

Creative Classrooms

Leadership



LEADERSHIP – Creative Intention

- To build capacity for the role of arts and culture as a guiding and fully immersed influence within a broad and balanced curriculum.
- To build staff confidence and autonomy to help them to independently facilitate learning through the arts across the curriculum.
- Applying skills, knowledge and pedagogies gained from CPD in arts and culture to other areas of the curriculum.
- Supporting staff to try innovative and flexible approaches to teaching to enable students to feel empowered to master language in new ways.

Leadership - CREATIVE IDEAS FOR DEVELOPMENT

- Is your leadership facilitating and nurturing creative classrooms?
- How well developed are your key focus areas?

Key focus areas	Ideas from Cragside
<p>Providing inspiration within a broad and rich curriculum</p>	<p>Key Intentions:</p> <ul style="list-style-type: none"> • Create conditions which support innovation and creativity. • Ensure curriculum rationale and design takes very good account of creativity. • Emphasise creativity in a progressive way across all areas of learning. • Embed arts and cultural development within the School Improvement Plan and continually reinforce a vision for creativity throughout the curriculum. <p>The ambition is for creativity to be embedded across the school on a day to day basis, across the full curriculum. One vehicle for achieving this is to use the Shakespeare Schools Festival Project which can be incorporated into the wider curriculum, creating an immersive experience rather than the odd lesson making costumes or props. Curriculum links:</p> <p>History - Learning about the Tudors - helped the students to understand the original context of Literacy. Supported the children to understand the language of Shakespeare as well as helping to meet the curriculum demands of learning about classic texts.</p> <p>Art and design technology – Learning about textiles and costume making</p> <p>Music and Drama lessons – Developing empathy and skills in evoking mood and atmosphere as well as composition.</p> <p>PSCHE – Used to explore key themes within the play</p> <p>DT – Used to investigate Tudor food</p> <p>The Tempest’ is used as a springboard to drive a wide range of learning opportunities for all children in Year 6.</p>

Leadership - CREATIVE IDEAS FOR DEVELOPMENT

Key focus areas	Ideas from Cragside
Having a strong values base	Creativity as a pedagogical focus is a priority across all subjects. Creativity development is seen as an entitlement and projects are run within every year group. The arts and culture provide a strong golden thread that links many parts of the curriculum together in a cohesive and integrated way.

“You have a plan but also have to have room for flexibility and opportunities to make mistakes so they can learn from them.”

Arts and Culture Ambassador

Chair of Governors: A focus on creativity “develops the fabric of the school community, it allows children to participate who would otherwise not be thriving in the school environment but also it adds depth and breadth to the school’s social perspective.”

- 1 Use the play to drive as much of the curriculum as you can.
- 2 Make sure the children have a good understanding of the story
- 3 Understand the characters and how they relate to one another
- 4 Understand the key themes in the play
- 5 Understand the plot line
- 6 Next start on the acting
- 7 Take your time to cast well and get the chemistry right
- 8 Within each scene unpick all the key elements which then informs the students’ ability to act it out

Tips in order of priority from the Arts and Culture Ambassador

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Having high expectations	Arts Ambassador ensures curriculum rationale and design takes very good account of creativity. Emphases creativity in a progressive way across all areas of learning.
Attending to staff learning needs	Providing training and professional development opportunities for all staff. Showing appreciation for staff discretionary effort and encouraging a culture in which staff support one another and are supportive and accommodating of each other when demands are made on rehearsal spaces or resources.
Creating time and space	<ul style="list-style-type: none"> • Creating a dedicated post - Arts and Culture Ambassador. Key role features are: • a strategic role in developing, supporting and sustaining the arts and culture across the school • actively supporting reflective practice through fostering the growth of creativity across the school • acting as a critical friend by asking challenging questions about practice within a supportive context • securing high quality professional development opportunities for all staff • negotiate partnerships with other schools, external consultants and organisations <p>- Utilising both class time and after school Drama Club sessions to support the Project.</p>

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Providing funding and resources	<p>The head teacher and the governors are strong advocates for the arts and cultural activity. They ensure funding from their delegated budget for staffing, training and resources and are grateful to the PTFA for supplementing this funding. The leadership deploy creative professionals to work as part of the team over a sustained period of time, rather than coming in to delivery a defined activity with minimal teacher involvement. E.g.</p> <p>Investing in a music specialist employed to work with Year 6 for half a day for the whole year, but initially working on the Tempest Project.</p>
Outward facing (working with cultural partners and engaging with research and theory)	<p>While high profile arts and culture activity has given the school kudos and respect, it hasn't so far, brought funding to the school. The cost of buying-in learning opportunities however, has proved invaluable, and the gains have far outweighed the cost. Developing partnership working is vital to improve quality of learning outcomes for staff and students. Adopting a reciprocal approach when working with partners so that expertise is shared on both sides helps to create stronger relationships.</p>

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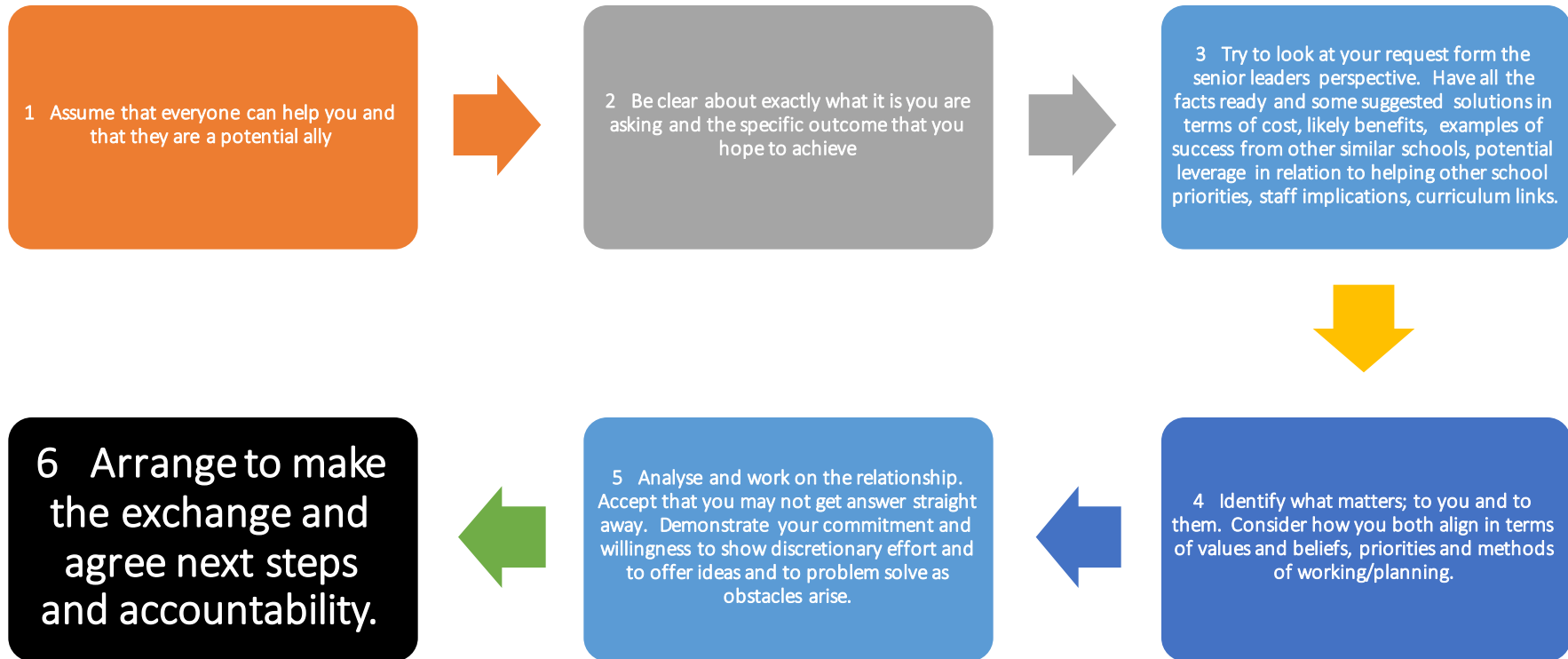
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Creating teams	<p>Nurture a culture in which students and staff are supported to think in divergent ways and to respect the ideas and views of others.</p> <p>Staff communicate openly with each other, sharing their thoughts, opinions and ideas about how to develop creativity across the curriculum; as well as taking into consideration what students have to say.</p> <p>Each member of the staff contributes their fair share of the workload and fully understand what their responsibilities are and where they fit in with the running of the Project. They feel a sense of belong, are committed to their work and really care about the success of the Project.</p>
Celebrating success	<p>Recognising staff talent and showing regular appreciation for their passion and commitment.</p> <p>Acknowledging the importance of 'team' and modeling good practice in supporting each other and looking out for each other.</p>

Leadership - CREATIVE IDEAS FOR DEVELOPMENT

A tool for developing your advocacy

- Use the steps below to help you persuade your Head teacher to apply for the Shakespeare Schools Festival Project



Based on the Cohen-Bradford Model six-step approach to Managing Up