

*Creative  
Classrooms*

# CREATED

AN ONLINE TRAINING SERIES FOR PRIMARY TEACHERS



**How collaborative learning can flourish between creative practitioners and primary schools.**



We have laid out Rob Kitchen, Music Education and Schools Programme Leader at Sage Gateshead's thoughts and ideas with regards to building and sustaining collaborative practices between practitioners or organisations and schools.

### **Understanding each other's needs:**

When you first speak to a cultural organisation or creative practitioner, it's important that you explain what the school would like to achieve. Organise a group discussion with teachers and the organisation or person. Create a space where everyone can talk openly about their goals and allow the organisation time to create an offer to suit you. Ideally, you would make a plan that takes into account your objectives and long term learning goals while at the same time, allows the creative to bring a new learning style to your school.

### **Things that creative practitioners should consider:**

- Teachers are very skilled at breaking down the learning for pupils.
- Have an understanding of psychology and they look out for the welfare of the pupils
- Teachers have lots of skills in lots of different areas.
- Teachers are specialists.
- As a practitioner, you need to do your research.
- Understand the pressures that schools and teachers face
- As an artist, you can learn a lot from teachers in lots of ways.

### **Things that teachers should consider:**

- The creative practitioner is here to enrich the children's learning and offer new ways of working.
- Be understanding that creative practitioners will teach in a more informal way to you.
- You can't expect creative practitioners to work in the same way as you. It is okay to offer a different style of learning.

## Communication

As we all know, to make any relationship work, you have to have good communication. It's important that you have regular communication throughout the time that you work with a school. Create an atmosphere that allows continued open dialogue.

### Things that creative practitioners should consider:

- Understand that teachers are not always at their desks and so can't always quickly reply to emails.
- If you only have the school phone number, it may be difficult to contact the specific teacher you need.
- Consider how you can adapt learning to work for the school and pupils.
- Ask questions and be clear on the learning objectives.
- Understand that teachers will need you to show pupils progress.
- Set up a regular time to talk and catch up.

### Things that teachers should consider:

- Make the organisation or creative practitioner aware of any additional needs pupils have.
- Share any information that you are allowed to regarding any triggers that may affect the teaching methods used?
- Are there any behavioural needs that creative practitioners should be aware of before teaching your pupils?
- Be open and honest about what you expect from the creative practitioner.
- Set up a regular time to talk and catch up.
- Give helpful feedback



## Long-term collaboration & working as a team

To have a long-term collaboration, you need to understand one another and have a clear end goal that allows creative practitioners and teachers to work together to achieve that goal in what may appear to be a new or less formal way.

### Things that creative practitioners should consider:

- Be organised - plan lessons and know how you can help pupils progress.
- Show progress - have a clear understanding of how you will show progress over a year.
- Don't take any criticism personally.
- Understand how the school is organised.
- How do they grade pupils?
- Don't be put off if you have someone sit in your session.

### Things that teachers should consider:

- Allow discovery.
- Hide the learning objective and reveal it as the lesson goes on.
- Do hold practitioners to account - ask them to show you their progress.
- Let the creative practitioner or organisation work teach the pupils in a new way.
- Have a 5-10min chat with the creative practitioner each time they visit.
- Give honest, critical feedback to the organisation or practitioner.
- Understand that creative practitioners and organisations also feel pressure and are trying their best.
- Teachers benefit from understanding what good practice in the arts looks like.
- Don't be afraid to take ownership of the artist or organisation in your school and tailor your work to align with the Arts Council quality principles.



## Additional information and reading:

[Arts council quality principals](#)

[About Guri Santa Marcelina](#)

[Teaching SEND pupils](#)

## Rob's recommended reading list

- **Music, Society, Education:** - Christopher Small
- **Open:** How we'll work, live and learn in the future - David Price
- **Musicking:** The Meanings of Performing and Listening - Christopher Small
- **This is Your Brain on Music:** Understanding a Human Obsession - Daniel Levitin
- **How Popular Musicians Learn:** A Way Ahead for Music Education - Lucy Green

## Teaching models:

[4- corner model](#)

[Tuckman's Model for Nurturing a Team to High Performance](#)