

A person wearing a yellow shirt is sitting on a grassy area, writing in a white notebook with a wooden stick. The background is a blurred outdoor setting with trees and a building.

Planning for Innovation
in Cultural Education:

Connected London Workshop
16 July 2013

WELCOME AND INTRODUCTIONS



A.N.D

Aims for this hour

- To meet one another
- To briefly share some of the learning so far from Connected London
- To introduce one of the frameworks we are using to support our thinking and work together



Recommendations

Summary of engagement event

21st March, 2013

understand

explore

ideate



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Recommendation 1:

Adopt a user focus to the work

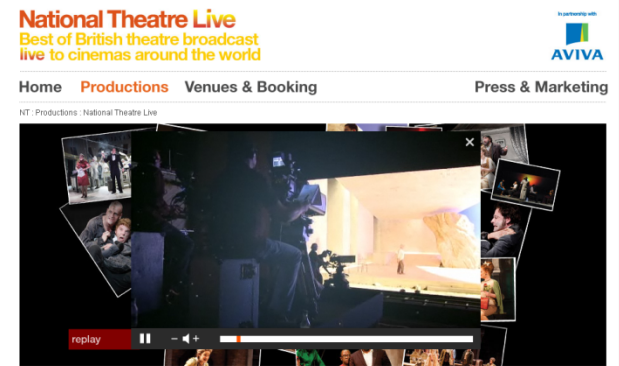
Taking a human centred approach means that the outcomes are based on the best possible service for users.

Suggested activities:

- Research young people's interests/wants/needs
- Know where young people are; where they meet and what they do
- Seek out learners, teachers and school leaders who do not currently engage and listen to them
- Spend proper time with users and service providers to gain insights into existing provision
- Engage all staff – AND and project-based - in understanding young people's perspectives

Inspirational programme example:

“You can't expect young people to want to come to things – you need to bring it to them”



National Theatre Live is an initiative to broadcast live performances of the best of British theatre to cinemas around the world.

The example understands where people are, how they like to consume theatre and adapts to their needs.

New engagement of audiences



Recommendation 2: (Only) invest in sustainable projects

Sustainable projects means that costs can be covered by the activities being run. There is not a dependency on external funding.

“We want to reach everybody but we now find that we need to charge a fee for some of our services and this has an effect on who can come. Some of the services have gone up from £20 to £70” **Participant**

Suggested activities:

- Explore new models of financing
- Stimulate and support schools to become more entrepreneurial in their cultural activities
- Broker new relationships with the private sector
- Map and exploit local assets
- Explore unused community assets and take a holistic approach to projects that have an impact in the economy
- Develop a new business model, making an income (social enterprise)

Inspirational programme example:

“Social enterprise and micro businesses to fund core activity”



Teach a Man to Fish encourages and supports education projects that generate sustainable livelihoods for young people across the developing world.

The example shows how a sustainable approach can be taken into consideration, exploring innovative funding models.

Innovative funding



Recommendation 3:

Develop innovative partnerships & partnerships for innovation

Reconfiguring relationships between schools, families, businesses and cultural partners can lead to the emergence of new services and pathways, using existing resources.

“AND have done amazing work already in facilitating stronger and meaningful connections” **Participant**

Suggested activities:

- Complete stakeholder and asset maps
- Work with schools to find out what would attract them to take part in new partnership arrangements
- Seek out and engage partners with skills you don't have
- Share resources to grow more
- Invest in real partner relationships, that go beyond 'funder-provider'

Inspirational programme example:

“Great for engaging kids with the locality in which they live”



Fiskars Model connects Fiskars elementary school and its activities to the surrounding community, making use of the resources of the community (e.g. the knowledge of the local artisans and artists).

The example shows how an innovative range of partners can help young people stay engaged in the community.

Innovative partnerships



Recommendation 4: Explore Technology

Technology has the potential for building community, with the use of social media and new technology we can gain engagement, specially of the people born in the digital age.

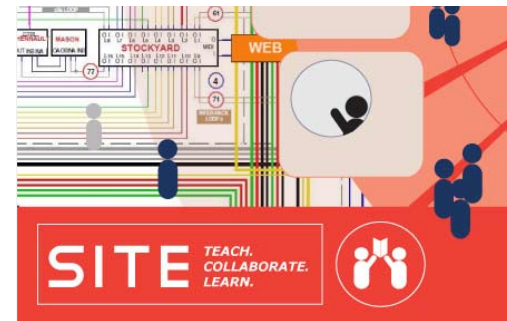
“Technology is an innovative asset but can exclude certain people” Participant

Suggested activities:

- Decide you are going to build your capacity to use and advocate for the potential of technology
- Find a technology partner
- Locate learning and cultural organisations making great use of technology
- Seek investment in technology and support projects to do so too
- Broker sharing costs and resources to help stimulate the market

Inspirational programme example:

“Young people as assets and producers. It allows everyone to have equal voice through crowd sourcing”



Stock Yard Institute, SITE

SITE is an experiment in democratic open-source education. It is a community-based curriculum platform and online forum that focuses on improving the ways we think about teaching and learning.

The example shows how technology can allow a community to share resources.

Working with existing community capacity



Recommendation 5:

Rethink schools as the place for learning

Many schools are trapped in a paradigm of teaching and learning that isolates cultural education, rather than integrating it across curriculum subjects.

“Can a museum be a school? How can we engage family members with learning? Location can bring different people together”
participant

Suggested activities

- Share examples from the horizon scan with schools; host workshops in local authorities and chains for school leaders
- Promote and model learner agency through cultural learning
- Free learning from schools, prioritise the development of learning opportunities in the community, into businesses, into virtual spaces and, of course into museums, galleries, studios, theatres etc.

Inspirational programme example:

“Technology allowing more fluid and adaptable teaching and learning”



Kuopio Cultural Paths program aims to familiarise young people with the cultural life of Kuopio, and to enhance their social, emotional and physical wellbeing. Each year, they ‘trek’ along a ‘cultural path’.

The example shows a more experiential way of learning for students.

New ways of embedding art & culture in schools

Recommendation 6: Challenge existing roles and hierarchies

Some of the most innovative examples in education a subversion of the traditional classroom-teacher-student model. Finding new ways to empower and engage students, families and friends to relationships allows for new assets and resources to emerge.

Suggested activities:

- Engage families, children and young adults in the design, delivery and evaluation of cultural learning
- Secure sponsorship for and support internships, apprenticeships and work placements in cultural organisations
- Promote young people's own creative and cultural achievements through exhibitions, concerts, productions

Inspirational programme example:

“Students replacing members of staff and learning by doing”



High School Explainers' Program, Exploratorium makes students part of the museum staff, giving them the important responsibility of being the museum's primary point of contact with visitors.

The example shows how young people can have a primary role in the delivery of services and running operations.

Working with existing community capacity



Possible candidates for the ‘discover’ phase

1. Conduct ethnographic research

Used extensively in service design, ethnography is a powerful qualitative research methodology where researchers observe and/or interact with users in their real-life environment.

- Identify who your audiences and users are
- Use tools and methods for better understanding
- Engage all staff in understanding users

New Insights

New Customers

New Suppliers

New Resources

2. Build capacity around technology

Digital technology can be an important tool for unlocking resources and assets in the community.

- Scope possible technology partners
- Explore inspiring existing examples that you could implement

New Insights

New Customers

New Suppliers

New Resources

3. Conduct a stakeholder analysis

Identify the individuals or groups that are likely to affect or be affected by your actions

- Understand who your potential partners are and how you might work together
- Identify and manage sources of resistance and opposition

New Insights

New Customers

New Suppliers

New Resources

4. Complete resource and asset mapping

Support projects to understand and evaluate accurately the resources of their organisation and the assets of their community, many of which will be untapped.

- Identify opportunities and threats
- Consider partnerships

New Insights

New Customers

New Suppliers

New Resources



CASE STUDY 1:

UBUDEHE

Community-led public projects in Rwanda



CASE STUDY 2:

PATIENT HOTELS

Spaces for rehabilitation in Sweden



CASE STUDY 3:

D.LIGHT

Solar-powered lamps for communities without electricity



A.N.D

New perspectives on challenges

- **New knowledge generators:**
Other sectors
Users knowledge
- **New knowledge:**
Uncovering new ideas
in new places
Mining data
Collecting new data

**NEW
INSIGHTS**

**NEW
CUSTOMERS**

- Non-consumers
- New consumer units
- Community as consumer
- New user segmentation

- Users as co-producers
- New entrants
- Mini-tribes

**NEW
SUPPLIERS**

**NEW
RESOURCES**

- Reduce
- Reuse
- Recycle
- Sweat assets
- Digital technology

New perspectives on solutions



“RADICAL EFFICIENCY”

WELCOME AND INTRODUCTIONS



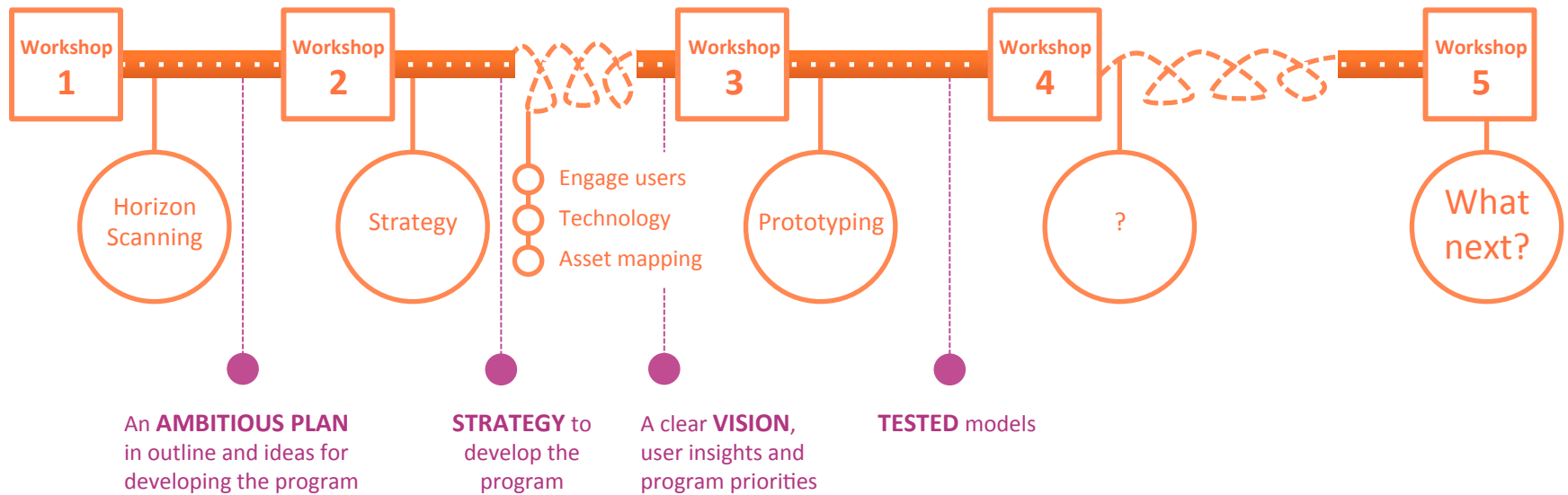
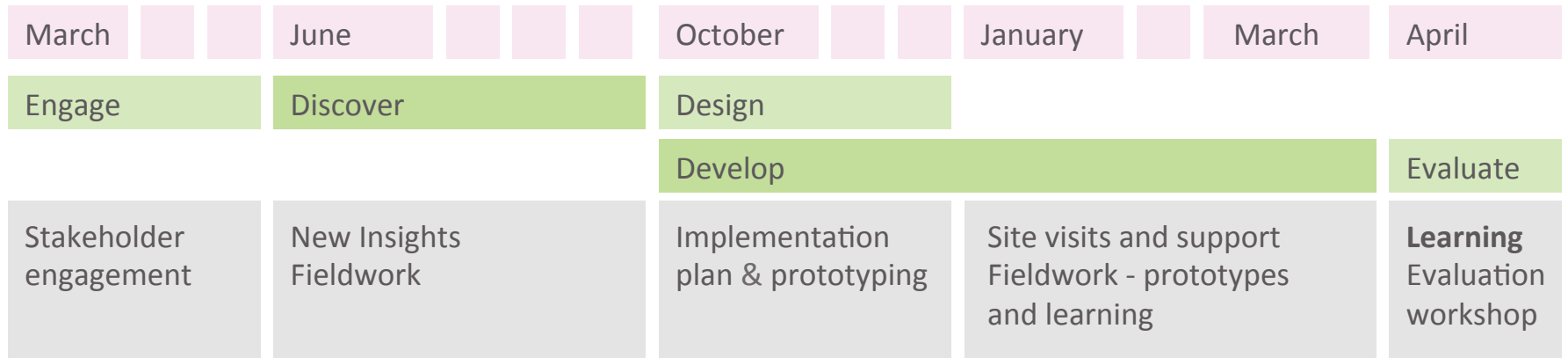
A.N.D

Objectives for the day

- To welcome new colleagues and their projects joining Connected London
- To work together as a community of practice on the 'big picture'; transforming cultural education in London over the next 2-3 years
- To engage with some activities and approaches that will drive and support innovation in the Connected London projects



Programme



Narrative

Where are we now

Updates from Ealing (Helen), Haringey (Deborah) and AND (Holly)

Transforming cultural education – developing a road map

What are the essential elements to a transformation strategy?

Lunch

Practical workshops

1. Listening to others: planning meaningful user engagement

Then choose from:

2. Envisioning success: developing a powerful and engaging vision

3. Exploring strategic relationships: stakeholder mapping

4. Asset mapping: matching resources to goals



Where we are now: Ealing and Haringey



A.N.D

Ealing Music Partnership



The Challenge:

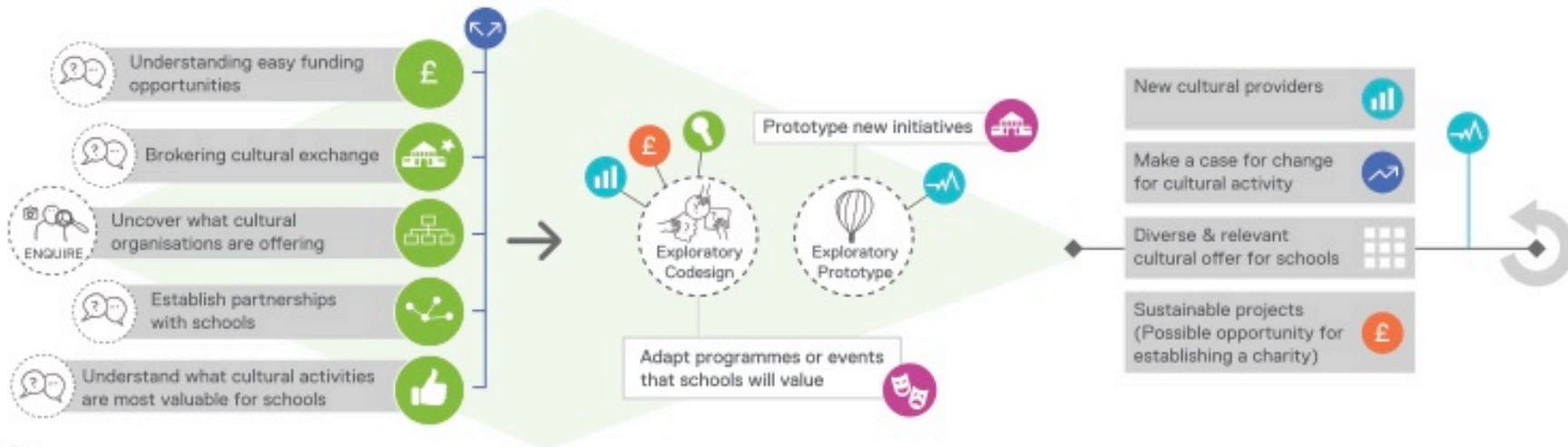
Increase school & student engagement in Cultural activity



1> DISCOVER

2> DEFINE

3> DEVELOP



How do you define value/ success criteria?

- Innovative partnerships
- Innovative funding
- New engagement of audiences
- New technologies for engagement
- Working with existing community capacity
- New ways of embedding art & culture in schools



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Ealing Music Partnership



The Challenge:

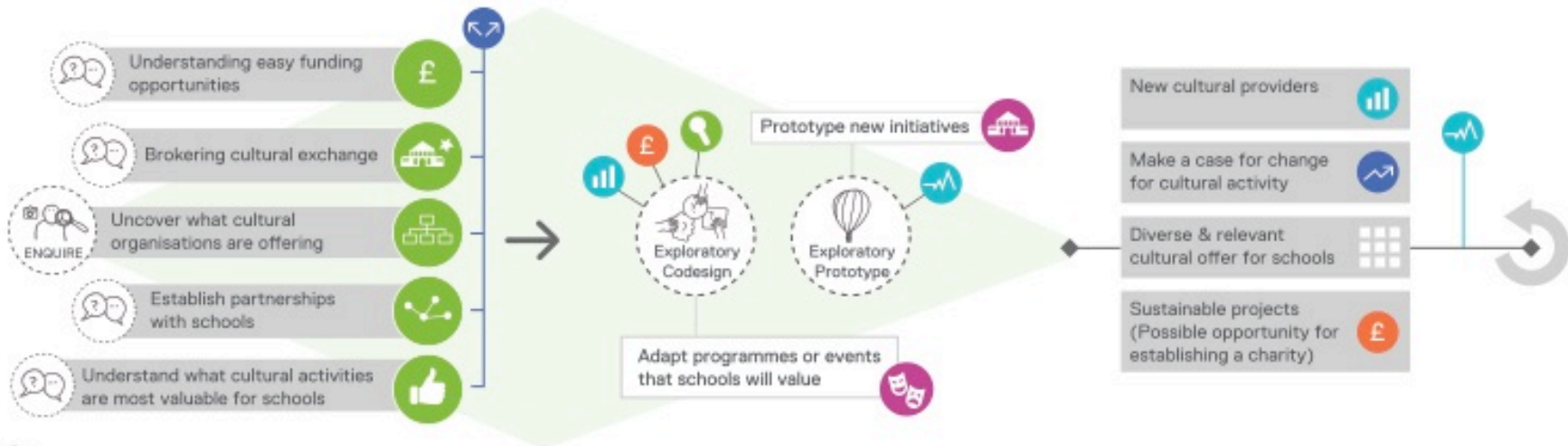
Increase school & student engagement in Cultural activity



1> DISCOVER

2> DEFINE

3> DEVELOP



+ How do you define value/ success criteria?

● Innovative partnerships
 ● Innovative funding
 ● New engagement of audiences
 ● New technologies for engagement
 ● Working with existing community capacity
 ● New ways of embedding art & culture in schools



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Where we are now: AND Update



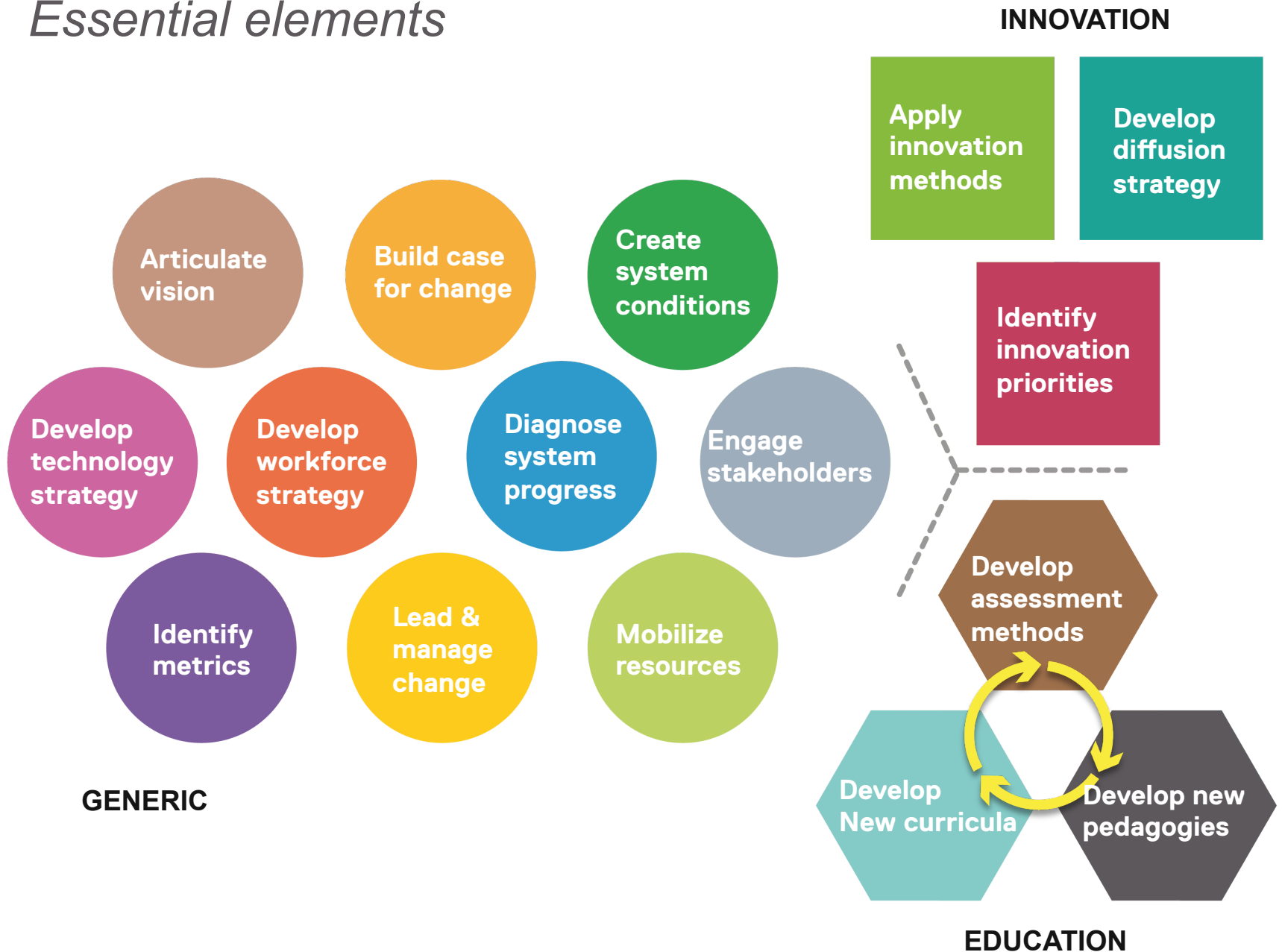
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The big picture: transforming cultural education in London



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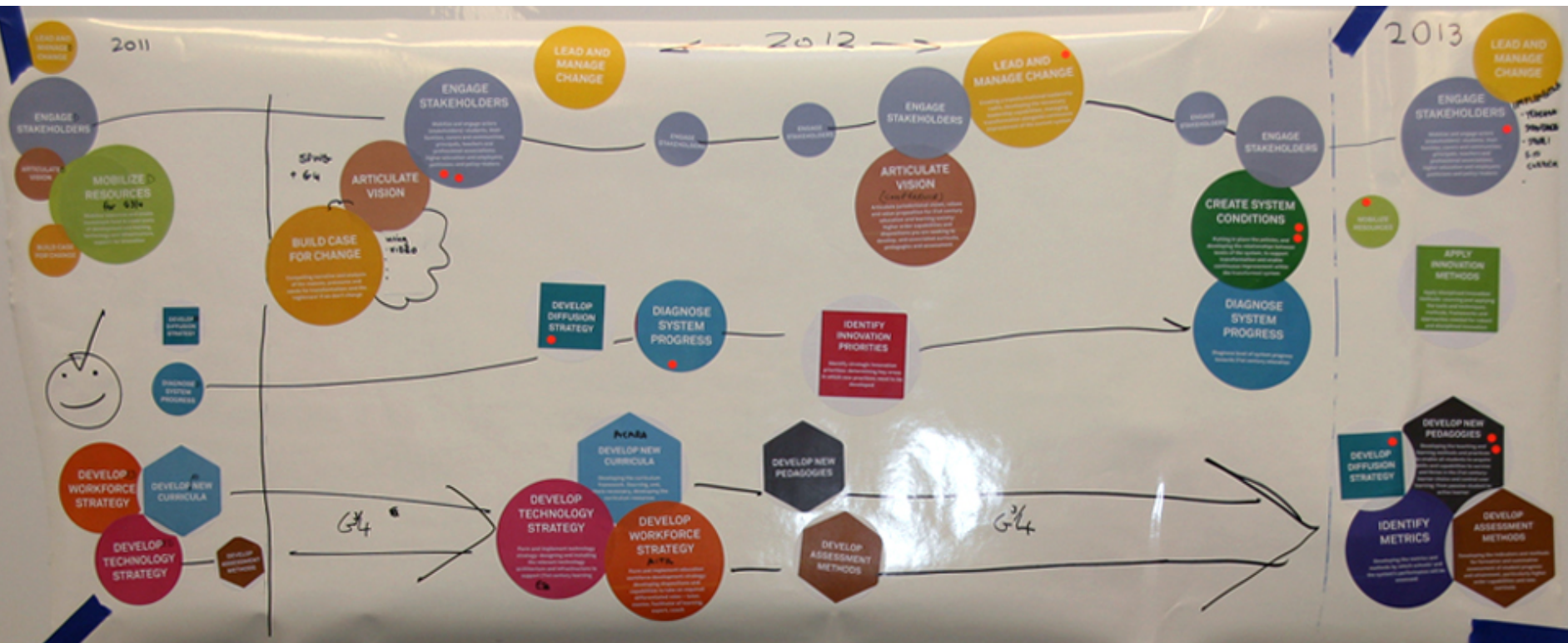
Essential elements



2011

2012

2013



SUOMI-FINLAND



TIMO STARTS INFLUENCING

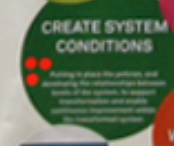
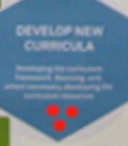
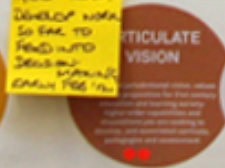
JANUARY '18
START
BUILDING
THE NETWORK
WITH
MULTIPROUSE
MEMBERS

JUNE '18
GOLF COURSE
= LEADERS
CONFERENCE

APRIL '18
GOVT
DECISION

GOLF TEAM
DEVELOP
WORK
SO FAR TO
FEEL INTO
DEVELOP
LEADERS
EARLY FEB '18

JANUARY '18
TECHNICAL
EDUCATION
PLANNING
(KORTINA)



LEAD AND MANAGE CHANGE

LEAD AND MANAGE CHANGE

LEAD AND MANAGE CHANGE

PLAN

DESIGN

IMPLEMENT & EVALUATE

ARTICULATE VISION
Articulate a purposeful vision, values and value proposition for 21st century education and learning, identify higher order capabilities and dispositions you are seeking to develop, and associated systems, pedagogies and assessment.

ENGAGE STAKEHOLDERS

IDENTIFY INNOVATION PRIORITIES
Identify strategic innovation priorities, determining key areas in which new practices need to be developed.

BUILD CASE FOR CHANGE
PILOT PROJECT

CREATE SYSTEM CONDITIONS
Putting in place the policies, and developing the relationships between levels of the system, to support transformation and enable continuous improvement within the transformed system.

DEVELOP TECHNOLOGY STRATEGY
Form and implement technology strategy: designing and installing the relevant technology architecture and infrastructure to support 21st century learning.

"RE-" ARTICULATE VISION

BUILD CASE FOR CHANGE
PILOT PROJECT

DESIGN INNOVATION METHODS

DEVELOP WORKFORCE STRATEGY
Form and implement education workforce development strategy: developing dispositions and capabilities to take on required differentiated roles - tutor, mentor, facilitator of learning, expert, coach.

DEVELOP NEW PEDAGOGIES
Developing the teaching and learning methods and practices to enable all students to acquire skills and capabilities to survive and thrive in the 21st century: learner choice and control over learning; from passive student to active learner.

DEVELOP NEW CURRICULA
Developing the curriculum framework, learning, and, where necessary, developing the curriculum resources.

MOBILIZE RESOURCES
Mobilize resources and create investment fund to cover costs of development and training, technology and infrastructure, support for innovation.

IDENTIFY METRICS
Developing the metrics and methods by which schools' and the system's performance will be assessed.

APPLY INNOVATION METHODS

DEVELOP DIFFUSION STRATEGY
Develop diffusion strategy and mechanisms: identifying and putting in place the methods, mechanisms, policies and procedures to stimulate rapid and effective system-wide diffusion of proven innovative practices.

DEVELOP ASSESSMENT METHODS
Developing the indicators and methods for formative and summative assessment of student progress and attainment, particularly higher order capabilities and new curricula.

ENGAGE STAKEHOLDERS

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Mobilize and engage entire stakeholder: students, their families, users and communities, professional associations, higher education and employers, politicians and policy-makers.

DIAGNOSE SYSTEM PROGRESS
Diagnose level of system progress towards 21st century solution.

DIAGNOSE SYSTEM PROGRESS

DIAGNOSE SYSTEM PROGRESS



Lunch



A.N.D

Practical workshops

1. Listening to others: planning meaningful user engagement

Then choose from:

2. Envisioning success: developing a powerful and engaging vision

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