

Conference Digest: Creative Schools Symposium 2019!

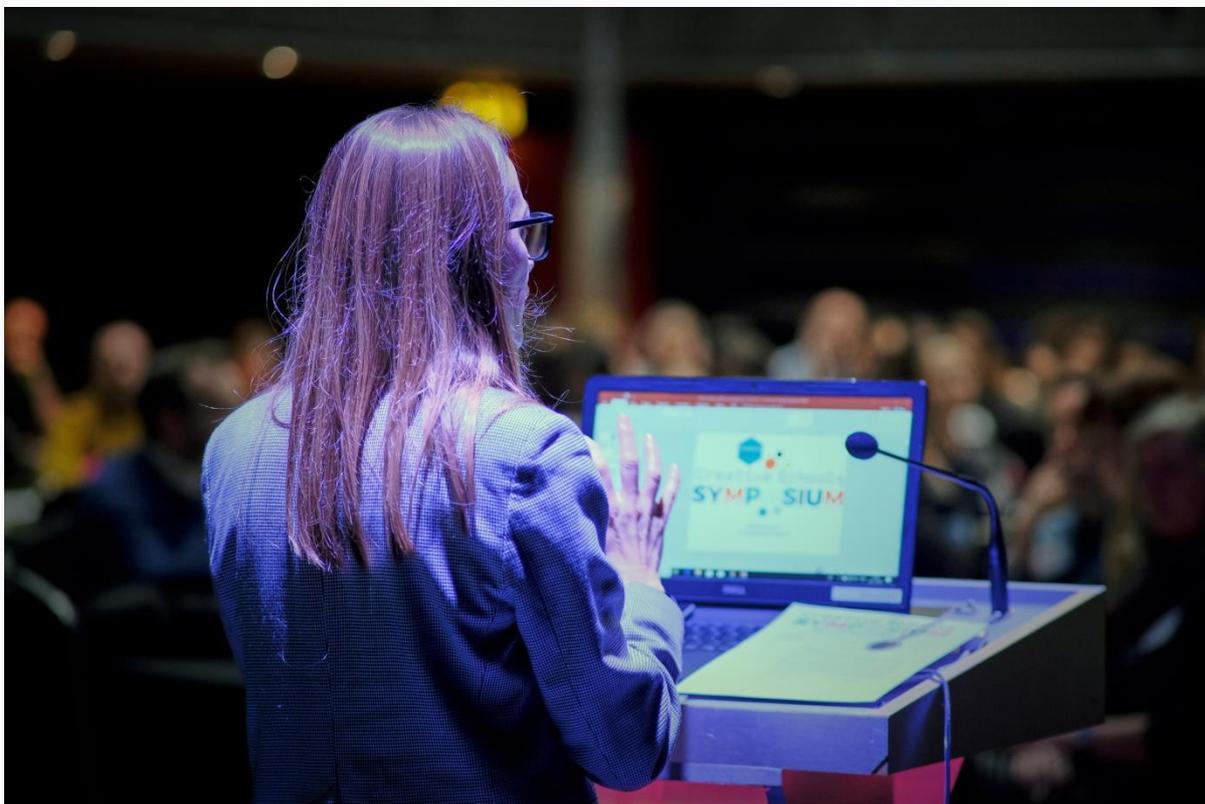


Once again, we were delighted to bring together delegates from across the education and creative learning sectors in east London to collaborate on challenges and share ideas about how we can lead to embed creativity in schools.

It was our ambition to facilitate a mix of delegates to come together and discuss innovative and practical ideas for making schools more creative.

We are pleased to share with you an overview of the day's events, including highlights from the keynote speeches and sessions that took place. We hope this digest will capture many of the inspiring ideas discussed and prove useful in your ongoing work to have a long-term impact for young people's creative futures.

Welcomes



Anita Kerwin-Nye, Director of YHA and author of *Every Child Should*

Tania Wilmer, Director, Stratford Circus Arts Centre

Shonagh Manson, Assistant Director of Culture and Creative Industries, Greater London Authority

The day started with an energising steel-pan drumming performance from Sir John Cass Red Coat Secondary School in Tower Hamlets. Conference delegates were then welcomed by our compere Anita Kerwin-Nye, who conveyed the urgency and importance of creativity and cultural learning in schools as a matter of access and equality for all young people. Anita stressed her commitment to social mobility and widening participation in the arts and cultural sectors.

Both Tania Wilmer and Shonagh Manson echoed this sentiment in their welcome addresses, noting the extraordinarily high child poverty rates in east London along with relatively low levels of arts engagement. The challenge that the creative schools programme addresses, as

Tania pointed out, is the need to support schools to commission creative projects, training, and interventions that meet their individual needs, and the needs of unique students. The programme aims to highlight the value and impact of creativity as a tool for school improvement and the need to foster creativity as a key skill for young people beyond the arts, despite mounting pressures on staff time in schools and budget cuts.

Both OFSTED and the [Durham Commission Report](#), published in October 2019, stressed the importance of schools having a broad and balanced curriculum which is inclusive of the arts and places great value on creativity. The Durham Commission, in particular, have recommended that teaching for creativity should be practiced across the whole school system and not marginalised to end-of-term performances and one-off events. There is a huge disparity in teaching for creativity between schools, often reflecting socioeconomic factors and the Commission found that the independent school sector is much better resourced to teach for creativity. The evidence shows that teaching for creativity confers personal, economic and social advantage. As a matter of social justice and national interest it should be available to all young people, not only to those who can afford it.

Shonagh Manson went on to stress the huge opportunity represented by the new East Bank Cultural Quarter which is due to open on the Queen Elizabeth Olympic Park Site in 2023, and the additional resource that this represents to schools in the region. The GLA, who are overseeing the development, are keen to ensure that this opportunity be accessed by all.

Keynote Address

By **Will Ryan**, Author and Former Head Teacher

Followed by **Mark Philips**, Senior HMI, Maintained Schools at OFSTED

Will's fun interactive keynote 'Dare to Be Different: This Way to the Secret Nuclear Bunker' sought to explore what the delegates in the room believed about how our most inspirational teachers can secure an inspirational response from learners. From that starting point the delegates collectively considered whether the curriculum is less about what you teach and more about the way that you teach it. Will placed great emphasis on how art, drama, outdoor learning, and music can stimulate learning within literacy and throughout the wider curriculum and spoke about several case studies from schools he has worked in. He talked about the impact that outdoor learning in the immediate environs of the school can have on pupils' emotional connection to learning. He encouraged all delegates, particularly the

teachers in the room, to be prepared to take risks and use unusual ideas to stimulate learning.

This led us on to explore some of how this sentiment is echoed in OFSTED's more recent thinking with HMI, Mark Philips, who spoke about 'inspecting the substance of education'.

Mark began by outlining the case for changing the framework for education, namely:

- The previous accountability system can divert schools from the **real substance of education**.
- What young people learn is too often coming second to delivering performance data.
- Teaching to the test and a narrow curriculum have the greatest **negative effect on the most disadvantaged and the least able children**.
- The EIF puts the curriculum at the heart of the new framework, putting the focus on the **substance of education**.

Mark then went on to outline the principles of the new framework, which puts a greater emphasis on the curriculum, a reduced emphasis on performance data thereby reducing the workload for teachers, and an emphasis on the quality of pupils' education overall.



Further Reading:

- *Dare to be Different: A Leadership Fable of Transformational Change in Schools* by Will Ryan
- *Creating Tomorrow's Schools Today* by Richard Gerver
- *What's the Point of School? Rediscovering the Heart of Education* By Guy Claxton

- *Teaching Creative Thinking: developing learners who generate Ideas and can think critically* by Bill Lucas & Ellen Spencer

A selection of resources from OFSTED:

- Inspecting the curriculum:
<https://www.gov.uk/government/publications/inspecting-the-curriculum>
- Presentations and Videos: <https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>
- Research Commentary: www.gov.uk/government/publications/education-inspection-framework-overview-of-research

Workshops

Embedding Dance and Movement in Your Curriculum

Workshop led by **Gemma Griffiths (East London Dance)** with **Jane Nash**, Elmhurst Primary School, **Nicola Curtis** from Artis Foundation, **Kerri Sellens** from Lansbury Lawrence Primary School, **Gisli Bergmann** of Redbridge Primary School, **Rebecca Evans** from Pell Ensemble.

As part of the panel discussions, Gemma Griffiths from East London Dance provided some top tips for embedding dance and movement into your school curriculum:

1. Introduce 5 -10 minutes of movement at the beginning of the day and/or after lunch. Below are some ideas and support on how to do this...
 - a. Topic/cultural movement – example Chinese practice here
<https://www.youtube.com/watch?v=p3PDOqG7fUE>
 - b. Sign language – example here
https://www.youtube.com/watch?v=-2O_ymoCIR0
 - c. Movement therapy style example here
<https://www.youtube.com/watch?v=qy34LAXF-R0>
 - d. Yoga for children ... example Yoga with Adrienne
2. Find dance companies who are looking for space to rehearse. You can find new

emerging dance companies by speaking with universities, dance/movement organisations, companies or dance/theatre charities. Offer an exchange for leading workshops/sessions for in kind space when the school is not being used by pupils.

3. Ask students/young children to build a display board using quotes, pictures and short tasks to use in your classroom. Use the stimulus from the boards to play games or warm up the body and mind. E.g. Using only your body to describe a quote for the class to guess
4. Use movement and dance as a revision tool when revisiting information. Movement association is a great aid for memory and improves mood, lowers stress and anxiety
5. Take the school to your local feeder schools to see dance GCSE and A Level performance
6. Build a partnership with a feeder school to combine a leadership award for young people to facilitate dance to primary school children as part of a club.
7. Numeracy link – moving to the beat. Find an appropriate piece of music. Use counts to the beats to dance to support maths
8. Create an expressive arts drop-down day or week where all subjects are taught through the creative arts (painting, making, designing, filming, dancing, acting, face painting, playing instruments, poetry)
9. Use games to teach new information about dance e.g. Relay race, teach me – tell me – tell me more, 60 second starter/plenary
10. Take parents and children to the theatre to see a piece of dance together with the school. Speak with the theatre to see if there is a workshop for everyone to get involved with before or after the performance. Ask the students/children to write a review on the performance piece

Further Workshops included

Horizontal to Vertical Models: How Can Creative Projects Support Transitions

Panel led by **Jo Castro**, **Otherwise Education** with **Androulla Constantinou**, Half Moon Theatre, **Liselle Terret** and students from the department of Applied Theatre at University of East London, **Tom Newton**, Stratford Circus Arts Centre, **Nandita Loveage** of Eastside, **Martin Russell**, LBBB Cultural Education Partnership.



Rethinking the Curriculum with Creativity at its Heart: Perspectives from east London Schools at Every Stage in their Journey

Panel led by **Helen White**, **BBC Music** with **Will Ryan**, representing Southern Road Primary School, **Matt Hipperson**, Head Teacher, St Luke's Primary School, **Benjamin Jones**, Mayflower Primary School, **Claire Zanelli**, Frederick Bremer School, **Amar Bailey**, Stoke Newington School.

For Claire Zanelli, Director of the Creative Curriculum at Frederick Bremer School, a Creative Curriculum needs to provide opportunities for pupils to exercise and explore some key transferable skills including:

- Independent Learning: Problem solving, Motivation
- Teamwork: Communication, Active Listening, Collaboration
- Research: Sourcing, Extracting, Referencing
- Creativity: Innovation, Forming ideas, Making connections
- Evaluation and Redrafting: Resilience, Making improvements
- Presentation: Visually, Verbally, Fit for purpose

- Organisation and Working: Prioritising, Goal setting, Being ready for learning

Examples of projects delivered with Y7-9 at Frederick Bremer as part of the Creative Curriculum included:

Using the Fibonacci sequence - Using this mathematical sequence as a stimulus for looking at numeracy in art and nature

Monopoly trip

Pupils plan, budget and navigate their way around London. Staff are there for health and safety reasons but have no other input.

Trees please!

Pupils use the proposal by the government of cutting down lime trees in Walthamstow as a starting point to look at air and photosynthesis, community and political awareness and debating skills.

Create your own Cajon drum

Pupils research the history of the Cajon drum, learn about sound waves, construct their own and perform as a group.



Gender? Sexuality? Race? Disability? Arts Projects Tackling Difficult Questions of Representation in the Classroom



Discussions and Workshops

Why is creativity so important for young people's futures?

Panel chaired by **Ian Hurd**, EdTech Podcast with **Layla Conway**, London Legacy Development Corporation, **Helen White**, BBC Music, **Celine West**, UCL Culture, **Laura Gander-Howe**, London College of Fashion, **Sarah Green**, V&A East, **Dee Halligan**, Fixperts/FixEd.

A digest of the panel discussion will be available soon via the EdTech podcast. Please visit <https://theedtechpodcast.com/>



Further Reading:

- [The Durham Commission Report on Creativity in Education](#)
- [Nesta Creativity vs Robots](#)
- [Creative Industries Federation](#)
- [Cultural Learning Alliance](#)
- [Fixing Education](#)

Experiences in Creativity for Wellbeing led by Sanaz Amidi, CEO of Rosetta Arts

Workshop with **Sanaz Amidi**, Rosetta Arts on using mindfulness and visual arts as a creative wellness programme for school staff and pupils. The internationally acclaimed programme **Mindful Arts** promotes diversity, improves focus and mood and explores contemporary themes. During the session the delegates had a chance to find out about mindfulness and how it can benefit ourselves and others and they had a chance to try out some Mindful Arts tasters.



Access to Higher Education and the Creative Industries for BAME Students: Improving Transitions from Schools and Academies

Participatory workshop led **Martin Heaney**, University of East London department of Music, Writing, and Performance and **Esohe Uqadiae**, Equalities and Inclusion Officer at University of East London.

In this session students from UEL discussed their experiences of transition to Higher Education and student achievement for BAME students. The aim of the session was to shape an future agenda for a future conference at UEL. Watch this space!

Reflections:

Thinking about your school or organisation, consider:

- There is an approximately **20% difference** between staff perception that they teach inclusively and student perception that race and ethnicity is included in discussions
- **64% of school staff** know how and where to find support with improving inclusivity
- Both staff and students, who identified as ethnic minority, **were more likely to have considered the diversity of the institution** before joining which more positively impacts on their sense of belonging.
- *Black students are 1.5 times more likely to drop out of higher education than white or Asian students.*
- *There is a -17% difference in pay between black male graduates and white male graduates after controlling factors have been taken into account.*

Actions

- Meaningfully enact embedded values of inclusivity and specifically race equality within and throughout your organisational processes and culture.
- Question what measures are in place in your school/ academy / FE College to support BAME transition into university, in particular, creative arts programmes.
- Come to the future conference led by the Centre of Participatory and Applied Arts (CAPA) – *More details to be circulated via Creative Schools nearer the time.*

Further Reading:

- [NUS 2019 Report](#) – on BAME student attainment at UK Universities, #closing the gap.

Finance & Funding the Arts in Schools

Panel and support surgery with **Michele Gregson**, NSEAD; **Rosemara Mather-Lupton**, Culture Mile Learning; **Pauline Redondo-Etim**, East London Dance; **Mia Gulati**, Stratford Circus Arts Centre, **Beth McEvoy**, Creative Schools.

Michele Gregson introduced delegates to the NSEAD, the National Society for Education in Art and Design which was founded in 1888 to 'Preserve the interests of Art Education, as a subject of the highest national importance' (@nsead1/nsead.org) and talked about the value of the arts in schools and why we should continue to advocate for their importance, even

during a time of budget cuts and shortages.

Rosemara Mather-Lupton from Culture Mile Learning introduced delegates to their recently launched £50k Fusion Prize for innovative skills development solutions to harness the power of creative/cultural activities and there was a chance for delegates to test out their ideas during an informal discussion with Rosemara.

You have until **17 January 2020** to apply for the fund. To find out more about the **Fusion Prize** and how to apply, please visit: <https://www.culturemile.london/fusionprize> or contact Rosemara directly rmatherlupton@museumoflondon.org.uk.

The delegates also had the opportunity to pick up fundraising tips from the other workshop participants, including advice from Beth McEvoy on evaluating creative projects, Mia Gulati on applying for grants and Pauline Redondo-Etim on getting fundraising ready. Her top tips are summarised here:

1. Write your story down
2. Make a list of the people you know
3. Engage regularly with potential supporters

Once you have the above in place you will be in a better position to apply for grants, launch crowdfunding events, host a fundraising event or individual giving campaigns.

Finding Time to Reflect & Create: Lessons from the Newham Poetry Retreat with Otherwise Education



Presentation with **Jonny Walker** and **Adisa the Verbalizer** of Otherwise Education and pupils, teachers and former participants from poetry retreats held between 2016 and 2019.

This energising afternoon session from Jonny, Adisa and eleven pupils and teachers was a fantastic opportunity to hear some poetry, find out about poetry retreats themselves, celebrate the creativity of pupils and teachers, and draw out some lessons for inspiring more poetry and creative writing in schools. Our top tips from the session are summarised below.

Be Inspired!

- **Do it yourself!** – contact Anita Kerwin-Nye to book a youth hostel for your school's very own retreat in nature: anita@everychildshould.uk.
- **Trust pupils** with the freedom to create on their own terms.
- **Collaborate** with other schools to reduce the cost of a retreat and to provide further opportunities for pupils and teachers to step out of the everyday and make new connections.
- Develop some **new partnerships**, not just with the YHA but also the National Trust for inspiration and advice about retreats and outdoor learning more generally.
- Make sure you are providing pupils with **authentic experiences** in nature, but also ones that touch on and are connected to pupils' everyday lives, local communities, and cultural backgrounds.

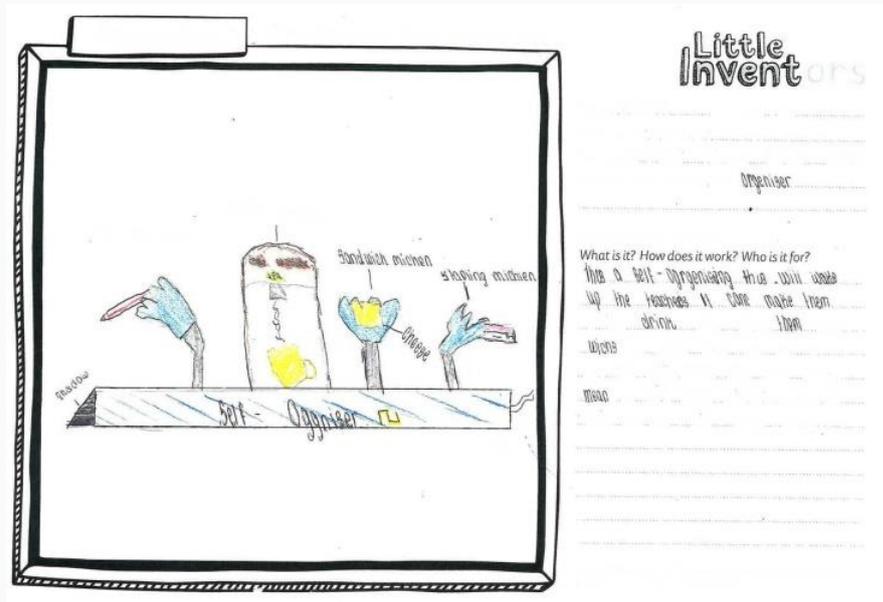
Further Reading:

- [Jonny's Blog on the Poetry Retreats](#)
- [Otherwise Education](#)
- [YHA](#)
- [Every Child Should](#)
- *Did I Hear You Write?* by Michael Rosen
- [The Writing for Pleasure Manifesto](#)



The Little Inventors' Creative Schools Challenge: Invent for your Teacher 2019

Chelsea Vivash presented about the winning entry to the Little Inventors competition that Creative Schools launched in May 2019 which called on pupils to invent something for their teacher to make their school day more fun. We were delighted to announce that the winner of the competition was **Sarah** from **St Helen's Catholic Primary School** in **Newham** who designed a **'self-organiser'** for her Year 6 teacher, Ms Buckley who needed help keeping her stapler, coffee, sandwich, and pens in the right place!



Sarah's original design

Here's a 3D render of Sarah's object created by designer Matthias Moedl:



You can now watch a video about the making of the **real self-organiser** with the help of **Barclay's Eagle Labs at Plexal, Here East**: <https://www.youtube.com/watch?v=roy0-xliKMA>

Actions:

- Access resources to help get your class inventing with [Little Inventors](#)
- Contact **Chelsea Vivash** to become a Little Inventors 'super school': chelsea@littleinventors.org

Watch our video about the [making of Sarah's invention](#)

Close

Close with **Anita Kerwin-Nye**, Every Child Should and **Maria Adebowale-Schwarte**, CEO of Foundation for FutureLondon

Maria closed the conference by marking the tangible opportunity that is represented by the East Bank development, highlighting the ways that Creative Schools is working to ensure that this and other creative opportunities are reached by all children and young people from

across east London. She championed the range of opportunities available from creative Schools Partners, highlighting Creative Schools' valuable role in enabling further conversations between the creative and educational sectors, along with providing a platform for inspiring contribution from young people, arts organisations, schools and music services over the course of a jam-packed day at the Symposium.

The chance for schools and organisations to network was one of the key outcomes of the conference and as the networking hour continued from 4.30-5.30pm there were further opportunities to try new activities such as using music to inspire poetry with [BBC Music Ten Pieces](#) and Poet Simon Mole, [now>press>play](#) creative technology experts, and the NE London Arts Award Network from [A New Direction](#) providing information and advice on linking Arts Award and Artsmark and developing an Arts Award hub in your community or across your academy trust.

Actions:

- **Find out more** about the [Foundation for FutureLondon](#)
- **Feedback** on the Symposium via the [survey](#) circulated by Creative Schools.
- Delegates to **keep in touch** with [Creative Schools](#), and up to date with news on the programme's activities.

We hope you enjoyed the various workshops, panels, and speakers over the course of the day. If you are interested in receiving the presentation slides from particular sessions or would like further information about the Symposium or Creative Schools, please get in touch with the Creative Schools Programme Manager at hello@creativeschools.london or on 0208 279 1073.



Thank You

We would like to express our thanks to all of our Symposium speakers and panellists and to everyone who attended, supported, and got involved in this year's event.

We would also like to say a huge **thank you** to the Student Ambassadors and our friends at University of East London for their continued support for the Creative Schools Symposium and for kindly co-hosting this year's event.

The Creative Schools Programme is kindly supported by:



Network for Social Change Charitable Trust



Teachers, while you're here, why register your interest in joining as a Creative Schools Partner Schools?

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