

# EDUCATION AND THE ARTS, CULTURE & CREATIVITY: AN ACTION PLAN

## MINISTERIAL FOREWORD

Learning through the arts and culture and creativity enriches education, stimulates imagination and innovation, and provides children with exciting and fulfilling experiences that they build on throughout their lives. We want to see more of that kind of activity experienced by more and more children and young people in every part of Scotland.

That is why, last December at Edinburgh University, we hosted a seminar for an invited audience from the culture and education sectors, to discuss what had been achieved since an event of the previous year for that audience, hosted by our predecessors. December's event provided a foundation from which to move the agenda forward.

Clear themes emerged from the discussions and presentations. These were about strengthening the skills base, mutual understanding and fostering new collaborations by educational and creative practitioners. We also focused on spreading good practice and finding new ways to increase awareness of high quality cultural and creative activity that could enhance teaching of the curriculum, and support *Curriculum for Excellence*. Creativity is a vital element of a good education and the development of creative skills is crucial to the futures of our children and young people – while benefiting significantly Scotland's business and enterprise sectors. The culture and education sectors need to develop capacity to plan and deliver this together, using key tools such as Glow and integrating performance and expression to help build young people's confidence, achievements and skills for future life and work.

A report of the seminar was published earlier this year, summarising the ideas and themes that were discussed and shared. This Action Plan has been developed from that work. It targets key areas where activity is needed, providing a common basis for all involved to plan their contribution to a creative education sector, enabled in and through the arts and culture.

We commend this Plan to you. In the same spirit as *“Engage for Education”*, views on it are welcomed from teachers, education authorities, young people, parents, members of all branches of the cultural and creative community and any other people with an interest in this important aspect of education and development. As the first section explains, action to deliver the plan will be driven forward by key organisations including Learning and Teaching Scotland, and the new body, Creative Scotland, which should be regarded as an important partner to Scotland's education sector.

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Minister for Culture and External Affairs

**MICHAEL RUSSELL**  
Cabinet Secretary for Education and Lifelong Learning

**KEITH BROWN**  
Minister for Skills and Lifelong Learning

*“It's like the beat of our heart thumping with nerves and happiness” – pupil from Pilrig Park Special Needs School, speaking about their fifth consecutive annual Dance & Music show at Edinburgh's Festival Theatre. The School uses dance as the principal teaching method in a highly innovative learning programme encapsulating all 4 capacities of Curriculum for Excellence, motivating the young people to reach higher levels of achievement.*

## EDUCATION AND THE ARTS, CULTURE & CREATIVITY: AN ACTION PLAN

**This Action Plan is directed at developing the role and impact of creativity within and across the curriculum.** It offers exciting development opportunities for advancing outcomes for both learning and teaching. The application of cultural heritage in education will also be promoted through this agenda and, where possible, creative applications of assets and activities relevant to that sector.

Aspirations underpinning the National Performance Framework can be advanced significantly by working through the media of the arts, culture and creativity. There are clear benefits for: education, skilling, innovation (National Outcome 3); advancing learning, boosting confidence and fostering successful contributors (National Outcome 4); giving children the best possible start in life and readying them for future success as creative individuals (National Outcome 5); and improving the life-chances for children and young people at risk (National Outcome 8)<sup>1</sup>.

The vision for “creativity” in context of this Action Plan is explained below.

### **Creativity**

***Our vision is that all children and young people will be empowered as well-rounded individuals to develop their imagination, demonstrate capacity for original thought and understanding of meaningful innovations, contributing effectively to the world at large***

*We believe the following conditions should be developed in education to help achieve this:*

- *Creativity is recognised and valued at the heart of all learning;*
- *All learners and practitioners are supported to be creative and innovative;*
- *The vital role of Creativity is advanced in each of the 4 capacities of Curriculum for Excellence - supporting children and young people to be successful learners, confident individuals, responsible citizens, and effective contributors<sup>2</sup>.*

*Creative learning and teaching is a necessary part of enabling young people to develop as:*

- *Successful learners with openness to new ideas and thinking, able to think creatively, flexibly and independently;*
- *Confident individuals with ambition, able to develop and communicate their own ideas, using multiple means, and live as independently as they can;*
- *Responsible citizens with commitment to participate in political, economic, social and cultural life, able to make informed choices and decisions;*
- *Effective contributors with resilience, an enterprising attitude, able to apply critical thinking in new contexts, to create and develop ideas and to solve problems.*

*Well planned teaching and learning through the arts and culture plays a key role in developing these attributes and abilities.*

#### **Creative educators and learners are:**

- *Flexible*
- *Curious*
- *Comfortable with imagination*
- *Challenging of assumptions*

#### **Creativity helps schools to:**

- *Identify and develop innovation within all teaching and learning across the curriculum*
- *Apply the lessons of the past and*

<sup>1</sup> See “Culture Delivers” (Scottish Government; December 2008): <http://www.culturalcommission.co.uk/Resource/Doc/255857/0075838.pdf>

<sup>2</sup> See link to more information about Curriculum for Excellence: <http://www.ltscotland.org.uk/curriculumforexcellence/curriculumoverview/aims/fourcapacities.asp>

<ul style="list-style-type: none"> <li>• <i>Persevering</i></li> <li>• <i>Resilient</i></li> <li>• <i>Divergent thinkers</i></li> <li>• <i>Playful individuals</i></li> <li>• <i>Risk takers</i></li> <li>• <i>Able to adapt or see new ways of doing things</i></li> <li>• <i>Open to seeking out problems, finding them interesting and seeing them as opportunities</i></li> <li>• <i>Possessed of the courage to face the unexpected</i></li> </ul>	<p><i>inspire new thinking for the future</i></p> <ul style="list-style-type: none"> <li>• <i>Foster active partnerships and collaborations</i></li> <li>• <i>Organise and plan more flexibly</i></li> <li>• <i>Be accessible to all</i></li> <li>• <i>Be places of continuous professional development</i></li> <li>• <i>Engage in reflection and evaluation strategies</i></li> <li>• <i>Promote and support action, creation, performance and exhibition</i></li> <li>• <i>Be places where risks are taken and celebrated</i></li> </ul>
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## Background, rationale and governance

### *Background and rationale*

During the last 18 months, two cross-sector partnership seminars hosted by the Ministers for Culture and for Schools, respectively, have taken place - in November 2008 and December 2009. The first of these celebrated the fruitful links between the culture and education sectors while the second focused on developing closer connections between the arts, culture and creativity and *Curriculum for Excellence*.

Reports were issued after each event - the most recent one in March 2010<sup>3</sup>- and these were circulated to attendees.

This Action Plan sets out a work programme focused on some key themes. They reflect the comments of participants recorded at the Education and Culture seminar in December 2009, and also views of other key stakeholders. These are structured around 4 workstreams:

- 1. Develop a vision for, and understanding of, the importance of developing creative skills in children and young people and the application of creative learning and teaching;**
- 2. Build capacity, skills and expertise of learning providers and creative professionals to support creative learning and teaching;**
- 3. Share information and good practice, including applications of creative teaching;**
- 4. Develop a strategic approach to pathways for the enthusiastic and talented across lifelong learning and into positive and sustained destinations beyond school.**

### *The arts, culture & creativity in education*

The Action Plan focuses on building collaborative approaches to improve young people's experiences within the curriculum. The aim is to impact positively on their achievements and career paths. As well as new areas of focus the Plan acknowledges the many models of good practice already happening in schools the length and breadth of the country and seeks to make more use, more effectively, of existing rich resources, creative expertise and

<sup>3</sup> See [link to Report of December 2009 Seminar:](http://scotland.gov.uk/Topics/ArtsCultureSport/arts/CulturalPolicy/workinggroup/Events)

experience in the wider cultural arena. It seeks to build on certain key resources, unique to Scotland, which provide a strong foundation for going forward:

- *Curriculum for Excellence* guidance and publications;
- support materials brought together by Learning and Teaching Scotland, through the *Curriculum for Excellence* website and through, Glow, the schools intranet and other media, including examples of practice and advice on applying cultural and creative experiences and activity within education;
- proposals for a new 'menu' of education and engagement activities – the “Creativity Portal” – being developed by Learning and Teaching Scotland in partnership with Creative Scotland, the new national development body for the arts, culture and creativity with input from national and publicly-funded culture bodies;
- models of effective activities for Continuing Professional Development (CPD) such as those identified in the HMIE report on the role of CPD, collegiality and chartered teachers in implementing *Curriculum for Excellence*;
- opportunities for the creative development of arts and heritage teachers, and non-specialist teachers of arts and heritage, delivered within authorities and in partnership with national and other arts and culture bodies;
- the development of relevant qualifications by the Scottish Qualifications Authority;
- input from influential figures in arts and education, aimed at raising ambition and inspiration in learning and teaching of the arts and culture;
- the skills agenda, including current efforts to develop support to the creative industries and to consider pathways beyond education into positive and sustained destinations within the creative sector and in other sectors.

## **Governance**

### *Project Board*

To drive forward this important agenda, Ministers will form a small Project Board to:

- steer and manage the Action Plan;
- contribute its views and advice on how to support and empower stakeholders – in particular, teaching and creative practitioners and the children with whom they will work; and
- drive forward implementation.

The Board will report to Ministers on progress and achievements.

Its members will represent key strategic interests, continuing the strong partnership activity which has brought the agenda to this point. It is proposed that the members will be: Scottish Government; Learning and Teaching Scotland; Creative Scotland – all at Board-level; and also a Director of Education/a senior education practitioner. The Creative Scotland Board Member would be invited to chair the Project Board. Advice and input would be accessed or co-opted from bodies such as Her Majesty's Inspectorate of Education, the Scottish Qualifications Authority, Skills Development Scotland and the creative sector (for example, the national performing companies), from time-to-time as required.

### *Stakeholder management and advice*

The workstreams created through this Action Plan will need to involve and stimulate a wide range of stakeholders. Activity must be informed by planned input from bodies with clear interests in creativity within the arts, heritage and cultural education - as well as skills development and enterprise agencies.

The advent of this Plan necessitates closer working by relevant stakeholder and advisory bodies and finding skilful ways to focus attention on this agenda across the wide policy landscape which needs to be engaged. To provide the right range of advice and experience to support and inform the Project Board's work and assist implementation, appropriate stakeholder management will be vital.

The stakeholders which the Project Board will need to engage include: the national performing companies and national collections; skills and training interests; teachers; employers; the new technology, enterprise and broadcasting sectors; the further and higher education sectors; and other nationally-funded culture bodies which engage in education work, including representation from the national youth companies.

### *Governance in action*

The Project Board will monitor implementation of the Action Plan using a project management approach. Lead partners for the various workstreams (see below) will agree a delivery plan for each workstream, track progress and report to the Project Board. This Plan is intended to guide actions for a period of two years from its adoption. The Board will provide periodic updates on the Creativity Portal, and on the Creative Scotland and the Learning and Teaching Scotland websites, to keep the stakeholder community apprised about progress and developments and to encourage feedback.

Relevant links will be forged and developed for mutual benefit, across government and externally, with areas such as science and engineering, which share a strong interest in creativity and innovation. With the help of stakeholders, the Project Board will keep track of new initiatives that can support or advance this agenda, and as appropriate will engage relevant development and delivery bodies with the aim of securing complementarity, helpful partnerships and clear articulation of connectivity to the wider community.

## EDUCATION AND THE ARTS, CULTURE & CREATIVITY: AN ACTION PLAN

### Workstream 1: Develop a vision for, and understanding of, the importance of developing creative skills in children and young people and the application of creative learning and teaching

**Lead partner:** Creative Scotland

**Remit:** To achieve endorsement by national bodies and relevant sector leaders of the value and benefits to children and young people of embedding the arts, culture and creativity within the curriculum, and promote interest in the agenda amongst teaching and creative practitioners

#### Main tasks:

- Develop a shared vision for creativity and its role in learning and teaching in the context of *Curriculum for Excellence*, highlighting the importance of the creative skills of children and young people, and the characteristics which should be promoted by creative learning and teaching in the arts and culture, and across the curriculum.
- Raise awareness of the importance of the arts in learning and teaching within the curriculum. Work with the key stakeholders, including Her Majesty's Inspectorate of Education, Learning and Teaching Scotland, Scottish Qualifications Authority, to endorse jointly future publications/events as appropriate and ensure the partnership has visibility. For example, through a Project Board communications plan, ensure that relevant information, research and case studies including international examples and Creative Scotland (and former Scottish Arts Council/Scottish Screen) publications and information are disseminated through the Learning and Teaching Scotland and Creative Scotland websites.
- Promote the place of arts and culture as contexts for learning and developing skills in creativity, and the benefits of effective learning and teaching in arts and culture across a range of subjects. Encourage organisations participating in the Creativity Portal to provide suitable case studies showing this type of good practice in action and providing links to further information. HMIE has helped Creative Scotland select the first case studies –
  - amongst other strong examples, West Dunbartonshire Council's "Operation Blackboard" bringing the arts into the heart of the educational topic of learning about World War II – project won Bronze COSLA Excellence Award for advancing community well-being.
- Support the development of Creative Learning Networks, funded by Creative Scotland to develop links that support creative learning in local authorities; the first tranche of funding was disseminated by the Scottish Arts Council in June 2010.
- Raise awareness of existing high quality programmes and projects currently available to support schools' engagement with the arts, culture and creativity –
  - there are many excellent examples, such as Aberdeen City Council's Arts Across Learning Festival's work to foster learning partnerships between pupils, teachers and professional arts and cultural bodies.
- Work with key stakeholders to identify actions within the strategic plans of each of their organisations that will contribute to the realisation of the agreed vision (i.e. joint planning).
- Seek evidence about equity of access and provision of cultural/creative resources for education across the country - Creative Scotland currently is undertaking a consultation to review the membership and remit of the National Arts Education Network across the local authority sector.
- Ensure that Scotland is engaged with international developments in arts, cultural and creative education - raising awareness of advances and activity here in Scotland and learning from good practice in other countries. (The Scottish Arts Council presented at the 2<sup>nd</sup> Unesco World conference on arts education in May 2010 - representing national developments just prior to the establishment of Creative Scotland.)

### **Planned developments within 9 months of adoption of the plan**

- Convene Project Board. The new Creative Scotland board will meet for the first time in September 2010. In October invitations will be sent to key stakeholders to join the Project Board. As priority tasks that Board will:
  - Agree the joint vision;
  - Establish stakeholder engagement strategy and identify wider stakeholder base with which this agenda needs to engage – and other sectors and interests which can benefit from it;
  - Identify actions within the strategic plans of each of the partner organisations that will contribute to the agreed vision, and ways to optimise interface and communication.
- The *Curriculum for Excellence* ‘Excellence Group’ on the Expressive Arts, involving both educational and creative practitioners and cultural experts, will advise on the attributes and skills which learning and teaching in the Expressive Arts should seek to engender and on injecting ambition and excellence into its delivery. Creative Scotland will be represented on the Excellence Group for the Expressive Arts, in a joined-up approach to link the expressive arts with creativity. The work of the Group will feed into a report to be published early in 2011 building on advice from all of the Excellence Groups, working across curriculum areas.
- Phase 1 of the Creativity Portal will include all Creative Scotland “foundation” and “flexibly funded” organisations, the national performing companies and the national collections – raising awareness of their offer and promoting case studies; this Phase will be complete by Spring 2011.
- The report of Creative Scotland’s ongoing consultation with the National Arts Education Network is due to be finalised in October 2010 and will inform a communications/networking strategy between Creative Scotland and arts education in every local authority. The Network will comprise 2 named contacts for arts/cultural/creative education from each local authority. Development of this Network will be facilitated by Creative Scotland for the purposes of communication, advocacy, good practice sharing and professional development. It will be connected and complementary to the Creative Learning Networks (where they exist).
- Three training events for the leaders of the Creative Learning Networks will be convened by Creative Scotland between August and December 2010. An evaluation of the Networks will report in Spring 2011, informing future planning.
- During 3 weeks of November 2010, performances will take place in Fife at the culmination of the National Theatre of Scotland’s major new community and education project, “99... 100” – a co-production with Arts and Theatres Trust Fife with support from Scottish Government, Scottish Power and the Russell Trust. This project is part of Celebrating Fife 2010, supported by Fife Council, and is just one example of a national performing company delivering quality creative experiences through professional artists working with (in this case) students of local colleges.
- Creative Scotland is to present at the 11<sup>th</sup> International Forum on Childhood Education in October 2010 in Colombia. Colombia is due to host the next UNESCO world conference on arts education, scheduled for 2014.
- Continue to develop a quality assurance methodology to allow non publicly-funded arts/creative organisations to take part in the Creativity Portal - demonstrating that their offer meets the necessary quality standard. (Proposal to be submitted for approval by May 2011.)
  - Such bodies would follow in the footsteps of others like the Pier Arts Centre on Orkney - its fine outreach work with young parents from a rural community encourages them to visit the gallery while supporting maths and literacy learning by their children attending Dounby Primary.

### **Ongoing work/future developments**

- Promote programmes for teachers to gain experience of the application of creativity and

innovation in the workplace.

- Produce an evaluation report and disseminate learning about the impact of the Creative Learning Networks in Spring 2011.
- Develop support and training arrangements from the Arts Across the Curriculum project<sup>4</sup> that support teaching and creative practitioners to adopt creative approaches across the curriculum.
- Promote appropriate points of contact within education authorities which can be accessed by artists and cultural organisations seeking to discuss opportunities for collaboration and deliver practice that stimulates creativity in young people.
- Working in partnership, including HMIE, begin to develop a quality framework for assessing the impact upon young people's creativity of learning and teaching in culture, the arts and creativity.

**Workstream 2: Build capacity, skills and expertise of learning providers and creative professionals to support creative learning and teaching**

**Lead partner:** Learning and Teaching Scotland

**Remit:** To provide teachers, and cultural and creative practitioners, with professional support and development opportunities, appropriate to their needs, to enable them to become more confident and effective in using the arts, culture and creativity in delivering across the curriculum

**Main tasks:**

- Engender recognition of teachers' skills for employment, including creative skills.
- Explore how undergraduate arts courses can raise awareness of the skills required by creative practitioners to gain employment in the education sectors.
- Build the capacity of cultural organisations funded by Creative Scotland to plan and deliver high quality education activity, expanding on the support provided through the LEARN fund (distributed in Spring 2009 to projects representing all artforms that are due to complete in Spring 2011). To give 4 examples –
  - Catherine Wheels Theatre Company for children and young people are developing an education strategy for engaging secondary schools;
  - Scottish Book Trust's online Teacher in Residence is an accessible web resource for educators, with resources such as best practice, CPD and peer support in line with *Curriculum for Excellence*;
  - Drake Music Scotland are developing a new training resource building teachers' capacity to use complex technology for inclusive music-making activities – it links to training by their Associate Musicians and to Glow;
  - The Edinburgh Mela is developing a framework for culturally-diverse arts learning activity through the appointment of an Engage Development Officer.
- Take stock of the range of current CPD provision and professional support across the shared agenda. Identify needs for professional development and consider ways of addressing them, to help teachers and creative practitioners to acquire the skills and confidence to work and plan together.
- Work with key stakeholders to develop opportunities for training to meet identified need - including possible joint training of teachers and creative practitioners - and explore the potential for professional acknowledgment/accreditation of skills developed through collaborative working.

<sup>4</sup> See link to evaluation report for Arts Across the Curriculum project: <http://www.scottisharts.org.uk/resources/publications/education/pdf/AAC-final-report-and-appendixes.pdf>

- Explore the potential for stronger links between the creative industries and *Curriculum for Excellence* – ensuring current and future plans or strategies for the creative industries take account of the curriculum.
- Develop practical support for teachers and schools to help embed the arts, culture and creativity across the school curriculum.

#### **Planned developments within 9 months of adoption of the plan**

- Creative Scotland will lead the work on a project proposal to develop a national strategic approach to professional development provision for artists. This is likely to include joint CPD opportunities for teachers and artists to train together, initial teacher education, undergraduate artists' training and bespoke models of training. It will take forward recommendations of the Scottish Arts Council's recently published mapping of training opportunities for teaching artists and the outcomes of BOP Consulting's cross-sector piece of research on behalf of the Federation of Scottish Theatre (FST) and other artform networks<sup>5</sup>. It will also build on the AAC evaluation and cross-sector consultation across the sectors (the first such event was held on 1 July), with Learning and Teaching Scotland, and partners from Higher and Further Education and the Paul Hamlyn Foundation, as funding partners. The project proposal will be completed by the end of November 2010.
- Ensure that representations are made to the current Review of Teacher Education in Scotland, being led by Graham Donaldson, on the role of arts and culture and creative approaches in the delivery of *Curriculum for Excellence*, and the importance of their place in teacher training.
- Creative Scotland and Learning and Teaching Scotland will host 5 training sessions for representatives from arts and cultural organisations in September/October 2010 to familiarise them with Glow and enable them to upload information about their education work on to the Creativity Portal.
- Dundee Contemporary Arts and Dundee Rep will host an event for cultural organisations to share learning from all the LEARN projects, in November 2010.
- Establish a forum in December 2010 with invited Expressive Arts representatives from each local authority. Members will engage with findings from Learning and Teaching Scotland-commissioned research, which examined the usefulness of Support for Staff materials in supporting the delivery of *Curriculum for Excellence*; they will suggest future formats and content.
- Building on creative projects funded by the Scottish Arts Council at Edinburgh, Glasgow, Stirling and Aberdeen Universities in initial teacher education, and a submission to the Donaldson Review, convene representatives from these universities to share experiences, disseminate good practice and plan further developments. (The first meeting will be held before the end of October 2010.)
- Promote the current range of CPD and professional support available to teachers which support the implementation of *Curriculum for Excellence* through creativity and the expressive arts through listings on Learning and Teaching Scotland's website and the Creativity Portal - by September 2010.
- Publish on-line "Support for Staff" materials, by December 2010, for each of the Expressive Arts organisers, advancing and exemplifying a range of approaches for effective teaching and learning focused on *Curriculum for Excellence*; such materials will be developed subsequently to inspire the development of arts across the curriculum from early years to upper secondary.
- Following the Report of the Review of Traditional Arts, the Donaldson Review of teacher training

<sup>5</sup> See link to the mapping of training opportunities for teaching artists by BOP Consulting commissioned by the Federation of Scottish Theatre:  
<http://www.scottisharts.org.uk/1/information/publications/1007304.aspx>

will consult with representatives of the traditional arts sector before reporting later in 2010.

- Creative Scotland continues discussion with the School of Education, St Andrew's (San Andres) University, Buenos Aires to develop a partnership around initial teacher education and the Arts Across the Curriculum model.

#### **Ongoing work/future developments**

- The national performing companies are alive to the importance of supporting school teachers to develop confidence in using the arts as a creative tool for learning and teaching; that, for example, is the aim of the 2 day course for primary school teachers, "*Hitting the High Notes*", offered by Scottish Opera.
- Learning and Teaching Scotland will work with key partners to develop an online framework of joint, peer and professional development opportunities for practitioners from both sectors.
- Scottish Qualifications Authority and Learning and Teaching Scotland to continue to work in partnership to develop new qualifications and ensure expressive arts professionals are represented on the SQA's Qualification Design Teams and Curriculum Area Review Groups which are working on the suite of expressive arts qualifications. Following the investigations and Report of the Literature Working Group, the Association of Scottish Literature Studies is now represented and contributing actively to the Scottish Qualifications Authority's Curricular Area Review Group for Languages. The Literature Working Group's main hope for this is that in future years a compulsory question on Scottish literature will be introduced at Higher Grade.
- Collaborate with Creative Scotland and HMIE to host 4 area events across Scotland to raise awareness of the arts, culture and creativity across the curriculum, including exchange of good practice from national and local perspectives – between April and June 2011.
- Develop on-line advice for teachers and creative practitioners to support collaborations in planning and delivering the arts, culture and creativity in education through interdisciplinary learning.

#### **Workstream 3: Share information and good practice, including applications of creative teaching**

**Lead partner:** Learning and Teaching Scotland

**Remit:** To increase awareness across local authorities, schools and learning centres, and practitioners of the range of opportunities within the strong creative and cultural/education 'offer' available to be acquired from cultural organisations. Also to disseminate and increase understanding about the good practices in cross-sector collaboration which can ensure the best kinds of enrichment in curriculum teaching; and to promote access to educative cultural and creative opportunities for children and young people by advising about ways to overcome perceived barriers.

#### **Main tasks:**

- Introduce the Creativity Portal as a one-stop-shop illustrating to the education community in Scotland the education offer available to be accessed from leading arts/cultural/creative organisations; the Portal will also provide a medium for disseminating good practice in developing young people's creativity and in overcoming barriers to projects involving cross-sector collaboration. Overall aim is to boost marketing and uptake by local education authorities and schools of the rich cultural offer -
  - Dumfries and Galloway Council took the opportunity to team-up with a writer, film-maker and dancer to create an intergenerational project focused on sharing local history and future aspirations, and learning new skills, with Ae Primary and the local community. Project was featured in the Times Educational Supplement.

- Ensure a significant profile for the 10 Co-Create<sup>6</sup> projects currently underway in 18 local authorities, involving all artforms and levels and exploring new technology-based methodologies for teaching and learning through the arts.
- Exploit fully the potential of “Glow meets” and “Glow groups”, bringing the sectors together and promoting access to Glow by the wider arts/cultural/education sector to ease their engagement in practical cross-sector collaboration (linking with work on the Creativity Portal).
- Build on the work of networks/partnerships and national organisations such as the Tapestry Partnership, Youth Music Initiative and the Heads of Instrumental Teaching Scotland (HITS) who are involved in improving awareness of the benefits of arts activity direct with schools.
- Promote dissemination of lessons and learning from the Cultural Co-ordinators in Scottish Schools evaluation report and provide advice on mainstreaming to capitalise on its legacy (principal activity and advice to issue from Creative Scotland).
- Develop the arts, cultural and creative elements of the Scottish Learning Festival (SLF) to inspire and showcase best practice. Promote uptake of available stalls for arts and heritage organisations.
- Make explicit the benefits of the arts to children’s general well-being, achievements and opportunities, to contribute positively to those, and wider, outcomes in the National Performance Framework – capitalising on these connections and exemplifying best practice to develop understanding about the immediate and longer-term impacts for children and young people.

#### **Planned developments within 9 months of adoption of the plan**

- Promote the 10 Co-Create projects and feedback to both sectors on the developments and practices emerging from them. For example:
  - In November, Visible Fictions theatre company will work with whole S2 year groups from 7 schools (and different local authorities) simultaneously. These groups will be taken off timetable for the week and all work across all curricular areas will be in context of this project. It involves ‘webisodes’ from a fictional war in a fictional country performed by professional actors. The issues raised will be explored further by the pupils, providing the focus for all their learning during the week,. Partners including the Red Cross and the Scottish Refugee Council will take part. There will be a final debate/sharing event for all schools at the end of the week.
  - Street Level Photoworks will help students create virtual photo albums with interactive pages. Videos of artists discussing work, virtual gallery tours, exhibitions and camera clubs will all take place using Glow.
  - During the 2010 Autumn term, Feis Rois will link four mainstream primary schools in Aberdeenshire with SEN schools in Highland through a series of virtual storytelling, music and performance activities. Activities will be recorded and sound engineering skills developed. This programme has a strong CPD element.
  - This Autumn, the Taigh Chearsabhagh Trust in North Uist will work with S2 pupils to create an art trail, educational resources and interpretation for Langass Woodland for use by local primary schools. They will use Glow and ‘hand held’ devices with Global Positioning System (GPS) technology. They will work in partnership with the Langass Woodland Trust and Scottish Natural Heritage.
  - From June to December (2010), YDance will deliver 30 practical sessions teaching set studies required for Higher Dance in three schools. The sessions will be filmed and available, via Glow, beginning an on-line library. There will be monthly choreography sessions and twilight CPD sessions.
- The Creativity Portal will be introduced for launch at September’s Scottish Learning Festival (2010): it will include case studies across a range of artforms, specially commissioned short

<sup>6</sup> See press release on Co-Create projects: <http://www.scottisharts.org.uk/1/latestnews/1006908.aspx>

articles and films, blog pages promoting the education offer of arts and cultural organisations in receipt of national funding. Following the launch of the Creativity Portal, testing will take place of the first pages produced for the Portal: initial blog pages, populated by culture sector organisations and describing their educational offer, will be disseminated and feedback obtained from the education sector, to inform subsequent developments. These blog pages should be active by November 2010. Also following the launch, develop and implement a communications strategy to promote the Portal. The Creative Learning Networks (funding began in June 2010) will work to disseminate information at local authority-level.

- Establish an interactive Glow Forum within the Creativity Portal for teachers and creative practitioners to discuss and share practice.
- Champion the creativity agenda at the Scottish Learning Festival in September 2010, e.g.: through an increased percentage of stalls for arts and heritage organisations, exemplifying examples of good practice and cultural showcases, and through the internationally-renowned American educator and creativity advocate, keynote speaker, Eric Booth at SLF 2010. All artforms and the Heritage Education Forum will be represented with stalls at SLF 2010. The Travelling Gallery showcasing contemporary art will be in the hall.
- Develop and implement a communications strategy to promote the 10 Co-Create projects and feedback to both sectors on the developments and practices emerging from them – by September 2010.
- The literature and traditional arts sectors will wish to consider the respective Working Groups' recommendations – welcomed by all - advocating that fuller use should be made of Glow as an essential avenue for sharing information and practice.
- Work with HITS to deliver a showcase event by the end of 2010 which will demonstrate the importance of the Instrumental Music Service for supporting excellence in Music within *Curriculum for Excellence*, and will show, more broadly, how the service can support learning across the curriculum.
- Champion the creativity agenda at future Scottish Learning Festivals by ensuring direct representation on the SLF 2011 steering group which convenes in October 2010.
- Consult educational stakeholders in February 2011 regarding the relevance and usefulness of the Creativity Portal and modify accordingly.

#### **Ongoing work/future developments**

- Tapestry are delivering a pilot project which will use the expressive arts as a driver, and the theme of the Silk Road, to demonstrate delivery of interdisciplinary learning within *Curriculum for Excellence*. The direct involvement of artists in the work of schools will be a key feature.
- Continued development of exemplars of practice in creative learning and teaching, and acquisition of creative skills, including use of the arts to enhance teaching of literacy. Continue to build on partnerships with Scottish Book Trust to produce adult literacies materials written by adult literacies learners and continue to develop projects across Scotland to engage young prisoners and offenders in literacies learning through the arts, using for example video and animation.
- Evaluation of the Inspiring Change project funded by Creative Scotland and led by Motherwell College is due in Spring 2011. Conversations have already begun amongst partners to try to develop a more strategic approach to arts projects in prisons/young offender institutions.
- Creative Scotland is in discussion with the Carnegie Hall New York City to develop a partnership project that will focus on creative e-learning and Glow.
- Evaluation of the 10 Co-Create projects in Spring 2011 to ensure wide dissemination of practice

and learning from the projects and to develop greater use of technology to deliver creative learning designed to cultivate young people's creativity.

- Deliver a series of "Glow meets" bringing together artists and people from other disciplines who have been involved in creative collaborations to inspire new ways of working in pupils and teachers. A series of interactive "Glow meets" will bring artists into classrooms.
- Phase 2 of the Creativity Portal will launch in Summer 2011 (including the education offer of quality assured culture bodies not in receipt of national funds) and will be the dissemination point for outcomes from the Project Board, for example publicising the "vision". Thereafter action will include ongoing appraisal and development of the Portal and its success in: widening access through interventions tailored to local curriculum needs; spreading good practice; and helping overcome barriers to access.
- Provide opportunities for highlighting the creative agenda at the Scottish Learning Festival 2011, e.g.: the potential of having 'creativity' as a sub-theme, exemplifying examples of good practice and cultural showcases, and promoting uptake of available stalls for arts and heritage organisations.

**Workstream 4: Develop a strategic approach to pathways for the enthusiastic and talented across lifelong learning and into positive and sustained destinations beyond school**

**Lead partner:** Creative Scotland

**Remit:** To establish new/strengthen existing links between schools and external partners to develop positive, sustained pathways and destinations, easing young people's passage into further/higher education, training, mentoring, employment etc in the creative/cultural sector. This should be done in ways that can address the young people's individual needs. Also, increase children and young people's engagement with and understanding of workplace applications of creativity across a range of sectors (such as science, technology and engineering).

**Main tasks:**

- Work with the national youth arts/creative organisations to develop pathways for talent. Building on existing Creative Scotland partnerships - in particular the national youth arts organisations, Young Scot, Youth Music Initiative and others - develop a strategy for a joined-up approach to arts, culture and creative provision for young people including opportunities for participation for all and access to pathways to excellence.
- Work with the Scottish Creative Industries Partnership (SCIP), including Skills Development Scotland and the Scottish Funding Council, to ensure that pathways/opportunities into creative careers are well signposted for all young people and to highlight the advantages of developing creative skills in achieving positive and sustained destinations in other career areas.

**Planned developments within 9 months of adoption of the plan**

- Highlight the 'pathways' agenda at the Scottish Learning Festival in September 2010: for example, having 'creativity' as a sub-theme, a package of cultural presence at the event (being drawn together by Creative Scotland), through seminars, stalls and performance, and opportunities for Ministers to make reference to the agenda during addresses.
- Seek discussions with the SCIP in November 2010 with a view to agreeing action points to progress this agenda in financial year 2011-12. The Creative Industries Skills Action Plan, to be produced jointly by Skills Development Scotland, the Scottish Funding Council and Skillset, will take an approach that is consistent with the work being developed in schools.
- Progress the agenda towards a youth arts strategy for Scotland, identifying partners and consultation methodology by March 2011.

### Ongoing work/future developments

- Develop links between schools and institutions of further and higher education; for example, establish pilot schemes for further and higher educational institutions to make advice, facilities and equipment relating to arts, culture and creativity available to schools.
- Collaborate with Higher Education sector to create an on-line resource for teachers and pupils illustrating creative career pathways and routes into industry.
- Publish a framework for engagement of young people with the arts, culture and creativity in a variety of settings which can help them to develop their creative talent beyond their time at school, through tertiary education, mentoring, work experience, apprenticeships, master-classes etc.
- Creative Scotland and Learning and Teaching Scotland will work with *Determined to Succeed* and local authorities, post-March 2011, on local plans for enterprise education and plans to promote careers at the Scottish Learning Festival, linking with the broader agenda for creativity –
  - Argyll and Bute Council has worked with partners including *Determined to Succeed* to stage a major cultural event showcasing pupils' creative talents following their experience of joining forces with a range of top professional artists; 10 secondary schools came together for the project.
- Create links with other curriculum areas and resources, for example (in particular), the national science, engineering and technology online resource to underpin a wide range of activity and employment sectors which rely on creativity.
- The 2010 Edinburgh International Film Festival saw training provided for young people aged between 10 and 19 through the Scottish Government's CashBack for Communities initiative "Creative Identities", funded through the Proceeds of Crime - workshops included Editing, Camera Skills and Make Up for Filming. A showcase for the young people's films will be linked to the Creativity Portal managed by Creative Scotland<sup>7</sup>.
- It is proposed that the Dundee partnership's landmark V&A museum and design project – the planning of which has Scottish Government support - will deliver, amongst other things, activity focused on schools and outreach focused on a broad approach to enterprise in education, nurturing future generations of entrepreneurs. It is also anticipated that the V&A project may engage in partnership with Skills Development Scotland with the prospect of joint working for curriculum development and delivery in the areas of design and crafts. Productive links between the project and students of neighbouring further and higher education institutions are also envisaged.
- The national performing companies offer opportunities for adults to learn about the arts –
  - such as the Scottish Chamber Orchestra's "*Tooters and Scrapers*" weekends for those wanting to take part in orchestras or choirs to engage in music-making.

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<sup>7</sup> See link, to access the "Creative Identities" films: <http://www.creativeidentities.org/> -