

Prospectus for Schools

WANTED: UNUSUAL QUESTIONS

Do you want to understand more about your pupils' creativity?
Do you want to develop your own understanding and skills?

Advance your thinking and practice by working with a partner from a creative field on an enquiry-based project that investigates creativity in learning.

We are offering awards of approximately £3000 plus additional support.

You can apply as a single school or as a part of a network. Schools applying as part of a network should submit individual application forms.

Please read through this information carefully before completing the application form.

Contents

1. Creative Partnerships.....	4
2. Why become an Enquiry School?	6
3. Benefits	6
4. Commitments	7
5. Eligibility	8
6. Selection Criteria.....	8
7. How to Apply	9
8. What Happens Next?	10
9. Appendix: Further Information	11

1. Creative Partnerships

Background

Creative Partnerships is the Government's flagship creative learning programme, designed to develop the skills of young people across England, raising their aspirations and achievements and opening up more opportunities for their futures. This world-leading programme is transforming teaching and learning across the curriculum.

What we do

We support thousands of innovative, long-term partnerships between schools and creative professionals, from architects to scientists, multi-media developers to artists. They inspire schools to deliver the curriculum through innovative teaching techniques, and young people to challenge themselves in new ways, gain confidence and take 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.

Working with Creative Partnerships Norfolk, 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
- 7 out of 10 secondary headteachers say Creative Partnerships improves pupil behaviour in their school
- Creative Partnerships increases parental engagement in children's learning

Where we work

We have worked with over 2,400 schools from Key Stage 1 to Key Stage 4 in areas of high deprivation across England.

We are managed by Arts Council England and funded by the Department for Culture, Media and Sport and the Department for Children, Schools and Families.

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 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, equipping 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 has designed a new national framework, to be applied consistently across England. This includes 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 will enable a number of leading Creative Partnerships schools to engage in cutting-edge practice over an initial one-year period. They will play a pivotal role in the strategic leadership of Creative Partnerships (this is not offered yet in Norfolk)
- The [Change Schools](#) programme will enable schools with 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 will enable participating schools to engage in a one-year creative learning programme targeted at a specific group of pupils and teachers.

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; and
- the skills, capacity and sustainability of the creative industries, and other partners who wish to work with schools.

This prospectus gives information about the [Enquiry Schools](#) programme.

2. Why become an Enquiry School?

Through the Creative Partnerships Enquiry Schools programme, we want to work with schools to explore what creativity is and what it can unlock for their practice, their teachers, their pupils and their communities. You will be able to explore:

- what it really means for young people to be creative and how you and they know when it is happening
- what it is that teachers and other creative professionals actually do to encourage and develop that creativity, either working individually or together
- how the setting and focus of learning affects creativity both in class and at school level
- how creativity can drive improvement in an area important to you, as identified within your School Improvement/Development Plan

Working with partners from outside of your school can:

- bring in new ideas and approaches, continuously moving you forward in your search for outstanding practice
- offer a new perspective, refreshing and reframing your practice
- engage pupils with the world outside their school by emphasising the real-life dimensions to what they are learning, along with sign-posting opportunities for employment and further education
- raise your profile within your local community

3. Benefits

Becoming an Enquiry School will offer your school the following benefits:

Funding

As a successful Enquiry School, we will fund 75% of your project costs (approximately £3000).

A Creative Agent

Each Enquiry School will receive six days support from a creative agent in addition to the project funding outlined above. Creative agents are recruited from a range of professional backgrounds and 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 make learning more engaging and effective through creative approaches. Creative agents are experienced practitioners who have substantial experience of working in educational settings. They have expertise 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.

Creative Partnerships Norfolk will select, contract and pay Creative Agents directly.

High Quality Professional Development

This programme is designed to help teachers and partners acquire new skills, promote creative thinking and develop creativity within their own practice. The programme includes an inspiring and practical induction to understanding creative learning.

Profile, Support and Challenge

As well as offering support for your Enquiry, Creative Partnerships Norfolk will support Enquiry Schools to make links with other schools participating in the Creative Partnerships programme, so you can share practice with colleagues and access CPD opportunities, publications and other resources.

As a member of a national initiative, you will also gain access to a network of schools that have established creative curricula and have embedded a creative ethos in their schools. You will also be given opportunities to profile your work nationally.

4. Commitments

Enquiry Schools will need to commit to:

- funding 25% of the project's costs (approximately £1,000 cash)
- providing a minimum of six days of teacher release time for induction, professional development, planning, review and dissemination
- planning, monitoring, evaluating and reporting on the enquiry using a common format
- supporting Creative Partnerships to build and share knowledge of your enquiry experience
- using the learning from the enquiry to inform future School Improvement/Development Planning

If the Young People's 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 Enquiry Schools project criteria (i.e. the award is not a project in itself) and that at least part (if not all) of the award is rooted in the Enquiry Schools project. If you (or any of the Creative Agents or schools in your area) want to find out more about the Young People's Arts Awards, please contact your regional coordinator. Contact details can be found at:

<http://www.artsaward.org.uk/centre/lookup.php>

There are standard fees for advisor training and moderation which can be found at <http://www.artsaward.org.uk/site/?id=1378>

5. Eligibility

Schools

From April 2008, applications will be open to state-maintained schools in England. Independent schools are not eligible.

We are expanding our programme and work with a greater number of schools than ever before. To find out if you can apply, please contact Creative Partnerships Norfolk. Contact details at the bottom of the document.

Other settings

In addition to maintained schools, ISSPs¹ are eligible to apply to the Enquiry Schools programme, provided that the group of young people who will take part in the project are identified in the application and that there is a clear plan for the development of those young people through the project.

Other organisations that work with young people in a formal setting may also be eligible. Please contact Creative Partnerships Norfolk to confirm your eligibility before you apply.

Receiving an Enquiry Schools grant does not necessarily preclude you from applying to the Enquiry School programme again or other Creative Partnerships programmes in future years.

6. Selection Criteria

The Enquiry Schools programme is designed to offer a rich experience, with many opportunities for development. Applications should demonstrate your full awareness of the opportunities available.

Selection will be carried out by a local selection panel. This panel will be looking for schools that:

- demonstrate a commitment to enquiry and reflection and delivering an effective project
- are interested in both teaching creatively and teaching for creativity
- will develop enquiries that link clearly to one or more School Development/Improvement Plan priority
- aim to work in genuine partnership with creative practitioners
- have the potential to make the case for creativity, demonstrating a link between creative learning and pupil engagement and achievement
- will engage pupils in the design, delivery and evaluation of their enquiry

¹ Intensive Supervision and Surveillance Programme: <http://www.yjb.gov.uk/en-gb/yjs/SentencesOrdersandAgreements/IntensiveSupervisionAndSurveillanceProgramme/>

- show a high level of commitment from the senior management team
- are ready to take risks and innovate

Network applications should:

- provide evidence of previous successful networking experience
- demonstrate potential for further network development
- explain each school's focus of enquiry and contribution to the network

ISSPs applications should:

- identify the group of young people who will take part in the project
- include a clear plan for the development of those young people involved through the project

In addition, your Area Delivery Organisation may be looking for some applications which address specific themes. Please contact them for further information.

However, please do not feel constrained by these themes. All applications will be considered equally, regardless of whether or not they address these themes.

7. How to Apply

The application and selection process is as follows:

Information will be made available to schools and applications invited. Your Creative Partnerships Norfolk will offer the following support to help you with your application:

- a briefing session open to all eligible schools (11th & 15th September
- short face-to-face or telephone surgeries.
- answering further phone or email enquiries. Please be aware that their capacity to respond is limited as they will be continuing to manage their local programmes. You are therefore advised to refer first to this prospectus, or the FAQs page on www.nnfestival.org.uk/creativelearning before contacting Creative Partnerships Norfolk.

Please note: Creative Partnerships Norfolk are unable to comment on draft applications as they will be involved in the selection process.

Applications

Your completed application form, a copy of your School Improvement or Development Plan (SIP/SDP) should be sent to Creative Partnerships Norfolk in two formats

1. Electronic copies by email
2. Paper hard copy of the application form signed by the Headteacher by post

8. What Happens Next?

Selection Process

Creative Partnerships Norfolk will run the selection process. A local panel will read every application carefully, with particular focus on the line of enquiry, the depth of preparation and how you envisage the partnership working.

It is our intention that all schools, regardless of selection, derive some benefit from the application process. All schools that apply will be offered feedback on their application.

The timetable for successful applicants is as follows:

Planning – Term 1

- school is matched with a Creative Agent
- induction and development
- school and Creative Agent select creative practitioner(s), and school agrees a contract
- school and Creative Partnerships sign grant offer
- schools and practitioners plan project

Activity – Term 2

- school receives first instalment of funding
- project activity
- one day reflection event

Reflection – Term 3

- project analysis and reporting
- school receives final instalment of funding
- school shares knowledge within and beyond the school

For further information and updated frequently asked questions visit www.nnfestival.org.uk/creativelearning or contact Creative Partnerships Norfolk.

For further questions please contact Creative Partnerships Norfolk:
Ingrid Fairman Ingrid@nnfestival.org.uk 01603 877765
or Hannah Walker hannah@nnfestival.org.uk 01603 877760

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

9. Appendix: 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. Follow some of the links in this document for further descriptions and discussions.

Teaching for creativity 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.

- A recent report by **OFSTED** 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.dfes.gov.uk/naccce/index1.shtml

www.artssmarts.ca/media/en/allourfutures.pdf (summary)

Building Creative Partnerships: A Handbook for Schools

This handbook builds on the experience of Creative Partnerships in over 2500 schools in 36 areas of England. It offers ways for schools to work with external partners to support imaginative enquiries - bringing the curriculum to life and delivering across and beyond it for whole school change.

This Much We Know

Four years since the start of the Creative Partnerships programme, what has been the impact so far? This Much We Know summarises the research and evaluation carried out between 2002 and 2006.

<http://www.creative-partnerships.com/thismuchweknow>

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

www.creative-partnerships.com/cara

Enquiring Minds

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

QCA's Creativity – find it promote it materials

<http://www.ncaction.org.uk/creativity/resources.htm>

Creative Partnerships literature review series

www.creative-partnerships.com/literaturereviews

- ***Rhetorics of Creativity*** (Shakuntala Banaji and Andrew Burn with David Buckingham, Institute of Education, University of London – December 2006) is an important and original report that surveys the core concept of creativity. It sets out an original way to disentangle the range and variety of theories and understandings of the concept.
- ***Consulting Young People*** (Sara Bragg, Open University – March 2007) highlights some of the reasons why young learners should be listened to, and explains how to go about it in a way that generates genuine dialogue and collaboration.
- ***Whole School Change*** (Pat Thomson, Nottingham University – June 2007) offers a serious and robust review of change theory which should be of use to all practitioners and educators with ambitions to effect structural and systemic change.
- ***Creative and Cultural Industries*** (Justin O'Connor, Leeds University – November 2007) is a history of the formation and definition of the creative sector. This review delineates the sector's roots in cultural practice and reflects on more recent New Labour descriptions and uses of the creative industries.
- ***Arts in Education and Creativity*** (Mike Fleming, Durham University – April 2008) offers an historical and theoretical overview of arts education and its place in the English curriculum. The review begins the process of articulating the relationship of creative learning and creativity education with arts education.

QCA 2001 literature review on Creativity in Education by Anna Craft

http://www.ncaction.org.uk/creativity/creativity_report.pdf

Other interesting sites:

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

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

<http://www.capeweb.org/>

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