value of education.

*Creative Partnerships – initiative and impact - Sept 2006*

Creative Partnerships consistently demonstrates that through close partnership work with teachers and other school professionals, a range of positive outcomes is generated for children and young people in relation to all five areas of the Every Child Matters Agenda. For example, the focus on emotional well-being that characterizes many programmes, contributes to keeping children healthy and safe. The positive physical aspects arising from programmes that involve extensive physical activity, such as dance or outdoor learning, also contribute to the development of healthy lifestyles. Pupils' enjoyment of learning is well documented in evaluations of Creative Partnerships' programmes and this enjoyment commonly results in improved achievement in its broadest sense and in formal attainment measures. Through encouraging learners to play a full role in the design of programmes, the habit of making a positive contribution is fostered at an early age and, as stated earlier, creative skills and attributes are increasingly recognized as the defining characteristics for economic and social well-being.

We believe that connecting children and young people to a rich and diverse cultural offer – linking them to the work of the thousands of cultural organisations around the country who work with Creative Partnerships and to those others who are not yet

involved with the programme - is of crucial importance in broadening horizons and opening up opportunities.

### How the Change School approach works

We start from a belief that teaching is a fundamentally creative profession and that teachers are well accustomed to finding creative solutions to complex challenges. By pairing the complementary skills of creative practitioners and teachers, Creative Partnerships works to liberate the creativity of everyone involved, so that fresh and engaging approaches to teaching and learning are developed through collaborative processes.

Our approach is distinctive. Creative Partnerships:

- starts with the school improvement plan – linking programme development closely with priorities identified by the school
- makes time for proper in-depth planning and evaluation to ensure programmes are relevant and needs based
- works with young people, teachers and practitioners – so that they might work together as co-producers of learning experiences
- brokers and supports long-term relationships between young people, teachers and creative practitioners, and
- supports in-depth evaluation and reflection leading to sustainable practice.

Our Change Schools Programme focuses on generating a long-term dialogue across the whole school community about creative teaching and learning and the ways in which schools can become more effective creative learning environments. By this we mean that the schools are constantly exploring how they can create the conditions where creativity can thrive; in the ways that teachers teach and learn, the ways that children learn, the ways that spaces and other resources are used and the ways in which external partners, especially creative practitioners, are involved in the life of the school.

What this actually looks like in schools varies greatly as each of the programmes and the projects within them are created as individual responses to the needs of each school. The defining characteristic of project activity is the collaborative partnership between creative professionals, classroom staff and young people, and the ways in which this partnership helps to bring the curriculum to life, providing new ways for learners to engage with subjects and to develop increased motivation for learning. Creative Partnerships projects always allow time for in depth planning, co-delivery and reflection, but more importantly they look and feel different – more active, more

fun and with increased involvement of pupils in decision-making at the core of the process.

Successful projects involve a broad range of creative professionals from a variety of backgrounds and disciplines including: scientists, architects, designers, engineers, marketing experts, cooks, gardeners, as well as artists. It is this mix of professionals that means that projects can be designed to truly excite everyone involved.

The pace of change is different in every school and is shaped by a myriad of influences and demands. Creative change programmes sometimes result in rapid and dramatic changes in a school's culture and a complete re-working of its ethos and approach. More commonly the changes are gradual, building over time to an embedded approach.

### 3. Benefits

Becoming a Change School will offer your school the following benefits:

#### Funding

As a Change School, we will fund 75% of your programme costs (approximately £15,000 per year). Funding will be available for a **maximum** of three years. Please note that Creative Partnerships funding is yet to be confirmed beyond 2011 but it is our hope to be able to offer schools a three year commitment.

In addition Change Schools will be entitled to 15 days of Creative Agent time per annum, worth approximately £3,750, together with a range of high quality professional development and networked learning opportunities. See below for a description of the Creative Agent role.

This funding will contribute to supporting creative practitioners and other external partners to develop the creative programme with school staff and pupils and to create professional development opportunities with school staff. Building on existing expertise within the school, funding will create space, time and resources to try new ideas, take risks and extend practice.

#### National profile, support and challenge

The work of Change Schools will contribute to the growing body of knowledge about the development of sustainable creative learning practice. Creative Partnerships encourages all participants in the programme to develop and share knowledge with colleagues locally, nationally and internationally. While the Change Schools programme will be managed and coordinated by Creative Partnerships Area Delivery Organisations, the overall programme is led by the Schools Directorate at Creativity, Culture & Education.

#### Local profile, support and challenge

Creative Partnerships Area Delivery Organisations will help Change Schools develop learning networks with other schools in the Creative Partnerships programme and establish professional learning communities to develop practice. There will be a focus on sharing practice between colleagues, and playing a role in the development of the Creative Partnerships programme in your area. In order to help teachers extend their skills and confidence, access to a broad range of continuing professional development (CPD) opportunities, publications and other resources will

also be provided. Change Schools will also receive local support and challenge from a Creative Agent.

### **The role of Creative Agents**

If you are successful in your application to become a Change School, you will be assigned a Creative Agent.

Creative Agents are experienced in working in educational settings in an advisory and enabling capacity. They are skilled in relationship building, partnership management, programme development and delivery, brokering contractual arrangements with other practitioners, enabling professional development and developing networks of practice. Most importantly, Creative Agents are skilled in developing reflective practice through fostering the growth of professional learning communities in schools.

Each Change School will receive 15 days of support per year from a Creative Agent in addition to the programme funding outlined above. Creative Agents will be selected, contracted and paid directly by your local Area Delivery Organisation. If your school is already working with a Creative Agent and you wish to continue this partnership, you should discuss this with your local Creative Partnerships Area Delivery Organisation. You need to be sure that the Creative Agent will be able to provide the right balance of challenge and support to your school throughout the process.

It is envisaged that your Creative Agent should remain as a partner to the school for the entirety of the three year programme, thereby enabling the development of a long-term and significant partnership grounded in deep knowledge of the school and its community. During this period, Creative Agents will gradually learn how best to work with partners across the school community to maximize the impact of the programme, reflecting continuously on the dynamics of the partnership and working to the strengths of school staff.

While Creative Agents are recruited from a broad range of professional creative backgrounds, they all have one thing in common – a commitment to working in partnership with schools to help realise the creative potential of all learners and to help to make learning more engaging and effective through creative approaches.

## **The Creative School Development Framework**

When a Creative Agent is appointed to a school, they will start to build relationships throughout the school with pupils, teachers and other members of the school community through a variety of methods. In addition to this, one of their first tasks is to work closely with the Creative Partnerships Coordinator (see below) to establish a process for undertaking a self-assessment of the school's current practice in relation to creative teaching and learning using the **Creative School Development Framework (CSDF)**.

The CSDF has been developed over several years by Creative Partnerships with the assistance of a range of external partners, including schools that have been involved in the programme since 2002. The self-assessment process is straightforward and results in the school developing a programme plan that is then used as the basis for project development. It can act as a means of establishing a 'baseline' from which a school might then measure future progress and can report that progress using a framework that makes links with the school's Self Evaluation Form (SEF).

## 4. Commitments

Change Schools will need to demonstrate:

### A commitment to develop practice and transform your school

- To generate, through collaboration, new ideas that support creative teaching, learning and partnership working and which help raise attainment and achievement.
- To engage in project and programme monitoring and evaluation, using Creative Partnerships systems. A programme management resource explaining all requirements and processes will be provided.
- To undertake an annual whole school self-assessment using the Creative School Development Framework, and to link this to the school's SEF and School Improvement or Development Plan.
- To involve teachers and pupils as active partners, and co-producers in the planning, delivery and evaluation of the creative programme.

### A commitment to influence practice

- To participate actively in Creative Partnerships knowledge sharing groups and share your learning within networks of other schools. This will include attending termly Creative Partnerships network learning events.
- To work with a number of local schools to develop a collaborative project during the third year of the programme (for schools in receipt of three years of funding).

### A commitment to find resources, time and capacity

This will include:

- A contribution towards programme costs, either from your own budget or from other sources, so that at least 25% of the creative programme in your school is funded by sources beyond Creative Partnerships. For example, for a Change School with a standard allocation of £20,000 as a total annual programme budget, an annual cash contribution of £5000 is expected. **Please note, contributions cannot be 'in kind' or consist of 'teacher time'**. However, up to 10% of programme expenditure will be allowed for supply cover for teachers (other than the Coordinator) involved in collaborative projects.

If the Arts Award forms a part of the project, then all advisor and moderation fees paid by the school can be set against the school's 25% contribution, provided that the award is a by-product of a project that meets the Change Schools project criteria (i.e. not a project in itself) and that at least part (if not

all) of the award is rooted in the Change Schools project. If you want to find out more about the Arts Awards, please contact your regional coordinator. Contact details can be found at: [www.artsaward.org.uk](http://www.artsaward.org.uk)

- An active commitment to the programme from your headteacher, senior management and your school's governing body, demonstrated by regular participation in the programme in a leadership capacity e.g. attendance at networking and review meetings.
- The designation of a Creative Partnerships Coordinator (see below), at an appropriate level of seniority and with dedicated time to influence and make decisions. The anticipated **minimum** time commitment is anticipated to be the equivalent of 20 days each year – with adequate cover provided to enable the coordinator to be fully released to carry out their responsibilities. **Supply cover for the Coordinator should not form part of the programme budget.**
- The establishment of a Creative Partnerships advisory group in the school, made up of teachers, other staff, governors, parents, community members and pupils.
- Allocation of time for staff to plan, evaluate and reflect with your Creative Agent and all partners.
- Change Schools may be required to act as the budget holder and distributor for the Creative Partnerships programme. This will depend on your local Creative Partnerships Area Delivery Organisation's local arrangements.
- The identification of a Creative Partnerships governor to act as a main point of contact between the programme and the school's governing body.
- All these commitments to be established in a partnership agreement signed by the Headteacher, Chair of Governors and the School Improvement Partners.

### **The school's Creative Partnerships Coordinator**

Each Change School is required to appoint a Creative Partnerships Coordinator who will act as the main point of contact between the Creative Partnerships Area Delivery Organisation and the school. The coordinator will also take responsibility for driving the programme, ensuring it is integrated into the wider practice of the school.

The Creative Partnerships Coordinator should be a member of the school's senior leadership team – experience has revealed that a high degree of senior leadership involvement in the programme is key to its success. The Coordinator will need to work very closely with the Creative Agent to identify where developments are most likely to have a positive impact and how those impacts might be built upon to create

a sustainable and long-term approach to creative teaching and learning in the school.

The partnership between the school's Creative Partnerships coordinator and the Creative Agent is therefore of crucial importance. They should meet often and develop a deep partnership based on mutual trust and respect, sharing their views on the programme's successes and frustrations with equal honesty. This partnership is further broadened in schools through the appointment of a Creative Partnerships Advisory Group, made up of staff, pupils, governors, parents and community members. This group plays a key role in shaping the programme, making sure that all stakeholders have a say in how it is developed.

A role description for Creative Partnerships School Coordinators is included as an appendix.

## 5. Eligibility

Eligibility is restricted to:

- Schools in England who have **not** previously been in receipt of Creative Partnerships funding.
- Schools that have previously received funding from Creative Partnerships but have not been involved in programme activity for more than two years.
- Schools that have received funding from the Enquiry Schools programme may be eligible, providing they meet local selection criteria for Change Schools.

### Significant challenges

In accordance with the requirements of the DCMS and as a reflection of our own values, Creative Partnerships will continue to prioritise work that is targeted at the most disadvantaged children and young people in England. We will build on our proven commitment to improving life chances and educational outcomes for children and young people who are in 'areas with significant challenges'.

'Significant challenges' can be defined in straightforward terms - i.e. by examining the Index of Multiple Deprivation and deciding that the schools that draw children from the most deprived wards in England should be eligible. We recognise, however, that this represents only part of the picture and therefore each Area Delivery Organisation may have local eligibility criteria (for example, rurality may be appropriate). These will be the result of detailed discussions with the local authorities in their area on what should be the local indicators of 'significant challenges'.

Please refer to the **Local Eligibility and Selection Criteria** document for your area to find out whether there are any particular eligibility criteria for your local Area Delivery Organisation.

## 6. Selection Criteria

Schools will be required to demonstrate a high degree of readiness to participate fully in the Change Schools programme. In order to be admitted into the programme, schools will have to satisfy the following national selection criteria:

### Developing Practice

- A demonstration of commitment by the school's leadership team to developing the school as a creative learning environment and for the development of creativity to be seen as a key driving force for whole school change.
- A commitment to developing creativity clearly articulated within the SEF and the School Improvement Plan.
- Evidence of a culture within the school that values and embraces change.
- A genuine valuing of pupil voice and a commitment to working with pupils as co-constructors of learning.
- A demonstration of commitment to working in genuine partnership with creative practitioners to explore innovation in teaching and learning across the curriculum.

### Influencing Practice

- Evidence of commitment to partnership working with a range of external agencies and professionals, particularly from the creative and cultural sector.
- The desire to explore new learning, to engage in reflective practice within a professional learning community and learn through networks.

### Capacity

- The ability to develop a vision for creative learning in the school combined with a readiness to take risks and innovate.
- The ability to make available and secure the necessary resources to ensure the programme's success.

**Local selection criteria:** Schools must also meet the particular selection criteria established by Area Delivery Organisations to take account of area circumstances. Please contact your ADO for information on Local Eligibility and Selection Criteria.

**Please note:** Programmes must address a specific educational need identified in the School Improvement/Development Plan. In making its final selection from short-listed schools, the local selection panel may take into account a range of issues including socio-economic, demographic and geographical factors.

## 7. Application

### Recruitment Timetables

The selection timetable for the recruitment of Change Schools will vary according to your geographical location. The number of places for new Change Schools will also be different for each Area Delivery Organisation and will depend on local arrangements for the programme. Please contact your ADO for further details of recruitment procedures. Details of ADOs can be found on the Creative Partnerships website: [www.creative-partnerships.com](http://www.creative-partnerships.com)

### How to Apply

Change Schools will be selected through a two-stage process.

#### Stage one

Stage one will involve an application, submitted with your School Improvement / Development Plan, Ofsted report and Self Evaluation Form (SEF).

Applications are submitted to your Area Delivery Organisation through the Creative Partnerships Projects Database (CPPD, <https://creativeweb.creative-partnerships.com/>). Include with your application copies of your latest School Improvement/Development Plan and a completed school SEF.

Schools will then be shortlisted to progress to the second stage for an interview.

#### Stage two

Stage two will involve an interview between school representatives and the local Creative Partnerships Area Delivery Organisation selection panel.

If you have been shortlisted, an interview will be arranged, either at your school or at the local Creative Partnerships Area Delivery Organisation's premises.

### Support from your local Area Delivery Organisation

Your Creative Partnerships Area Delivery Organisation will offer the following **support** to help you with your application:

- a briefing session for all eligible schools
- answering phone or email enquiries. Area Delivery Organisations will strive to answer all telephone enquiries fully. However, please be aware that they will be

continuing to manage their local programmes and you are therefore advised to refer in the first instance to this prospectus, or the Frequently Asked Questions document at [www.creative-partnerships.com/cs](http://www.creative-partnerships.com/cs) to see if your question is answered, **before** contacting your Area Delivery Organisation.

**Please note: Area Delivery Organisations are unable to comment on draft applications as they are involved in the selection process.**

## **8. What happens next?**

### **Successful applicants**

After final decisions have been made regarding selection, we will inform you by letter whether or not you have been admitted into the programme, with feedback on your application and interview.

Schools that are selected to become a Change School will sign a partnership agreement with Creative Partnerships, detailing the school's commitment and the support from Creative Partnerships.

A Creative Agent will be assigned and schools will begin the planning process, with their Creative Agent. Headteachers, Creative Partnerships Coordinators and Creative Agents will be expected to attend an area induction event for Change Schools. Details of these events will be supplied by Area Delivery Organisations.

### **Feedback to unsuccessful applicants**

It is our intention that all schools, whether successful or unsuccessful, will derive some benefit from the application process, so feedback will be offered to all schools that apply. The aim is to identify areas for further development that will help with future applications and be of value to the school more generally.

- Stage 1: Schools not shortlisted at the first stage will receive brief feedback from their Area Delivery Organisation.
- Stage 2: Schools that progress to the second stage and are subsequently involved in an interview will receive more detailed feedback in the form of a brief report.

**Thank you for reading this prospectus. We look forward to receiving your application.**

## Appendix 1: Role Description - Creative Partnerships School Coordinator for Change Schools

**Role title:** Creative Partnerships School Coordinator

**Responsible to:** Headteacher

**Principal purpose:** To coordinate the school's Creative Partnerships programme

**Time requirement:** A minimum of the equivalent of 20 days per annum – please note School Coordinators will be expected to be released from other duties in order to ensure this role is allocated sufficient time to attend planning and evaluation and networking meetings.

### Background to the role

Creative Partnerships school coordinators play a key role in making the Change Schools programme successful. They act as the main point of contact between the Creative Partnerships Area Delivery Organisation and the school, taking responsibility for driving the programme, ensuring it is integrated into the wider practice of the school. School Coordinators are members of the school's Senior Management Team and are able to influence the thinking and practice of colleagues and other stakeholders across the school community.

### Key Functions

#### Developing a creative professional learning community across the school

- To have knowledge, understanding and enthusiasm for creative teaching and learning as a key to raising achievement, aspiration and motivation.
- To build a community of creative learning practice across the school involving all departments as appropriate.
- To involve parents, governors and other members of the community extensively throughout the programme.
- To establish and facilitate a Creative Partnerships advisory group in the school made up of teachers, support staff, governors, parents and community members.

#### Ensuring the programme is linked to broader developmental issues

- To develop through dialogue with the wider school community an enquiry based approach which addresses a range of issues relevant to the broader

developmental needs of the school and its learners and is linked to the school improvement/development plan.

- To facilitate the long-term development of creative teaching and learning at a structural and systemic level, using the Creative School Development Framework (CSDF) and other resources.
- To establish a Creative Partnerships action plan on an annual basis linked to the CSDF.

### **Programme and project management**

- To act as a 'facilitator' in school, able to translate the school's vision for creative learning into practical implementation.
- To ensure that children and young people play a meaningful and active role in shaping the Creative Partnerships programme so that it truly reflects their interests, needs and enthusiasms.
- To take overall responsibility for programme and project management, delegating extensively across the school community and ensuring roles and responsibilities are understood clearly by all.
- To coordinate in partnership with the Creative Agent meetings and activities with creative practitioners, school staff and other partners.
- To ensure that external partners engaged in the programme are able to develop appropriate communications across the school community.
- To ensure all programme activity is carried out with due regard to health and safety and the safeguarding of children and young people.

### **Working closely with the school's Creative Agent and Creative Partnerships staff.**

- To maintain a regular schedule of contact with the Creative Agent, working towards the establishment of a long-term dialogue based on trust, challenge and collaboration.
- To act as the main point of contact with Creative Partnerships staff.
- To ensure that all systems for project planning and evaluation are made use of in line with Creative Partnerships established procedures.

### **Evaluation and sustainability**

- To ensure that all planning and evaluation requirements are fulfilled and that partners commit to developing reflective practice throughout the programme.
- To ensure that the financial management of the programme is managed by the school and integrated into its overall budget management systems with

due attention paid to the financial monitoring and reporting requirements requested by Creative Partnerships.

- To work closely with the Creative Agent and the whole school team to ensure that good practice becomes embedded in the ongoing practice of the school and that effective approaches to creative teaching and learning become the norm across the school.

### **Advocacy and dissemination**

- To ensure that the school participates fully in broader opportunities developed by Creative Partnerships related to advocacy and dissemination and plays a proactive role locally and more widely to promote the benefits arising from the programme.
- To actively network with other school partners and external partners linked with the programme, attending Creative Partnerships networking meetings as appropriate.

## Appendix 2: Further Information

### What is creativity?

There are a number of definitions in use:

'Imaginative activity fashioned so as to produce outcomes that are both original and of value' (All Our Futures, National Advisory Committee on Creative and Cultural Education (NACCCE), 1999) is perhaps the most widely used. It points to behaviour that:

- involves thinking or behaving imaginatively
- has purpose - it aims to achieve something of value
- generates something original and new.

A wider view could include formulating good questions and problems, making connections and seeing relationships, exploring ideas, improvising, reflecting critically and thinking about thinking. We believe that it is defined by an individual's knowledge, behaviour and skills.

Creative teaching and learning employs imaginative approaches to make learning more interesting, engaging, accessible and enjoyable while simultaneously developing pupils' creative capabilities - their creative thinking and behaviour. It can be applied throughout and across the curriculum (including and beyond the arts) and to cross-school agendas such as diversity, behaviour and pupil voice.

### Why creativity?

Creativity in learning is increasingly being recognised as a powerful contributor to the quality, performance and impact of schools across the country. It is a key set of characteristics and attitudes of mind that are at the heart of good learning and good teaching. Already crucially important for all of us, it will become essential for young people as they go through their lives in the 21st century.

- The 2006 **OFSTED** report on Creative Partnerships noted the positive attitudes shared by school leaders, teachers and creative partners involved in the initiative and identified a link between creativity and outstanding teaching. It found evidence of a positive impact on pupils' personal and social development; on their ability to improvise, take risks and collaborate with others; and on their engagement with school and learning in general

- Through their 'Creativity: find it, promote it' research project, the **Qualifications and Curriculum Authority (QCA)** found that creativity improves pupils' self-esteem, motivation and achievement, prepares them for life beyond school and enriches their lives
- **The National Curriculum Handbook** encourages schools to find ways of delivering the curriculum that 'enable pupils to think creatively and critically, to solve problems and to make a difference for the better', that offer pupils 'the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens' and which enable them 'to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity'.

With increasingly rapid change a constant factor in society, the workplace and the world, the capabilities that will equip young people to thrive - flexibility, vision, innovation, making connections and the application of knowledge in a range of different contexts - come together in creativity.

### **Useful links**

#### **All Our Futures**

[www.artssmarts.ca/media/en/allourfutures.pdf](http://www.artssmarts.ca/media/en/allourfutures.pdf) (summary)

#### **Changing Young Lives**

A wide range of people have contributed to this publication, providing a comprehensive overview that is a culmination of observation, reflection, quantitative study and practical examples. It is this kind of valuable input that allows us to continue to adapt and develop the Creative Partnerships programme to maximise the quality and impact of the programme nationally.

<http://www.creative-partnerships.com/research-resources/research/changing-young-lives,294,ART.html>

#### **Building Creative Futures: The story of the Creativity Action Research Awards**

<http://www.creative-partnerships.com/area-delivery-organisations/capeuk/research/building-creative-futures-the-story-of-the-creativity-action-research-awards-2005,119,ART.html>

#### **Enquiring Minds**

<http://www.enquiringminds.org.uk/>

#### **Creative Partnerships literature review series**

[www.creative-partnerships.com/literaturereviews](http://www.creative-partnerships.com/literaturereviews)

- **Rhetorics of Creativity** (Shakuntala Banaji & Andrew Burn, Institute of Educations, London)  
An important and original report that surveys the core concept of creativity.
- **Consulting Young People** (Sara Bragg, Open University)  
Highlights how and why young learners should be listened to, in a way that unleashes their creativity and generates genuine dialogue and collaboration.
- **Whole School Change** (Pat Thomson, University of Nottingham)  
Considers the reasons why people engage in school change and the main processes describing how such change occurs.
- **Creative and Cultural Industries** (Justin O'Connor, Leeds University)  
This review is a history of the formation and definition of the creative sector.
- **Arts in Education & Creativity** (Mike Fleming, Durham University)  
This review offers an historical and theoretical overview of arts education, its place in the English curriculum and its relationship with creative learning and creativity education.
- **The Visual in Learning and Creativity** (Carey Jewitt, University of London)  
This report offers an historical and theoretical overview of the 'turn to the visual' in late modern society.

#### Other interesting sites:

<http://www.habits-of-mind.net/>

<http://center.cca.edu/about/news/6>

<http://www.guyclaxton.com/>