



Lead Creative Schools Prospectus



Cyngor Celfyddydau Cymru
Arts Council of Wales



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Artes Mundi 5, educational group workshops
Front Cover: Myth Makers with Catrin Williams, Arts Connection

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Lead Creative Schools

Welcome

Thank you for your interest in the Lead Creative Schools Scheme.

We hope that you'll be excited by the new opportunities available through the Scheme. It is one of the key building blocks of *Creative learning through the arts - an action plan for Wales*. Published in March 2015, the plan is jointly funded by Arts Council of Wales and Welsh Government. At its launch, Welsh Ministers reaffirmed the important role that arts and creativity play in helping to invigorate and support learning in our schools.

“These are essential ingredients for a well-rounded, rewarding and motivational learning experience. Moreover, it is only through having high quality arts and creative experiences in schools, by valuing them and giving them their deserved place in our curriculum, by making them available to all children, especially those from deprived backgrounds, that we can nurture the potential of our learners and develop the skills we need for our economy.”

Our commitment to funding the actions of this plan demonstrates our belief in the value of the arts and creativity. This shared commitment - in the partnership between Welsh Government and Arts Council of Wales - will bring about a sea change in the way that the arts and education sectors work together to deliver benefits for our learners.”

Ministerial foreword,
Creative learning through the arts - an action plan for Wales, 2015.

This Prospectus tells you all you need to know about the scheme, the way it operates and how you can apply to be a part of it.



Criw Celf at Ruthin Craft Centre

What is Lead Creative Schools?

The Lead Creative Schools Scheme aims to promote new ways of working, with innovative and bespoke programmes of learning designed to improve the quality of teaching and learning. It's about you, the school, and the particular learning challenges that you might be facing. The Lead Creative Schools Scheme works with you to provide the creative people, skills and resources that are needed to help you address these challenges.

The scheme uses well developed teaching and learning techniques that are specifically designed to be practical and relevant to your real life curriculum demands. These techniques are informed by extensive research from around the world into what makes a high performing school.

Lead Creative Schools nurtures and develops the creativity of learners so that they achieve their potential, grow as well rounded individuals and are prepared with skills for life. We want to make sure that in a rapidly changing world, our children and young people are able to meet the needs of the economy and to thrive within the increasingly competitive environment of day to day life.

So the Lead Creative Schools Scheme allows schools to enter into a long-term programme which aims to support them to:

- work with Creative Practitioners in their classrooms to transform teaching and learning;
- devise and implement a project or programme of work linked to individual school development priorities;
- find creative approaches to literacy, numeracy and reducing the impact of deprivation on educational attainment between disadvantaged learners and their peers;

- embed changes in teaching practice leading to sustainable impact;
- put the arts and creativity at the heart of school life; and
- be recognised for their commitment to improvement through creative teaching and learning and the arts.

Funding for Lead Creative Schools comes from a £20 million budget allocated to support the implementation of *Creative learning through the arts* between 2015 and 2020. In total £10 million from Welsh Government has been allocated to match £10million in Lottery from Arts Council of Wales.

Schools have begun to benefit from the plan during the 2015/16 academic year. During the life of the plan it is envisaged that one third of schools in Wales will have the opportunity to participate in the Lead Creative Schools Scheme.

How does this fit with other initiatives?

This initiative is all about cutting with the grain, complementing and supporting schools' current programmes of work. These proposals are the Welsh Government's response to an independent report Arts in Education in the Schools of Wales by Professor Dai Smith. In agreeing the recommendations in that report, the Welsh Government made a pledge to create a plan that had at its heart a formal assertion of the major role it envisaged for the arts in education. It identified the need to use the arts in support of the three national education priorities of literacy, numeracy and reducing the impact of deprivation on educational attainment; to consider how the curriculum could be enhanced to include 'creativity' as a core theme; to support creative teaching and learning and to establish regional networks to champion the arts and education.

The importance of creativity and the status of the arts in the curriculum has since been reaffirmed by Professor Graham Donaldson in his fundamental Review of Curriculum and Assessment Arrangements in Wales. Professor Donaldson's *Successful Futures* report covers learners from their earliest Foundation Phase years right through to Key Stage 4. Donaldson offers a vision of what successful young people leaving statutory education should look like in the future, key to which is that they should be enterprising creative contributors, ready to play a full part in life and work.

In describing this vision, Professor Donaldson provides a clear endorsement of the value of putting creativity at the heart of the curriculum and the expressive arts as one of six Areas of Learning and Experience proposed for the entire age range from 3 to 16:

“The expressive arts provide opportunities for children and young people to explore, refine, and communicate ideas, engaging their thinking, imagination and senses creatively. Engagement with the expressive arts requires application, perseverance and close attention to detail, capacities that have benefits across learning more widely.”

The Welsh Government has accepted Professor Donaldson's recommendations in full. A network of Pioneer Schools will be working in an all-Wales partnership with local authorities, regional consortia, Estyn, leading academics, employers, Welsh Government and other key stakeholders to build the new curriculum.

Why become a Lead Creative School?

Becoming a Lead Creative School will support your school to:

- address its school development priorities;
- bring about improvements in teaching and learning;
- improve outcomes for learners; and
- develop their creativity.

The scheme will provide funding to enable schools to explore what creativity is and how Creative Practitioners can support them to address their challenges and priorities. Teachers are also able to nurture their creativity and develop their practice.



Rebecca F Hardy workshop with Criw Celf

Lead Creative Schools will receive funding to explore:

- how creativity and creative approaches to teaching and learning can improve learner outcomes and support a change in the learning culture in schools;
- creative approaches to addressing important School Development Plan (SDP) priorities;
- what it really means for young people to be creative and how you and they know when it is happening;
- what teachers and other creative professionals can do to encourage and develop that creativity; and
- the qualities of a high functioning classroom and how it can support creativity across the whole curriculum.

The Lead Creative Schools Scheme will support innovative, long term partnerships between schools and creative professionals. These partnerships are intended to inspire schools to deliver the curriculum in ways which engage the interest of learners through innovative teaching. They also support young people to challenge themselves in new ways, to gain in confidence and to take on a more active role in learning.

The defining characteristic of project activity is the collaborative partnership between creative professionals, classroom staff and learners. When these different communities unite, it inspires learners, brings the curriculum to life, and provides new ways for learners to engage with subjects and to develop increased motivation for learning.

Inviting Creative Practitioners into your school can:

- bring in new ideas, approaches and resources to support you to address important priorities identified in your SDP;
- provide teachers with a rich practice-based professional development opportunity, directly engaging them and their learners in a project as part of the curriculum;
- offer opportunities for cross-curricular learning, supporting teachers to work creatively and collaboratively across subject boundaries;
- move you forward in your ambition for all learners to benefit from excellent teaching and learning which is central to the Welsh Government's education improvement plan, *Qualified for Life: an education improvement plan for 3 to 19-year olds in Wales*;
- offer a new perspective, refreshing and reframing teaching practice;

- excite and inspire pupils making learning more meaningful and authentic by engaging them with the world outside their school and by emphasising the real-life dimensions to what they are learning; and
- bring pupils into contact with a variety of creative professionals who can sign-post opportunities for employment and further education.

We anticipate Lead Creative Schools will place a strong focus on working with Creative Practitioners on projects that drive improvements in literacy, numeracy and in reducing the impact of deprivation on educational attainment between disadvantaged learners and their peers. What this actually looks like in each school will vary – each of the programmes and projects within them will be created as individual responses to the needs of each school.

Some examples of creative learning programmes from around the world are provided below.

Literacy

- a visual artist worked with learners across curriculum subjects to improve attainment levels in writing. Literacy tests were carried out before and after the project work which took place during a term. Results showed that 90% of learners went up two point scores in literacy;
- a performance poet focussed on how physical activity could improve and inspire children to write. The project provided learners with new tools as writers alongside responsibility for organising and reporting on their own sports event;
- a visual artist worked to explore how drawing from close observation could develop learners' vocabulary;
- a creative writing and storytelling specialist worked with teachers, learners and parents to explore creative ways to teach reading and writing.

Numeracy

- a range of Creative Practitioners worked with a group of three schools to look at how creative approaches could impact on attainment in maths. In one school a representative sample of pupils who were not identified as high achievers participated. This group of learners exceeded their expected targets making average progress of 4.1 average point scores;
- a digital artist worked with learners to make connections between maths and everyday life. The project explored the impact of presenting mathematical problems visually on results;
- a music practitioner explored different methods and approaches to learning maths through the process of incorporating music in maths and maths in music. Maths was explored through stories, songs, and rhythms, riddles, learning and making real instruments;
- a visual artist worked with girls studying art and design technology to raise their confidence and interest in maths. The project explored how maths and creative practice could expand learning.

Reducing the impact of deprivation on educational attainment

- drama practitioners worked with unmotivated boys to develop their writing skills using role play and a variety of writing activities including character development and story narrative;
- a film maker worked with a groups of girls who rarely participated in class. The project explored how creative approaches to self-expression could improve learners engagement in school;
- a theatre practitioner and animator worked with low achieving learners to improve their motivation, understanding and recall of maths concepts including time, distance and speed. The learners worked with the practitioners to develop a number of short films. Whole year group test results showed that learners involved in the project achieved better results than learners in the highest achieving set who has been taught using conventional teaching methods; and
- a music technologist and film maker worked with a group of boys who found school challenging. They encouraged them to take a more active role in their own learning and to develop new aspirations.

Why Creativity?

We know that in today's world, schooling will increasingly become the basis of a creative society, of a creative economy and a creative culture. Creativity, or being open to acquiring new knowledge and innovative skills, will shape our world like no other force imaginable.

Creativity develops a young person's ability to question and make connections, and to grow the capacity for independent, critical thought. It can inspire young people with new ambition and confidence, challenging poverty of aspiration and breaking the cycle of deprivation caused by low educational achievement.

Creativity can be the key that unlocks the door to further and higher education, and in time, for some, even to employment. The world of work used to be about industry and manufacturing; the key businesses of the

future will increasingly be in the fields of communications, information, entertainment, science and technology. These all require high degrees of creative imagination and entrepreneurial vision – qualities that the arts are ideally placed to nurture and promote.

But for such creativity to thrive we need not only to recognise the importance of the arts but also to build infrastructures, programmes and ways of working that place the arts at the core of our education system.

The Lead Creative Schools Scheme offers teachers across Wales the support to develop creative approaches to teaching and learning through an intensive programme that draws on the skills of Creative Practitioners who will over a period of time work closely with teachers, learners and schools.



NEWDance, Flintshire Dancefest '14

What do we mean by “creativity”?

The success of Lead Creative Schools depends on promoting the forms of creativity which evidence suggests has positive educational benefits.

We therefore use a definition developed by Guy Claxton, Bill Lucas and Ellen Spencer of the Centre of Real-World Learning at Winchester University. Their work focussed on the need to develop a language around creativity which teachers and pupils recognised, valued and

were comfortable to use. The vocabulary developed was tested with teachers and in classrooms. Teachers confirmed that the ‘creative habits of mind’ as defined by Claxton et al were important in learning and easy to recognise. (A link to their work *Progression in Creativity* is included in the Further Information section of this prospectus.)

The five creative habits of mind and their sub-habits are defined as:

1. Inquisitive	Wondering and Questioning Exploring and Investigating Challenging assumptions
2. Persistent	Tolerating uncertainty Sticking with difficulty Daring to be different
3. Imaginative	Playing with possibilities Making connections Using intuition
4. Disciplined	Crafting and Improving Developing techniques Reflecting critically
5. Collaborative	Cooperating appropriately Giving and receiving feedback Sharing the ‘product’

At their heart, these definitions of creativity acknowledge the capacity of all children and young people to develop their creative skills.

What do I get by being a Lead Creative School?

Becoming a Lead Creative School will offer your school a wide range of benefits.

A Creative Agent

As a Lead Creative School, or group of schools, you will receive between 10 and 16 days support each academic year from a specialist called a Creative Agent, depending on whether yours is a primary or secondary school, or a group of schools. Arts Council of Wales will contract and pay the Creative Agents. In addition you will receive funding in the form of a grant from Arts Council of Wales to pay for your project work in school. You can find out about this and other support below.

Type of School	Maximum number of Creative Agent days per year
Primary	10
Primary-led group	12
Secondary / middle	14
Secondary-led group	16

Your Creative Agent will be with you on your journey as a Lead Creative School. They will support you to analyse what your needs are and to identify your starting point. They'll also consider how a creative project might be most effectively introduced and owned by your school. They will work with you to plan your project in response to your school needs and development priorities and will support you to identify appropriate Creative Practitioners.

When you've selected Creative Practitioners, your Creative Agent will continue to support you through the detailed planning. They'll also be able to support you and the Creative Practitioners throughout the project to introduce, reflect on and implement changes to teaching and learning. At the end of your project your Creative Agent will support your school to evaluate and reflect on the learning that has emerged from the creative process and to consider how this might be sustained.

Creative Agents support schools and Creative Practitioners by acting as a kind of critical friend. This can, on occasions, mean asking challenging questions within a supportive context. However, they're there to support schools and Creative Practitioners to work with young people as equal partners. Their key skills will be their ability to challenge and support new practice in the field of creative learning. Creative Agents are recruited from a range of creative professions such as artists and designers, theatre, music and dance professionals, poets, writers, film makers, digital artists and graphic designers. They are creative thinkers and ideas generators. They're committed to working in partnership with schools to help realise the creative potential of all learners and to make learning more engaging and effective through creative approaches.

Creative Agents will retain their own professional creative practice above and beyond their involvement with Lead Creative Schools. However, Creative Agents are selected and trained to work specifically with Lead Creative Schools. The training they receive covers the key phases of their work with schools. This includes diagnosis, planning, brokering relationships with Creative Practitioners, managing change, evaluation and embedding sustainability.

Creative Agents will be selected for their expertise in relationship building, partnership working, programme development and delivery and brokering contractual arrangements with other practitioners. Most importantly, Creative Agents will support the development of reflective practice and foster the growth of professional learning communities in and across schools linking up to other initiatives in the Arts and Creative Learning Plan, such as the Regional Arts and Education Networks or the Experiencing the Arts fund.

As previously mentioned, Arts Council of Wales will contract and pay the Creative Agents.

Creative Practitioners

As a Lead Creative School you will receive funding to pay for professional Creative Practitioners who will work directly with your teachers and learners to plan and implement your creative learning project. Creative Practitioners can come from a range of creative professions. Below are some examples but this list is not exhaustive. Your Creative Agent will work with your school, your teachers and learners to identify the skills and qualities you are looking for in Creative Practitioners and they will also help you in the selection process too. Examples of Creative Practitioners include:

- animators;
- cartoonists;
- choreographers;
- composers;
- dancers;
- dramatic enquiry practitioners;
- film and video makers;
- gaming developers and programmers;
- graphic designers;
- illustrators;
- musicians;
- painters;
- photographers;
- physical theatre practitioners;
- playwrights;
- poets;
- sculptors;
- storytellers;
- textile artists;
- theatre directors;
- visual artists;
- web designers; and
- writers.

High Quality Professional Development

We start from a belief that teaching is a fundamentally creative profession. We recognise the creative skills that many teachers have and that they are well accustomed to finding creative solutions to challenges. Lead Creative Schools aims to build on existing skills.

So it's designed to help teachers to acquire new skills, to promote the development of creative skills in school and to develop creativity within their own practice. The scheme includes an inspiring and practical two-day induction for teachers to support their understanding of creative learning and the development of creative skills.

As part of a national network of Lead Creative Schools, and in line with the National Model for Regional Working, you will also have opportunities to share practice with colleagues. This might include accessing other professional development opportunities, networking with other teachers and schools and to access a wide range of other resource materials. Many of these new materials will be on a creative learning portal on Hwb, the all-Wales learning platform, including research publications, toolkits and best practice examples.

Funding

We expect that schools will be in the Lead Creative Schools Scheme for two years, receiving a grant of between £5,000 and £14,500 each year. After their first year schools will have to demonstrate they have met the requirements of the scheme and that they have a clear plan for the next phase of their involvement before they receive their grant for year two.

In year two a number of Lead Creative Schools may receive some additional funding to support a more intensive programme that aims to support creative development across the school. These schools will be identified during the first year of their project work as a Lead Creative School.

Individual schools, groups of small primary schools, or a secondary school with a number of their feeder primary schools, can apply to be Lead Creative Schools. Groups of schools will receive a shared grant.

As a Lead Creative School you will be able to access funding to support a creative learning programme targeted at a specific group of pupils and teachers.

Grant funding will pay for your project work over each academic year you are in the Scheme. **You will be expected to make a minimum school contribution of 25% of the grant total.** This may be met by cash from your school budget and/or other grants (for example your Education Improvement Grant or, if relevant, Pupil Deprivation Grant – see below) and can include:

- supply cover costs you incur when participating teachers are attending the Lead Creative Schools 2 day induction and networking events; and
- the cost of your School Coordinator’s time (a minimum of 10-15 days) working to support your engagement as a Lead Creative School.

Schools may choose to enhance the project by increasing the school contribution to more than 25% of the grant total. These increased contributions may be in kind. The grant from Arts Council of Wales can only be used to pay for professional Creative Practitioners to work in school on your Lead Creative School project and for the cost of materials. We anticipate that Creative Practitioners will be paid a minimum daily fee of £250. More details about the funding available is provided in the table below.

Lead Creative Schools Funding				
	Annual			2 Year Grant Total
	Grant	Partnership funding (minimum school contribution of 25% of the grant)	Total project cost	
Primary schools	£5,000	£1,250	£6,250	£10,000
Secondary schools	£8,000	£2,000	£10,000	£16,000
Primary groups	£6,500	£1,625	£8,125	£13,000
Secondary schools and feeder primaries	£14,500	£3,625	£18,125	£29,000

The commitment we expect from schools

A financial commitment

Schools have to commit to make a minimum contribution of 25% of the grant offer. As previously mentioned this contribution can include:

- cash from your school budget;
- supply cover costs you incur when participating teachers are attending the Lead Creative Schools 2 day induction and networking events;
- the cost of your School Coordinator's time working to support your engagement as a Lead Creative School.

You may consider using your Education Improvement Grant to cover part of your 25% contribution.

If your target group of learners is made up solely of eFSM pupils, or if you can demonstrate that through your whole class/whole school approach eFSM pupils will disproportionately benefit, then you may consider using your Pupil Deprivation Grant (PDG) to cover all or part of your contribution. (Please note: The PDG grant must be used with the aim of bringing the performance of eFSM pupils up to that of non-eFSM pupils, and you must be able to demonstrate the impact of the project on core subject indicators for eFSM learners.)

A commitment of time and resources

The scheme will require schools to commit resources, time and capacity and to manage the programme effectively. Lead Creative Schools make a commitment to develop and influence practice in their own school by providing ongoing opportunities to actively share learning and through the establishment of a Lead Creative Schools Professional Learning Network. They will also participate in regional and national networking events to

share best practice at meetings of Lead Creative Schools and through the new Regional Arts and Education Networks. Schools will be expected to engage with, and support, the evaluation of the scheme. Typically this will involve providing data, helping to generate case study materials or participating in research.

Lead Creative Schools are expected to generate, through collaboration, new ideas that support creative teaching, learning and partnership working and which help drive reducing the impact of deprivation on educational attainment between disadvantaged learners and their peers. They should be committed to developing the creative skills of learners.

A commitment to the scheme

As part of the deal, there are eight specific things that, as a Lead Creative School, we'd require you to do:

1. Identify teachers who are motivated to participate in the scheme and to allow them to take part in the Lead Creative Schools induction programme (over 2 days);
2. Allow participating teachers time to plan, implement, reflect and evaluate with your Creative Agent and all partners and to actively support them to experiment and to teach creatively;
3. Engage in project and programme monitoring and evaluation using the Lead Creative School Planning and Evaluation Framework;
4. Involve teachers and learners as active partners and co-constructors of learning in planning, delivery and evaluation;
5. Demonstrate active support for the scheme from the headteacher, senior leadership team, demonstrated by regular

participation in the scheme in a leadership capacity, e.g. participation in planning conversations with the Creative Agent, attendance at networking meetings and events;

6. Designate a School Coordinator. This is normally a member of the senior leadership team and who will have dedicated time to coordinate, influence and make decisions. A school can make a case to nominate a teacher who is not currently a member of the senior leadership team to be the School Coordinator. In such cases it's expected that the teacher is being developed as a future leader and the school has decided that the Lead Creative Schools Scheme provides an opportunity for the teacher concerned to develop their leadership skills. They would generally be expected to attend and participate in senior leadership meetings;

7. Make the appropriate time available. It's anticipated that the minimum time commitment required of a School Coordinator is between 10 and 15 days over a year and schools should commit to enable them to be released to carry out their responsibilities. Groups of schools will need to decide on a School Coordinator. This would normally be a representative from the school who makes the application but it is likely that some responsibilities will be shared with others from schools in the group; and
8. Use the learning from the project or programme of work to inform the future School Development Plan (SDP).



LLAWN03, Llandudno (image: Paul Simpson)

Eligibility

Schools

All local authority maintained and voluntary-aided primary and secondary schools, including special schools, in Wales are eligible to apply to be Lead Creative Schools including specialist teaching facilities within schools.

In the academic year 2016/17 we anticipate funding up to 200 applications from schools across Wales.

It is anticipated that most Lead Creative Schools will take part for two years but schools will, at the end of each year, be required to demonstrate that they have fulfilled the commitments of the scheme and have a clear vision for the next stage of their involvement.

Selecting the Lead Creative Schools

Schools have to apply for selection as a Lead Creative School.

During the assessment process we may contact you if we have any questions about your application.

Selection of schools from each region will be carried out by an expert regional panel which will include representatives from:

- Arts Council of Wales; and
- the regional education consortia.

Their recommendations will go to a national panel, including representatives from the arts and education sectors, for final decision making.

Criteria

Schools will be assessed against their evidence of the following:

- the level of commitment of the senior leadership team and their ability to mobilise the school community;
- the value they place on developing the creative skills of learners and their commitment to giving learners an active role in Lead Creative School activities;
- evidence of how the scheme can support their vision and deliver their school development priorities;
- an explanation of how they plan to use participation in the scheme to support improvements in any or all of the following: literacy, numeracy and in reducing the impact of deprivation on educational attainment; and
- the capacity of the school to deliver the programme effectively.

In selecting schools, the decision making panel will also:

- ensure that there is a balance of schools across the regions of Wales and between primary, secondary, special schools;
- ensure that rural and Welsh medium schools are fairly represented; and
- give consideration to schools facing significant challenges, including deprivation.

How to Apply

Before applying schools are advised to discuss their application with their Challenge Advisor. Information sessions about Lead Creative Schools Scheme are being held across Wales.

The application process is as follows:

- schools should refer to this prospectus and the FAQs which can be found on www.arts.wales/what-we-do/creative-learning/faqs-lead-creative-schools
- schools should complete the Lead Creative Schools Application Form, which will be available at www.arts.wales/what-we-do/creative-learning/the-lead-creative-schools-scheme in January. Please note there are separate forms for individual schools and for groups of schools.

- the deadline for applications is **17.00 on 27 January 2017**.

If you have questions about your application to the Lead Creative School Scheme, you can contact your Arts Council of Wales regional team on info@arts.wales / creative.learning@arts.wales, but before doing so you are advised to read this prospectus fully and the FAQs page www.arts.wales/what-we-do/creative-learning/faqs-lead-creative-schools

Please note we are unable to comment on draft applications.



Literature Wales (image: Emyr Young)

What Happens Next?

Selection Process

Information on the selection of Lead Creative Schools is provided earlier in this prospectus. The decision making panel will consider all applications and decide on a portfolio of Lead Creative Schools each year.

Following the decision making meeting we will inform you of the outcome of your application by email. Successful schools will be sent a grant offer letter which the headteacher will need to sign and return. Following acceptance of the grant offer schools will be matched with a Creative Agent.



Batik workshop with Molly Hawkins

Complaints Procedure

Information about Arts Council of Wales Complaints procedure can be found at: www.arts.wales/complaints-procedure

Induction

All Lead Creative Schools must participate in an induction programme which aims to enable participating teachers and their School Coordinator to fulfil their roles in the process. This will be a 2 day professional development programme with a number of programmes taking place across Wales early in the Autumn term.

Project delivery

The Lead Creative Schools approach:

- starts with the School Development Plan – linking project development closely with priorities identified by the school;
- makes time for proper in-depth planning and evaluation to ensure projects 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.

It is envisaged that Lead Creative Schools will structure their work over the whole academic year in line with a three-term plan as follows:

Autumn Term – Planning

- once inducted, schools and Creative Agents work together to build their relationship;
- schools and Creative Agents continue to diagnose and clarify the key issues, concerns, or enquiry important to meeting each school's development priorities. This will happen in collaboration with the regional education consortium and Challenge Advisors;
- Creative Agents will talk to members of the school community including the headteacher, LCS School Coordinator and teachers and learners to be involved in the programme;
- ideas for project activity are scoped;
- the school, with the assistance of the Creative Agent, selects the Creative Practitioners who will be involved in the programme and contracts for their work are drawn up;
- the programme is planned in detail with the Creative Practitioners, the learners and teachers involved and a completed project planning form is submitted to the relevant Lead Creative Schools regional team. This form defines the purpose and goals of the project, who is involved, it provides relevant bench-marking information about the learners taking part (this might include assessment data, teacher observation, student questionnaires etc), details of what evidence will be gathered during the project and it is accompanied by a planned budget;
- the Lead Creative School regional team approves the project and planned budget or suggests further refinements; and
- the first instalment of project funding is paid to the school by Arts Council of Wales.

Spring Term – Activity

- programme activity with the Creative Practitioners starts in the school;
- reflection on progress and impact takes place at regular intervals to ensure that the project is kept on track;
- the activity is continually documented using a variety of means in order to provide a rich account of what went on;
- activity encourages the continued professional development of teachers involved to support them to develop creative approaches to teaching and learning; and
- the Creative Agent and LCS School Coordinator support regular opportunities to actively share learning and develop practice in school during meetings of their Lead Creative Schools Professional Learning Network.

Summer Term – Final Reflection and Evaluation

- When project activity is completed, the Creative Agent holds separate evaluation conversations with pupils, teachers and Creative Practitioners;
- the findings are collated and synthesised into the final report that is submitted as part of the project end form, this includes evidence of impact, data about the learners who took part together with final monitoring figures and the actual budget. This report is submitted to the Lead Creative School regional team;
- on approval of this report and the budget form, the final payment is paid to the school; and
- working with their Creative Agent, the school plans how to move forward, incorporating the learning that has arisen through the programme.

In reality, these delineations tend to become blended. For example, project activity might start in the first term and run into the beginning of the third term. Schools will need to make planning decisions in the light of other pressures on the timetable and on staff.

For further information and updated frequently asked questions visit www.arts.wales/what-we-do/creative-learning/faqs-lead-creative-schools

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

Further Information

Below you will find links to further information including useful background information and documents that have been important in informing the development of the Lead Creative Schools Scheme. There are also links to documents, research, videos and other resources about creative learning.

Welsh Government documents and commissioned reports

- *Creative learning through the arts* - an action plan for Wales, March 2015.
www.gov.wales/topics/educationandskills/publications/guidance/creative-learning-through-the-arts/?lang=en
- *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. A link to the independent review by Professor Graham Donaldson CB.
www.gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales/?lang=en
- *Arts in Education in the Schools of Wales*. A link to the independent report by Professor Dai Smith, its supporting documents and the Welsh Governments response to the reports recommendations.
www.wales.gov.uk/topics/educationandskills/publications/wagreviews/arts-in-education-review/?lang=en
- Guidance on using the Pupil Deprivation Grant in support of arts and cultural activity.
www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en
- Guidance on the Pupil Deprivation Grant.
www.wales.gov.uk/topics/educationandskills/publications/guidance/school-effectiveness-grant-2013-2015/?lang=en

Creative Learning websites and links

- *Changing Young Lives*. Summaries of research, evaluation and learning and school case studies from the Creative Partnerships programme in England.
www.creativitycultureeducation.org/changing-young-lives-2012
- *The Rhetorics of Creativity*. A literature review which surveys the core concept of creativity.
www.creativitycultureeducation.org/the-rhetorics-of-creativity-a-literature-review
- *Progression in Creativity*. A literature review which provides an overview of the key issues and debates surrounding creativity and the potential for assessing it in individuals. Authors: Ellen Spencer, Bill Lucas and Guy Claxton from the Centre for Real-World Learning, University of Winchester.
www.creativitycultureeducation.org/progression-in-creativity-a-literature-review
- Creative Teaching for Creative Learning. A website which captures how teachers have changed their practice in order to develop the creativity and quality of students' learning.
www.creative-teachers.org/

- Changing Education Paradigms. A TED talk by Sir Ken Robinson about why creativity in schools is important.
www.ted.com/talks/ken_robinson_changing_education_paradigms
- Scottish Learning Festival. A video which explores what a creative education is and why is it important?
www.educationscotland.gov.uk/video/s/video_tcm4732792.asp
- Why is Creativity Important? A video from Kwame Kwei-Armah about encouraging creativity in young people.
www.vimeo.com/9670803



Myth Makers, Powys Primary Schools, Arts Connection

Appendix 1. Role Description for Lead Creative School Coordinator

Introduction

Schools in the Lead Creative Schools Scheme are expected to identify a School Coordinator to support their work in the programme. Groups of schools need to identify one person from across the group who will take on the role; this is normally a representative from the school who makes the application. This document provides information about the role of the School Coordinator.

The School Coordinator

Lead Creative Schools Coordinators play a key role in making schools programmes successful. They are responsible for driving the programme, and ensuring it is integrated into the wider practice of the school. School Coordinators will ideally be members of the school's senior leadership team, and will be accountable to the Headteacher. They will influence the thinking and practice of colleagues and other stakeholders across the school community. A school can make a case to nominate a teacher to be the School Coordinator. In such cases it is expected that the teacher is being developed as a future leader and the school has decided that the Lead Creative Schools Scheme provides an opportunity for the teacher concerned to develop their leadership skills. They would generally be expected to attend and participate in senior leadership meetings.

Key functions

- developing a creative learning community across the school;
 - to develop knowledge, understanding and to have enthusiasm for creative teaching and learning as a key to raising attainment, aspiration and motivation;
 - to build a community of creative learning practice in the school through the establishment of a Lead Creative Schools Professional Learning Network; and
 - to involve parents and other members of the community in the programme.
- ### Ensuring the programme is addressing important school development priorities
- to develop, through dialogue with the wider school community, an approach which addresses the needs of its learners and is directly contributing to the delivering of School Development Plan (SDP) priorities;
 - to facilitate the longer term development of creative teaching and learning; and
 - to develop a plan for the school's work as a Lead Creative School.
- ### Programme management
- to act as a facilitator in school, able to translate the school's vision and its ambitions for creative learning into practical implementation;
 - to ensure that learners play a meaningful and active role in shaping the programme, so that it reflects their interests, needs and enthusiasms;
 - to take overall responsibility for programme management, delegating across the school community and ensuring roles and responsibilities are understood clearly by all;
 - to coordinate, in partnership with the school's 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; and
- to ensure all Lead Creative Schools 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 Lead Creative Schools staff in Arts Council of Wales

- 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 Lead Creative Schools staff; and
- to ensure that all systems for project planning and evaluation are used in line with the Lead Creative Schools framework.

Evaluation and sustainability

- to ensure that all monitoring and evaluation requirements are fulfilled and that partners commit to developing reflective practice throughout the work in school; and
- to work closely with the Creative Agent and the school to ensure that effective approaches to creative teaching and learning become embedded across the school.

Advocacy and dissemination

- to ensure that the school participates fully in broader advocacy and dissemination opportunities for Lead Creative Schools and plays a proactive role regionally and more widely to promote the benefits arising from the programme; and

- to actively network with other schools and external partners linked with the programme, attending Lead Creative Schools networking meetings as appropriate.

Time commitment

School Coordinators should expect to allocate between 10 and 15 days across the 2016/17 academic year to their work in the Lead Creative Schools Scheme. This time includes the School Coordinator's attendance at an inspiring and practical 2 day induction to support their understanding of creative learning, the development of creative skills and how schools can use the Lead Creative Schools Scheme to support their important development priorities. It also includes time to attend Lead Creative Schools networking events and meetings.

School Coordinators will be expected to be released from other duties in order to ensure this role is allocated sufficient time to attend planning, evaluation and networking meetings.