



**Further Reading  
& Resources**

# Recommended Reading

**Freire, P.** (1970). *Pedagogy of the Oppressed*. New York: Continuum.

A foundational account of education as a dialogic, emancipatory practice, informing contemporary thinking on participation, voice and power.

[https://files.libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donald%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20\(2000,%20Bloomsbury%20Academic\).pdf](https://files.libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donald%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20(2000,%20Bloomsbury%20Academic).pdf)

Freire's seminal work reframes education as a dialogic process rooted in critical consciousness, agency and shared inquiry. He challenges hierarchical models of knowledge transmission, arguing instead for learning as a practice of freedom shaped through participation and reflection. For cultural education leaders, the book provides a foundational ethical framework for thinking about voice, power and participation, particularly in work with marginalised communities.

**hooks, b.** (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Explores learning as a site of cultural, political and personal transformation, with relevance beyond formal education settings.

[www.routledge.com/Teaching-to-Transgress/hooks/p/book/9780415908085](http://www.routledge.com/Teaching-to-Transgress/hooks/p/book/9780415908085)

Hooks explores education as a site of cultural, political and personal transformation, foregrounding the role of identity, care and lived experience in learning. She advocates for engaged pedagogy that values mutual learning and challenges dominant power structures. The book is especially relevant for cultural education leadership in its emphasis on inclusive practice, relational authority and the moral responsibilities of those who shape learning environments.

**Holden, J.** (2006). *Cultural Value and the Crisis of Legitimacy*. London: Demos.

A landmark text for cultural leaders, reframing culture in terms of intrinsic, instrumental and institutional value.

<https://demos.co.uk/wp-content/uploads/files/CulturalValueWeb.pdf>

Holden's influential analysis critiques narrow instrumental approaches to culture and introduces a three-part framework of intrinsic, instrumental and institutional value. He argues that cultural organisations must articulate their public purpose more clearly to sustain legitimacy and trust. For cultural education leaders, this text remains central to understanding how cultural value is constructed, communicated and defended within public systems.

**Heifetz, R., Grashow, A. and Linsky, M.** (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.

Positions leadership as enabling adaptive work in complex systems rather than exercising authority or control.

[www.hks.harvard.edu/publications/practice-adaptive-leadership-tools-and-tactics-changing-your-organization-and-world](http://www.hks.harvard.edu/publications/practice-adaptive-leadership-tools-and-tactics-changing-your-organization-and-world)

This book distinguishes between technical problems and adaptive challenges, emphasising leadership as the work of mobilising people to learn, change and navigate uncertainty together. Heifetz and colleagues focus on how leaders can hold tension, protect experimentation and resist the pull toward false certainty. The text is particularly useful for cultural education leaders operating in complex, under-resourced and politically contested environments.

**Robinson, K. and Aronica, L.** (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education*. London: Penguin.

A critique of standardisation and a call for creativity as a systemic capacity, resonating across education and cultural sectors.

[www.penguin.co.uk/books/259286/creative-schools-by-aronica-ken-robinson-and-lou/9780141978574](http://www.penguin.co.uk/books/259286/creative-schools-by-aronica-ken-robinson-and-lou/9780141978574)

Robinson and Aronica critique standardised education systems and make the case for creativity as a core human capacity rather than a marginal add-on. Through international examples, they argue for systemic change driven by purpose, personalisation and cultural relevance. For cultural education leadership, the book provides a widely accessible argument for embedding creative learning within mainstream education reform if that is a stream of activity they wish to explore.

### **Durham Commission on Creativity and Education**

(2019). *Creativity and Education*. London: Arts Council England.

A UK policy synthesis linking creativity to education reform, economic resilience and social mobility.

[www.artscouncil.org.uk/durham-commission-creativity-and-education](http://www.artscouncil.org.uk/durham-commission-creativity-and-education)

This report brings together evidence from education, business and culture to argue that creativity is a core capability for economic resilience, social mobility and lifelong learning. It positions creativity not as an enrichment activity, but as a systemic requirement for education reform, calling for curriculum, assessment and workforce development to better support creative capacities. For cultural education leaders, the report provides a strong policy mandate for partnership working between schools and cultural organisations, and for advocating creativity as a public good.

**OECD** (2019). *OECD Future of Education and Skills 2030: Conceptual Learning Framework*. Paris: OECD Publishing.

Frames creativity, agency and co-creation as core outcomes for education systems and civic life.

[www.oecd.org/education/2030-project/](http://www.oecd.org/education/2030-project/)

The framework sets out a future-oriented vision of education focused on learner agency, co-creation and the capacity to navigate uncertainty. It emphasises the role of creativity, critical thinking and collaboration in enabling individuals to contribute to social and civic life. For cultural education leadership, the framework offers an internationally recognised language for aligning cultural learning with broader system goals and for positioning cultural education as central, rather than peripheral, to future skills agendas.

### **Centre for Cultural Value**

(2020). *Measuring the Value of Culture: A Report to DCMS*. Leeds: Centre for Cultural Value.

Provides a robust framework for understanding cultural value, participation and evidence in policy and leadership contexts.

[www.gov.uk/government/publications/measuring-the-value-of-culture-a-report-to-the-department-for-culture-media-and-sport](http://www.gov.uk/government/publications/measuring-the-value-of-culture-a-report-to-the-department-for-culture-media-and-sport)

This report responds to longstanding challenges around evidencing the value of culture by proposing a plural, context-sensitive approach to evaluation. It argues against single-metric measures and instead emphasises participation, lived experience and public value. For cultural education leaders, the report provides a critical foundation for developing proportionate, learning-led evaluation practices that respect cultural complexity while meeting policy and accountability requirements.

This article is part of A New Direction's Leading with Purpose: Cultural Education in Practice, a series exploring the evolution of cultural educational leadership, insights, observations, and practical tools. You can read them all here: [www.anewdirection.org.uk/research/culturalsectorleadership](http://www.anewdirection.org.uk/research/culturalsectorleadership)

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