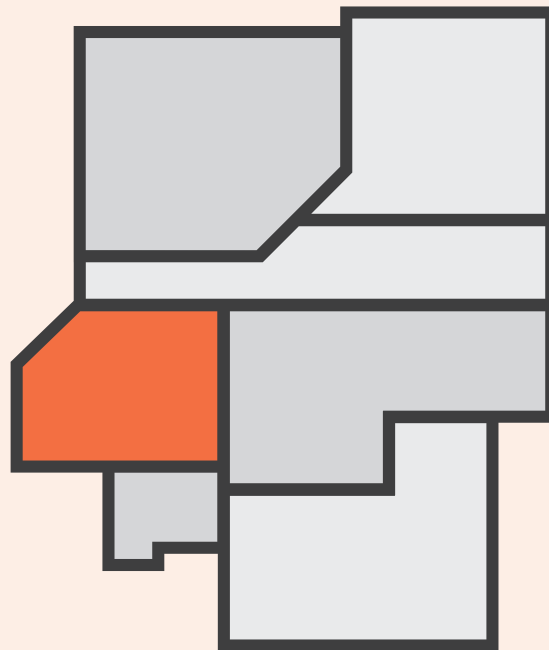


TEACHERS' TOOLKIT

Section 5



Continuing Professional Development (CPD)

This toolkit has been created by A New Direction to help you and your school more effectively use and promote the arts and cultural education as a critical component of a balanced, exciting curriculum. The toolkit is comprised of seven sections:

- **Making the Case for the Arts in Your School**
- **Leadership and Governance**
- **Self-Assessment and Quality**
- **Partnerships**
- **Continuing Professional Development (CPD)**
- **Documentation, Evaluation and Assessing Impact**
- **Creating an Arts Policy**

In each, you'll find basic guidance and definitions of terms, Top Tips for success, exercises and activities, and a list of relevant resources for further research and discussion. Some sections also include Case Studies of schools that have been particularly successful at delivering exciting arts activity.

Each section can be used as a stand-alone guide, or taken as a whole. At the end of each section is a box titled 'Pulling it together', and if you complete this section in all seven toolkit sections you should be ready to take your school's arts programme to the next level.

Most of what's in the toolkit has been inspired directly by best practice in schools, so don't hesitate to tell us how we can make this a better, more effective resource for you.

You can contact us at schools@anewdirection.org.uk.

ABOUT A NEW DIRECTION

A New Direction helps London create, think and learn.

We work to ensure that all children and young people get the most out of London's extraordinary creative and cultural offer.

We want London to be a city where -

- cultural education is the best in the world
- young people are able to access and influence culture
- the right platforms are in place to identify and nourish young people's creative talents

This is the right of all young Londoners - regardless of wealth, geography or luck.

We work through influencing, case-making, supporting and showing why culture and creativity matters to children, young people and the future of London.

- We work with partners to develop new ways for arts and culture to reach more children and young people
- We work with children and young people to make sure their views are heard and they have opportunities to be creative
- We work to attract new funding and investment to support arts and culture for young people in London.
- We support and train professionals working with young people to provide

the best opportunities possible

- We make the case for the value of creative learning and cultural education and use this to push forward structural change

How we work with schools

AND works to support schools to deliver high quality arts and cultural education and to connect with London's arts and cultural organisations, resources and opportunities, so that they can give their students a broad and balanced education.

We do this through

- Conferences, marketplaces and networking events
- INSET
- CPD, including leadership development

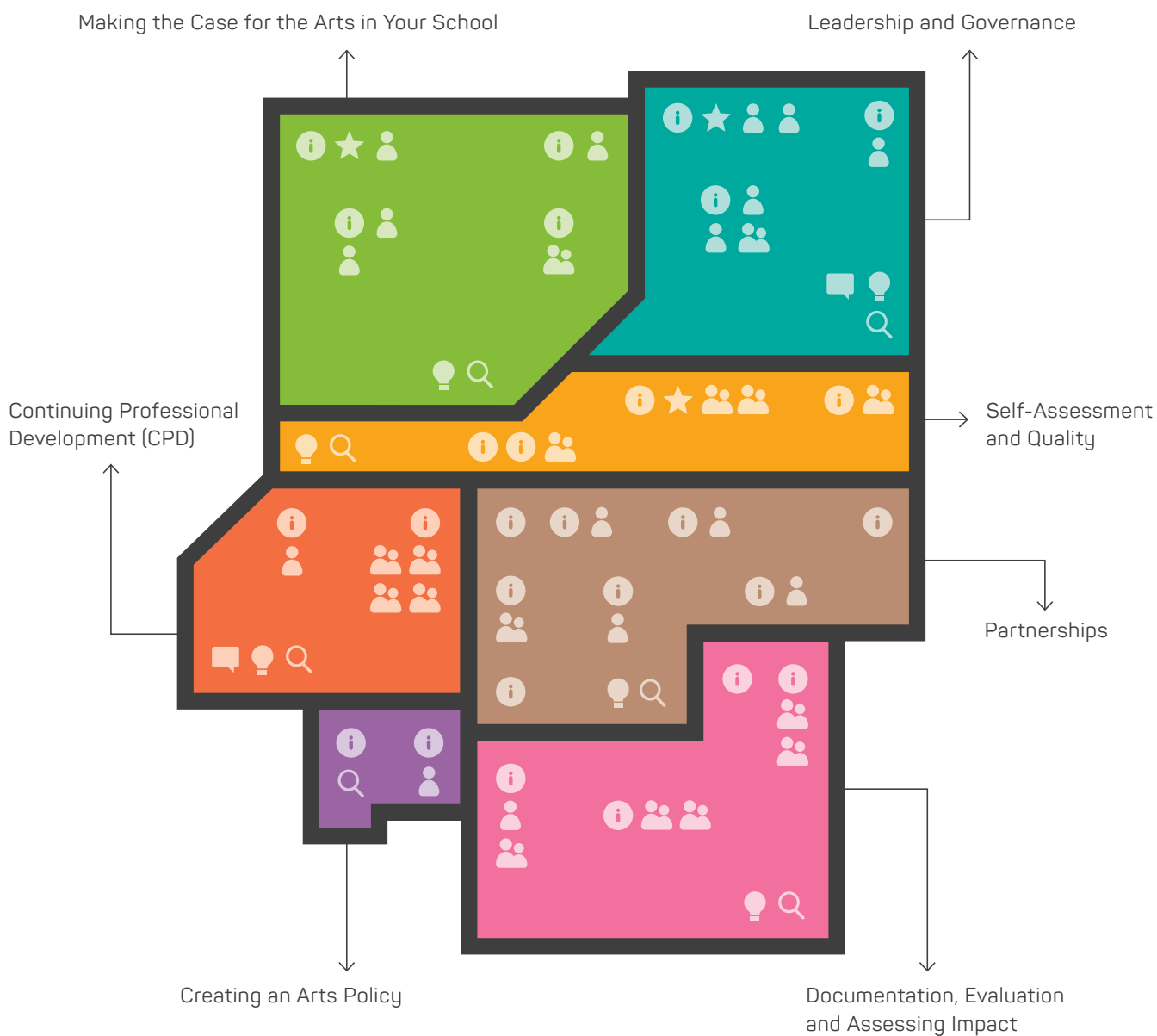
We also support schools to successfully apply for Artsmark and deliver Arts Award.

We campaign for schools to dedicate part of their Pupil Premium to arts and cultural activity.

Find out more at

www.anewdirection.org.uk/schools or contact **schools@anewdirection.org.uk**

MAP OF THE TOOLKIT



Key

- Basic guidance
- Top tips for success
- Exercises
- Group activity
- Case studies
- Pulling it together
- Relevant resources



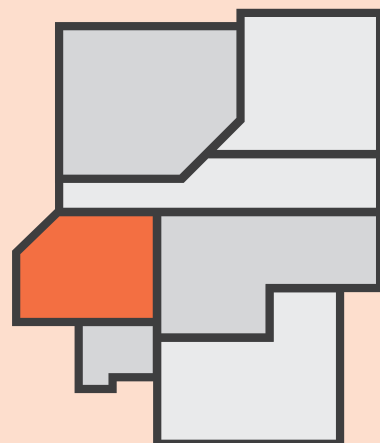
Continuing Professional Development (CPD)

Outstanding CPD connects training with the overall vision and ambitions for the arts in your school. CPD activities can positively affect your School Improvement Plan and help raise skills, confidence and ability in the arts and other subjects.

To ensure CPD is targeted and relevant, consider engaging all staff in a training survey. This is an opportunity for all members of staff to assess and reflect upon their training needs in the arts. The survey should include opportunities

for teachers to suggest their own CPD training, resources or visits as well as identifying any areas of strength they would be happy to share with other members of staff.

This might also be a good opportunity to identify any individual CPD that teachers are involved in that you might be unaware of, such as individual reading, engaging in personal arts-related activities outside of school such as going to concerts or talks, playing a musical instrument or singing in a choir. Such participation should be celebrated and shared.



1. Using Time and Resources Effectively



Identifying moments throughout the year where teachers can share their specific skills and successful arts work can be an effective way to build teacher confidence and ability in a cost effective way. The following exercises offer a few ways to do this:

- **Getting my hands dirty:** This involves creating a CPD opportunity that allows teachers the opportunity to explore and experiment with materials before they go into the classroom.
- **Arts carousel:** Four (or more) teachers identify a specific skill, technique, or subject area in the arts they feel confident about.
- **World café:** This is a well-known creative brainstorming activity that promotes dialogue, deep thinking and the sharing of knowledge and ideas.
- **Feedback groups:** Time is allocated every month to small working groups, which have the opportunity to discuss the progress of new ideas and commit to trying out new approaches with the encouragement of other staff.

Notes

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Getting My Hands Dirty

How to use this tool

Step 1 This involves creating a CPD opportunity that allows teachers the chance to explore and experiment with materials before they go into the classroom. This could be set up as a fun and inclusive session that helps to:

- **Build teacher confidence in arts-related subjects**
- **Allow teachers to learn and share tips from other staff members**

This activity could be extended to include:

- **Creating an exhibition of teachers' work in the privacy of the staff room, or**
- **If they are feeling braver, throughout the school**

Step 2 A similar session could be set up to encourage teachers to share their skills and experiences of dance. Lots of teachers talk about low-levels of confidence in learning and sharing dance activities in the classroom.

- **By encouraging staff to share and participate in dance activities together, teachers can feel supported as they learn new skills and hopefully have some fun too!**

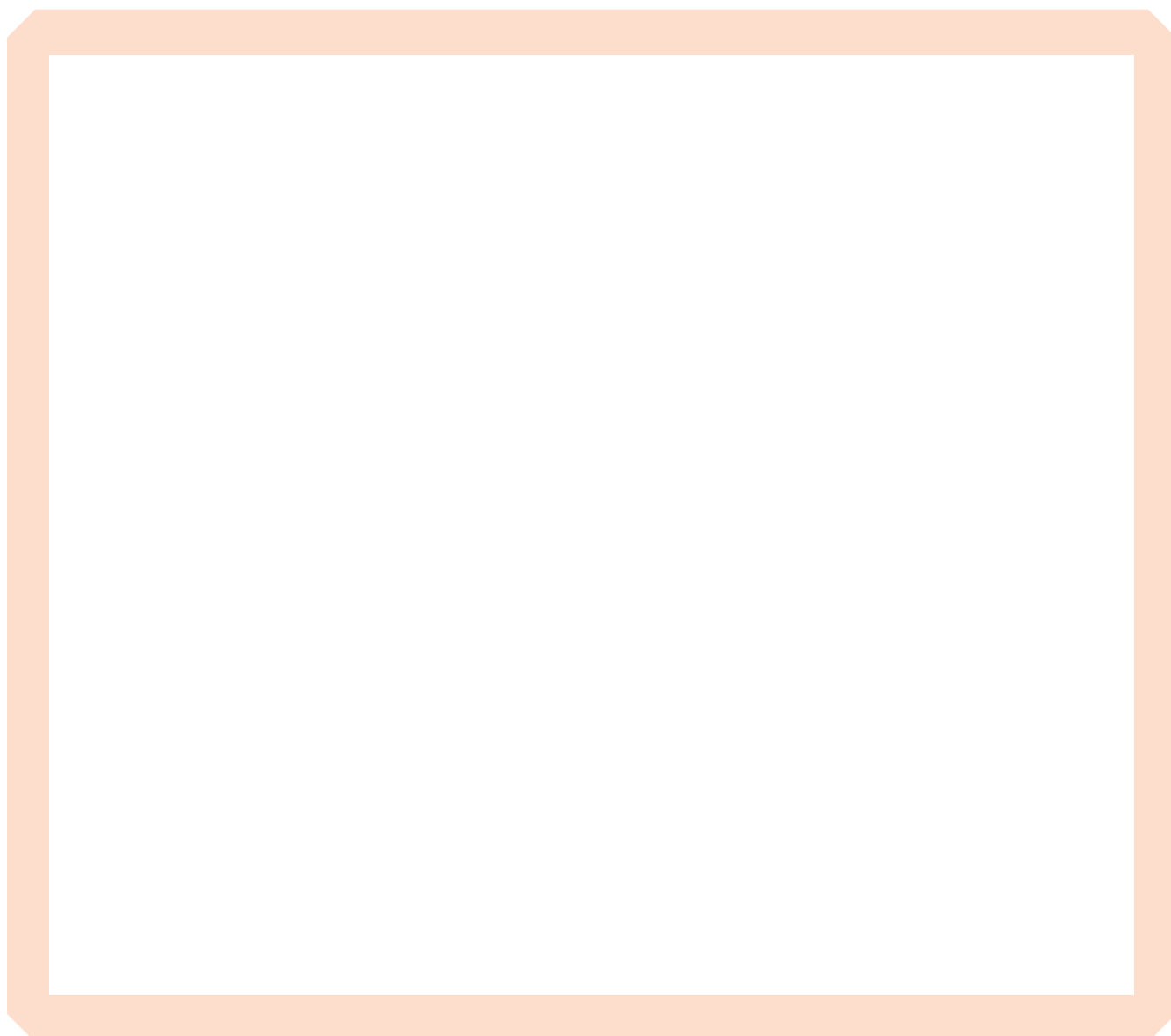
Step 3 Schedule regular meetings with other teachers to share some arts-related skills together.

Arts Carousel

How to use this tool

- Step 1** Four (or more) teachers identify a specific skill, technique, or subject area in the arts that they feel confident about.
- Step 2** Stations or 'break-out' spaces are set up and teachers share their knowledge with a small group of other teachers for an agreed amount of time.
- Step 3** Staff rotate between the four spaces in a 'round-robin' style.

What would you like to learn more about?



World Café

This is a well-known creative brainstorming activity that promotes dialogue, deep thinking and the sharing of knowledge and ideas.

How to use this tool

You'll need:

- Large sheets of paper - one per table
- Marker pens

Step 1 On each piece of paper should be a question relating to schemes of work and the arts, decided on by the staff beforehand.

The question should be simple and focus enquiry, e.g. how can I include more arts links in geography lessons?

Step 2 Teachers are then divided into small groups so there are people at each table and each table has a "host". The host chairs a discussion of the question, and encourages the group members around the table to note down key connections, ideas, discoveries and deeper questions as they emerge.

Step 3 After 15-20 minutes the teachers move to another table.

The host remains at the table when others leave and welcomes visitors from other tables. The host briefly shares key insights from the prior conversation so others can link and build using ideas from their respective tables.

Step 4 This process repeats for as long as time allows, or until it is clear that everyone has had a chance to visit all tables.

Step 5 At the end of the allocated time, the hosts present the information shared, and, in groups, teachers decide which activities they will use and adapt in their classroom.

World Café

Key connections

Ideas

Question



Deeper questions

Discoveries

Feedback Groups

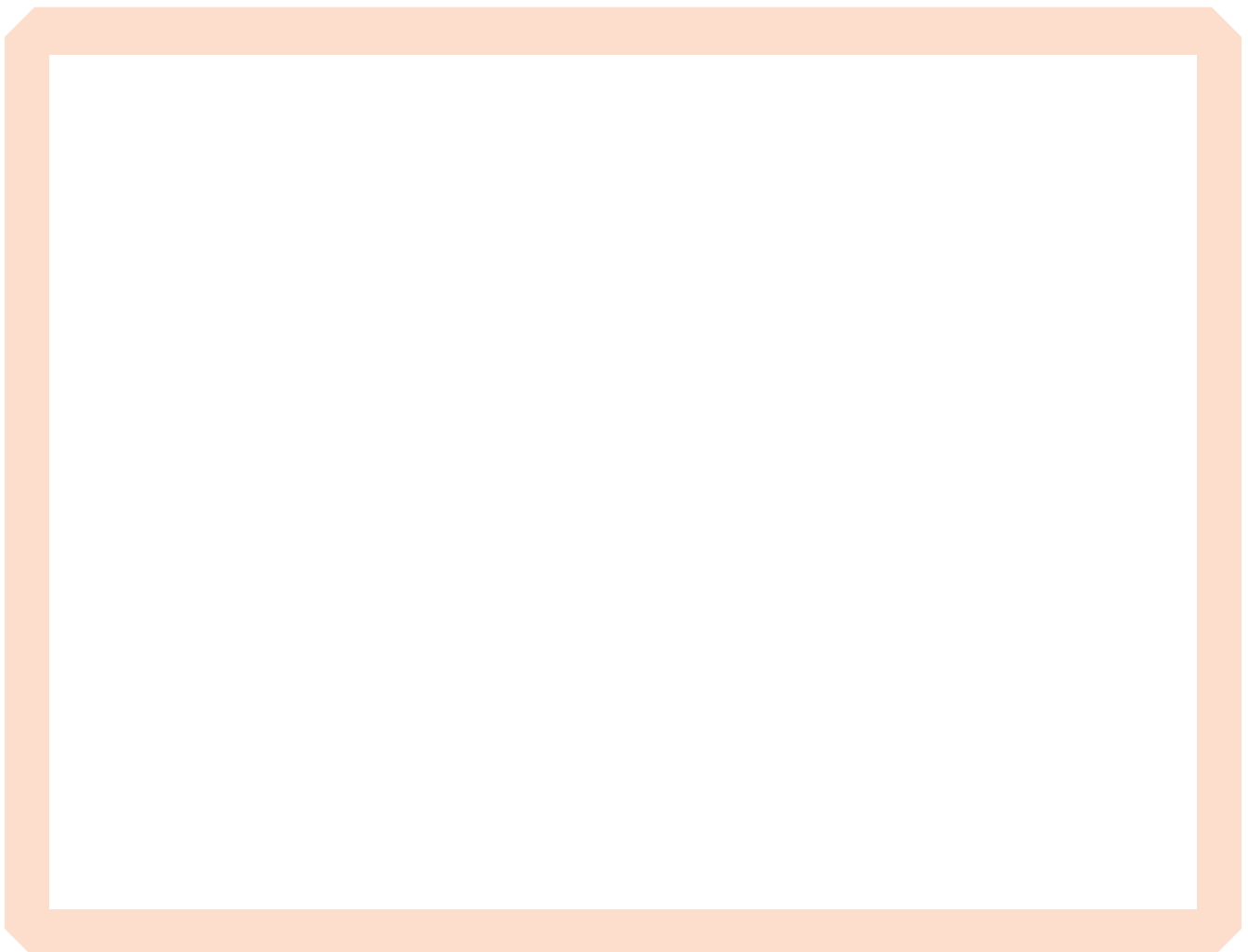
How to use this tool

Step 1 Set up a small number of working groups of 3 or 4 members of staff. Agree with each group what their area of focus will be and share this with others.

Step 2 Each working group meets every month (or half term) to discuss the progress of new ideas and commit to trying out new approaches with the encouragement of other staff.

This is done by examining work samples and assessments that staff are invited to improve, experiment or adapt. Staff support each other by providing frequent feedback.

Use this space to note the membership of each working group, and their areas of focus



2. Pooling Resources with Other Schools



Creating Art Clusters or Arts Alliances with other local schools can be another effective way of making the most of valuable resources. Seeing how other schools engage with the arts by taking part in learning walks can also be a chance to gather inspiration and ideas. These partnerships are ideal for creating opportunities to 'skill swap' as well as sharing tried and tested schemes of work.

Co-funding arts projects or CPD with other schools/clusters can be an effective way to maximise financial resources, strengthen networks and benefit from other teachers' experiences and expertise. Co-funding creates bigger shared budgets that might allow for more CPD in the arts and/or more ambitious and far-reaching arts projects and partnerships. Approaching arts and cultural organisations about your specific CPD requirements can also be useful. Local arts and cultural institutions can often deliver very detailed CPD sessions. If you are working on a project with an organisation, this is great opportunity to co-plan and co-teach as well as observe.

TOP TIP: Evaluation and CPD

- Consider and agree at the planning stages the evaluation methodology for CPD sessions. Don't wait until you're in the middle or at the end of the project or process.
- Agree a timeline for evaluating the outcomes of CPD. Take into consideration long, mid and short-term impact.
- Clearly articulate the specific outcomes and impact you're seeking. These might include recognising how the CPD will affect learning and skills development for students, colleagues, yourself and the school as a whole.
- See the documenting and evaluating section of this toolkit for more suggestions.

Free CPD Ideas _ 1

Other in-school CPD activities

- 1 Lesson observations with other teachers
- 2 Plan lessons/interventions together
- 3 Take part in a whole school 'staff and parent self-assessment' to discover the creative and cultural skills or networks that staff, parents/carers have access to that could be shared
- 4 Observe professional artists at work in your school, or in other schools
- 5 Co-teach with another teacher or a professional artist
- 6 Establish a Teacher Learning Community
- 7 Mentoring
- 8 Use reflective journals to highlight successes and challenges in your own teaching practice, and how you'd like to improve
- 9 Participate in Personal Learning Networks
- 10 Informal chats in the staffroom to discuss upcoming lessons is one of the easiest and most effective ways of developing arts-related teaching skills, especially if you borrow the ideas and try them out in your own classes.

Free CPD Ideas _ 2

Activities outside of school

- 1 Lesson observations in another school, or sharing practice with another school
- 2 Participate in free arts conferences or CPD with organisations such as A New Direction
- 3 Inform national and local arts organisations that your school would be willing to be involved in pilot schemes of work relating to arts and culture
- 4 Attend Subject Network Meetings
- 5 Take part in local "TeachMeets" – or hosting one!
- 6 Attend expert lectures, free talks, and teachers evenings at various museums, galleries, theatres and other cultural organisations across London
- 7 Network with other local schools about any high quality, free schemes they are involved with, particularly any run by the local council
- 8 Connect with your local Music Education Hub
- 9 Join Artsmark (there is an initial fee to apply for Artsmark, but school with Artsmark status can access a variety of free resources and support)
- 10 Sign up for the London Curriculum [www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum/the-london-curriculum] to access a range of free resources and opportunities for London schools (currently only available for secondary schools).

Free CPD Ideas _ 3

Online CPD opportunities

- 1 Arts Council England has produced a list of cultural education resources (see www.nfer.ac.uk/culturaleducationresources/search.aspx).
- 2 Twitter is a great place to discover new and interesting ideas and links to resources. It is also a good way to start connecting with other schools about the CPD provisions or schemes they are involved in.
- 3 Have a look at educational blogs for suggestions and advice. Googling the top ten educational blogs is a good way to start.
- 4 There are a number of free online databases that share CPD resources for teachers as well as platforms that connect teachers across Europe, including The Good CPD Guide and E-Twinning.
- 5 Look out for regular teacher chats on twitter using hashtags such as #musiced
- 6 Many arts organisations, including A New Direction, live stream their major events such as conferences. Watching online can sometimes be easier than leaving school to attend.
- 7 Research organisations such as Nfer, Edcoms and LKMCo publish a range of interesting reports on education and arts topics.
- 8 Many museums and art galleries now provide online tools to explore their collections which can be used before or after a visit, or in your classroom teaching.
- 9 A New Direction shares blogs and resources from all its teacher CPD sessions. See www.anewdirection.org.uk/schools.
- 10 Trained Arts Award Advisers can access free support through surgeries, visits or phone consultations. See www.artsaward.org.uk/support.

Case Study

Building skills in the arts to drive whole-school improvement Tidemill Academy, Deptford

When we first applied for Artsmark Gold in 2009, we really tried to take stock of where we stood in our arts provision. We identified strengths and weaknesses across the school, and our aims and next steps for each subject.

We then created our own 'Artsmark action plan', much of which involved training staff and sharing best practice. With the backing of SLT, we devised a plan for school CPD sessions over the coming academic year and started this by sharing our vision for the arts and involving the whole staff in the process of writing the application.

We ran art training, for example: 'Drawing and painting', 'How to talk about art and artists', 'Printing' and 'Colour mixing'. We ran these over INSET days, CPD sessions and staff conferences using our own staff's knowledge and experience. This is now regularly 'topped up' and continues to impact the school and arts provision to this day, the arts being a regular feature in our school CPD.

Our CPD work had a big impact on pupil learning, visible through very high levels of engagement, increased confidence and skill, and significant improvement in standards of work. The CPD session 'How to talk about art and artists' was held in a local gallery, which then became one of our creative partnerships.

Jenny Gibbons, Class Teacher and Arts Subject Leader

Pulling It Together



How will you ensure quality in CPD activities?

How well are you documenting, evaluating and communicating CPD activities?

Examples of successful CPD activities and why they worked

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The National College of Teaching and Leadership gives an overview of the five signs of effective CPD:

→ bit.ly/1D1k2xV

The Department for Education's report, *Making the links between teachers' professional standards, induction, performance management and continuing professional development*, is a thorough analysis on the purpose and practice of effective CPD:

→ www.gov.uk/government/uploads/system/uploads/attachment_data/file/182227/DFE-RR075.pdf

An excellent and concise resource on how to effectively evaluate CPD:

→ dera.ioe.ac.uk/9686/2/impact_evaluation.pdf

Developing Great Teaching – report from the Teacher Development Trust published June 2015

→ tdtrust.org/about/dgt/

Details of the DfE's CPD expert group, set up in 2015

→ www.gov.uk/government/groups/teachers-professional-development-expert-group

Artsmark is a tool that can give useful structure to evaluating and assessing the impact of your arts provision.

→ www.artsmark.org.uk

TEACHERS' TOOLKIT



Find out more and download this toolkit at
www.anewdirection.org.uk/schools
or contact schools@anewdirection.org.uk
and follow us on Twitter [@AND_schools](https://twitter.com/AND_schools)