



Connected London: Planning for Innovation in Cultural Education

Report from Prototyping Workshop 3
8th October, 2013

The story so far...

- ❖ 8 project teams are now working with AND as part of the **Connected London programme**.
- ❖ Each project team has acknowledged the need to **think differently** about funding for and provision of cultural education in London.
- ❖ The teams have committed to **working together in a community of practice**, exploring and experimenting with radical new approaches.
- ❖ Their shared goal is to **create exciting and sustainable cultural learning opportunities** for young people in London.

View Connected London programme:

<http://www.anewdirection.org.uk/programmes/connected-london>

View Case for Change:

<http://www.anewdirection.org.uk/asset/view/882>



The story so far...

Project teams have adopted and adapted a model for innovation - **Radical Efficiency** - which offers a disciplined framework for innovation in the design, delivery and resourcing of products and services. See below the updated model from workshop 2.

View **Radical efficiency model explained** in Case for Change (page 8-11): <http://www.anewdirection.org.uk/asset/view/882>

View **Radical efficiency report**: <http://www.innovationunit.org/sites/default/files/radical-efficiency180610.pdf>

New perspectives on challenges

- Research **young people's** interests, wants and needs
- Engage all staff in **understanding** users
- Community consultation
- Family participation: programming events
- Properly **inspect** your service
- Identify the **problem**
- Undertake **Data mining**
- **Be open** to new/different
- Getting questions right
- Youth data collectives = share the burden

- Identify **non-users** and learn from young people **not** engaging
Schools **not** participating
- Identify **new markets** – adult social care, young offenders
- Think about **outcomes for learners** as a priority
- **New groups/users**: travellers, children in care, academy chains



- Increase the roles of **families** in providing the service
- Involve **amateur/voluntary** groups
- Encourage use of **youth panels**
- Challenge existing definition of **suppliers**
- Engage the audience as **co-producers**
- Find partners with **skills you don't have**
- **Medic connections**: resources, supplies
- Invest time in **co-design**
- Encourage **self help** – not needing professionals for everything

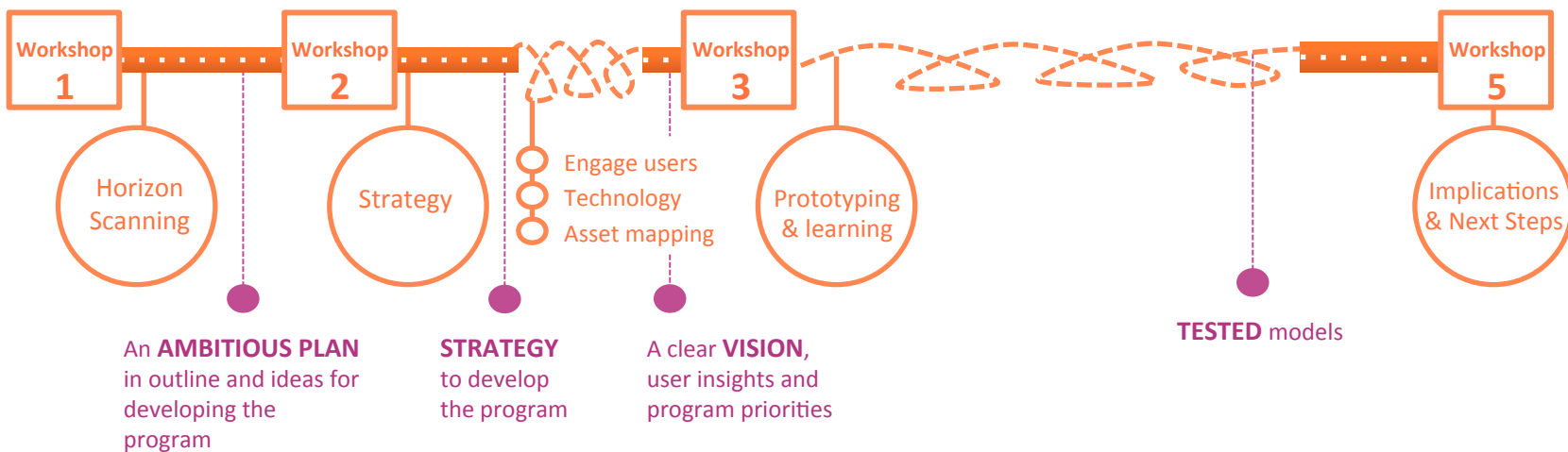
- Explore **technology** for engagement and efficiency
- **Sweat assets**: make more effective use of resources
- **Support Skills sharing** across sectors
- **Analyze benefits** - go beyond problem solving
- Develop tools and platforms to **share resources**
- **Development projects** (e.g. Kings Cross)

New perspectives on solutions



The story so far...

Project teams have embarked upon a year long **programme of innovation** in their localities, supported by a series of workshops and other activities offered by **A New Direction and Innovation Unit**.



The story so far...

6 recommendations for innovation in cultural education in London form the basis for the programme:

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.

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.

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.

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.

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.

6. Challenge existing roles and hierarchies

Finding new ways to empower and engage students, families and friends in relationships allows for new assets and resources to emerge.

View 6 recommendations in detail in **Cultural education in London: Making the case for change** (pages 22-27):

<http://www.anewdirection.org.uk/asset/view/882>

Engagement

Funding

Partnerships

Technology (enabler)

Art & culture in schools

Community capacity



The story so far...

This report from the **Connected London programme** shares discussions and insights from the third workshop held on 8 October 2013.

The workshop was designed to model for project teams a range of approaches to prototyping and testing their ideas.

Together they learned about prototyping as part of a design process and supported one another to try out different methods to see what could work for them in their context.

View Connected London Programme resources:

Cultural education in London: Making the case for change

<http://www.anewdirection.org.uk/asset/view/882>

Inspirational Cultural Programmes

<http://www.anewdirection.org.uk/asset/view/883>

Connected London workshop 2 report

<http://www.anewdirection.org.uk/asset/view/1071>



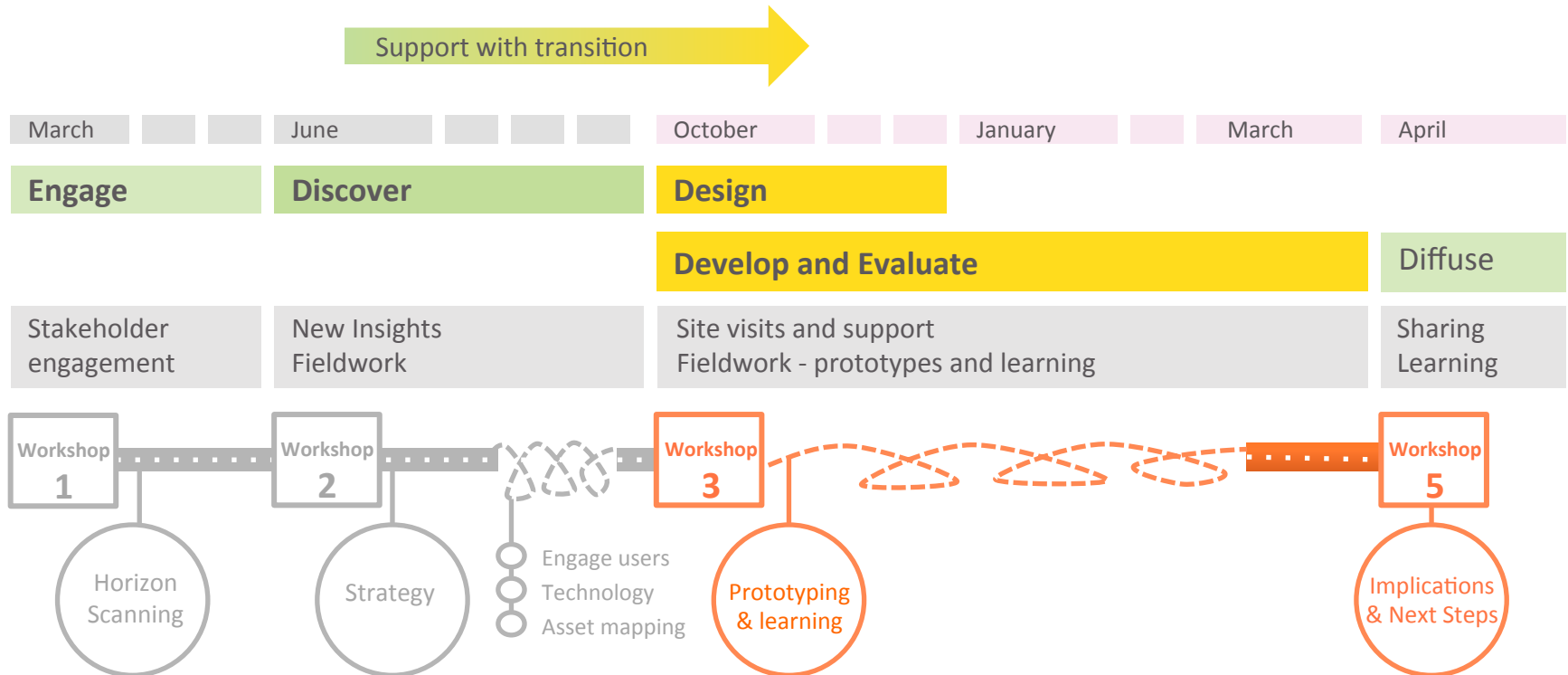
Workshop 3 Prototyping innovations



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The challenge

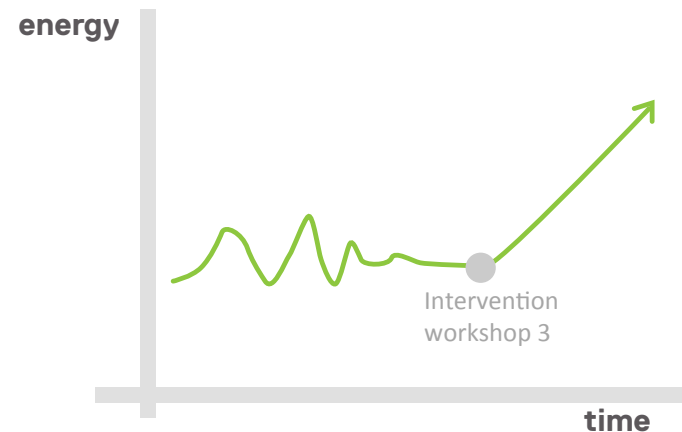
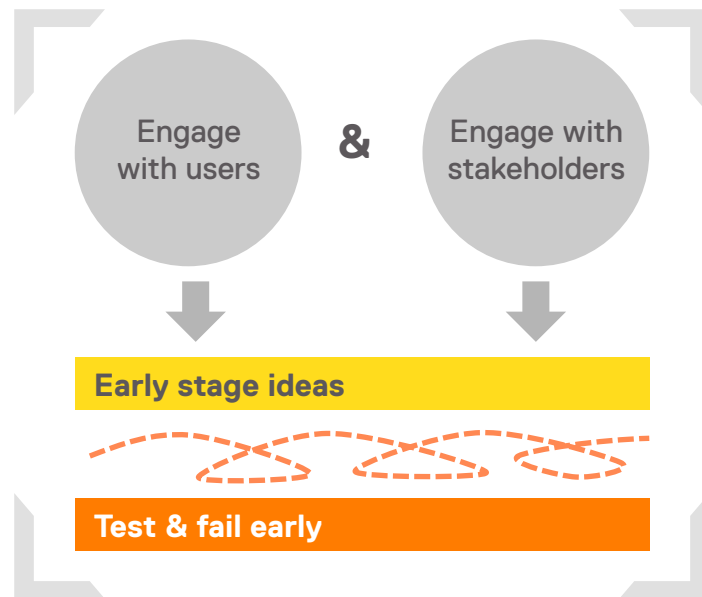
The purpose of the workshop was to encourage project teams to **transition from the engage and discover phases of their innovation project into the design and develop stages.**




The solution

Demonstrating the impact of prototyping.

By demonstrating the impact of prototyping and the galvanising effect of engaging with users and stakeholders around early stage ideas, we hoped to stimulate teams to raise the levels of activity and energy in their projects as a way of accelerating their progress at this mid point in the programme



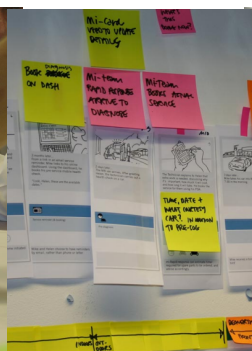
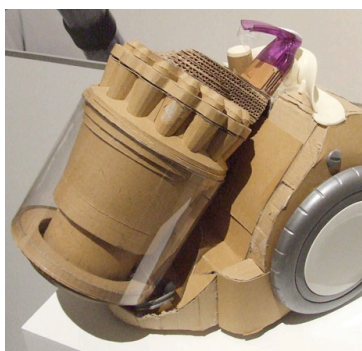


On prototyping:
Fail early and cheaply



On prototyping

Proto-what?! Try it - quickly, ugly, cheaply



“A life of failure”

Dyson – 5 years,
5000 prototypes

Will it work?

Proof of concept: testing
the feasibility of an idea

Prototype before you pilot

Involve users early

Evaluate, articulate, win
hearts and minds

It’s all about asking questions

Journeys/pathways

“Does this sequence of events make sense?”

Products and environments

“Is the space right for what we’re trying to
achieve?”

Information

“What’s the best way of saying this?”



On prototyping

Teams worked together to design and make boats that were attractive enough to appeal to potential customers; and that would float.

Teams explored prototyping as a useful way to reduce some of the risks associated with innovation.

- ❖ **Participants worked well as a team**, listening to each other ideas and being constructive.
- ❖ **Teams were happy to take risks**, testing things that thought might not work but still having a go at it to explore new options.
- ❖ **The practical and hands on approach** of the activity helped teams to stay engaged.
- ❖ Participants found **challenging understanding how prototyping might look like in the cultural education sector**.
- ❖ **Participants learnt that prototyping allows us to test with users and learn from them** to generate alternatives.

Participants testing their prototype

Design
iteration 1
2 min

Test

Design
iteration 2
2 min

Test

- Does it float?
- Does it appeal to specific people?
- Is it made out of 2 materials?
- Does it hold a Lego man?



On prototyping

Together we identified some of the **barriers** to prototyping in the education context:



Risks for children

“We are talking about the life chances of children. If we are trying something new we have to consider that this might affect them and we have to be careful about testing things that can have a negative effect for children.”



Budget constraints

“The way the budget is set up doesn’t let us fail and then do it again. We need to get things right the first time”



A tradition of pilots

“In education a pilot is almost like a first roll out, but there is no way of learning from it”

On prototyping

We also discussed some **responses** to these challenges:



Risks for children



Budget constraints



A tradition of pilots

Balancing the benefits

Doing nothing in a system that is failing so many children is just as risky as doing something new.

The value of trying

Experiment in partnership to share both the risk and the expense

R&D in the Arts

Experiment with a range of different ways to explore new ideas – prototyping might be just one of these





Prototyping Connected London: Fail early and cheaply



Prototyping connected London

Using the Connected London recommendations as a guide, project teams chose an aspect of their innovation to prototype.

Most chose a 'moving part' that is critical to the success of the project overall.

Some chose a problem they have been struggling with and experimented with different approaches to solving it.

View 6 recommendations in detail in **Cultural education in London: Making the case for change** (pages 22-27):

<http://www.anewdirection.org.uk/asset/view/882>

Engagement

Technology (enabler)

Funding

Art & culture in schools

Partnerships

Community capacity

Participants choosing an aspect of their innovation to prototype



Prototyping connected London

Phase 1 projects

Croydon - extended schools model linked to Children's University

Ealing - broadening offer beyond music and working across a number of West London boroughs

Haringey – connecting with youth services in a different way

Waltham Forest – re-engaging the Borough with the potential of cultural activity

Phase 2 projects

Islington – online resource of Islington's cultural offer

Lewisham – building capacity and resources to deliver to early years priorities

Newham – expand the existing Associate Schools work into borough-wide strategic partnership

Richmond upon Thames – ensure cultural outreach for looked after children out-of-borough

Greenwich – Increase awareness and a sense of ownership of Maritime Greenwich as a unique resource for inspiring learning

Camden – Cultural commissioning model for Camden schools & creative cultural organisations



Croydon



Partnerships

Funding

Engagement

Art & culture in schools

Project:

Extended schools model linked to Children's University

Prototyping activity:

Prototype a PITCH to promote the engagement of schools in the Children's University.

Test it with schools, teachers and governors. Try it first with 'friends' to try and refine it.

Get feedback and draw them into our prototyping team.



Ealing

Project:

Broadening offer beyond music and work across a number of West London boroughs

Prototyping activity:

Prototype ways of working across different culture disciplines (in cultural venues).

Session with 2 musicians from the music hub + 2 visual artists + 2 teachers + 2 project leaders to explore ways of working together that will be sustainable.

Project Title:

Think about what we need to test and what we want to learn

Art & culture in schools

Community capacity

Partnerships

Funding

Engagement

HOW?

What format is it going to take (roleplay, paper models,...)?

1 day planning in Venue
Design 1/2 day.
Roleplay 1/2 day.

PLAN: When do we need to do things?

ITERATION 1
Think of something you can prepare and test today

Prepare

Do

ITERATION 2

Prepare

Do

WHY: In what way this is important to your project?

Solving the problem of getting schools into Venues.

SUCCESS: What would success look like?

Developed a project that schools are happy to be involved in.



Haringey

Project:

Sustainable engagement of young people

Prototyping activity:

Making youth engagement appealing and manage the risk by being clear about their role (why do we bring some people in and what will they be doing?).

Community capacity

Engagement



Waltham Forest

Project:

Re-engaging the Borough with the potential of cultural activity

Prototyping activity:

Explore what is needed for people to engage with Arts Awards: initial consultation, training, information resource to support.

Explore how to communicate effectively with schools: how do people in the Borough (head teachers, arts teachers) find out about things in the Borough? Collect intelligence of what is working, understand how to reach them in a different way. Coproduce a communication strategy with teachers.

Art & culture in schools

Community capacity

Partnerships

Funding

Engagement



Islington

Project:

Islington's cultural offer online resource

Prototyping activity:

Understand what information people want and how to best share it.

Getting schools to identify what their teachers needs are in order that they can engage with cultural education. Start with 'friends' teachers who are interested in the project.

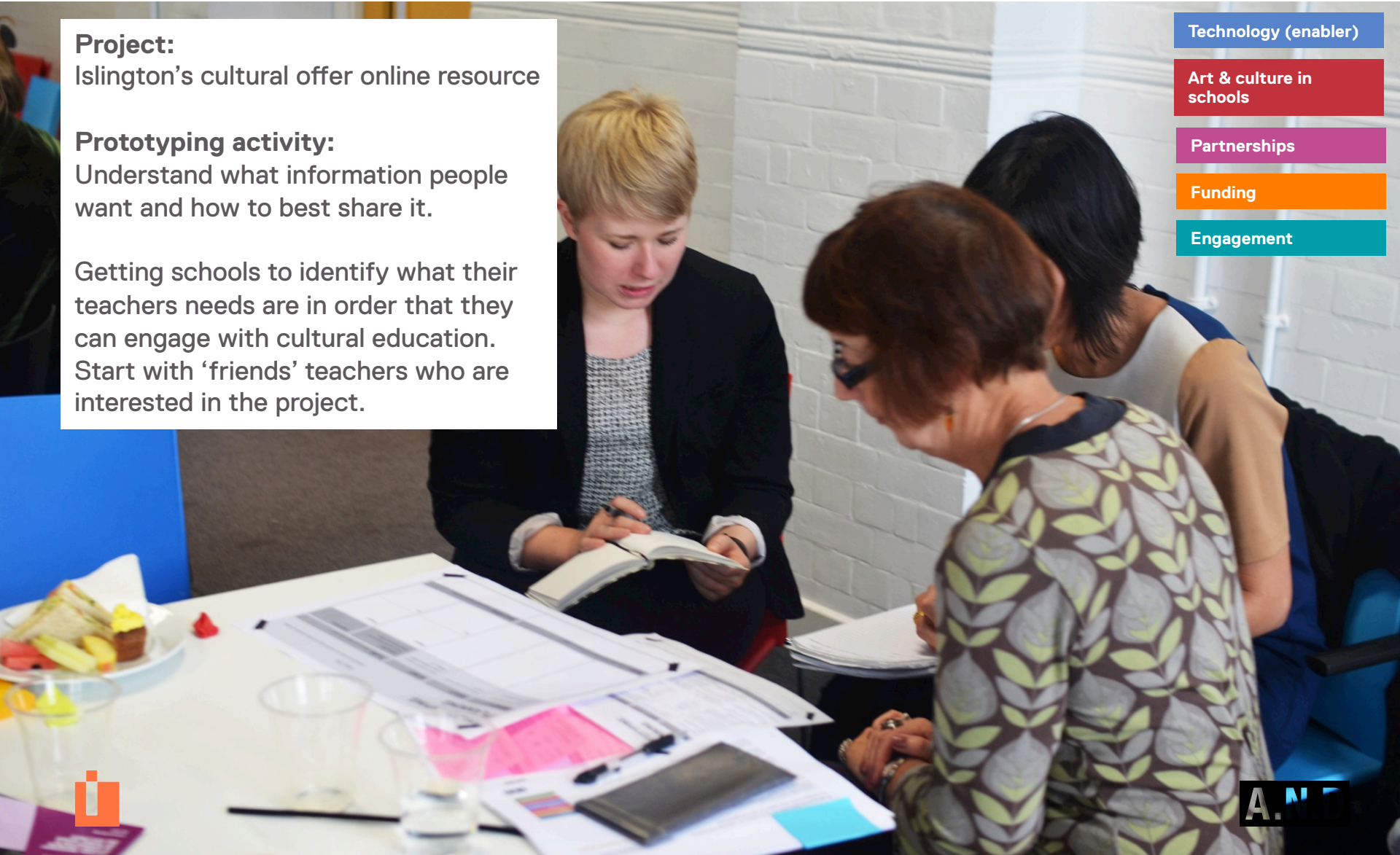
Technology (enabler)

Art & culture in schools

Partnerships

Funding

Engagement



Lewisham

Project:

Building capacity and resources to deliver early years priorities

Prototyping activity:

Bring all stakeholders (nurseries, libraries) together to improve understanding and raise awareness of the value of the arts through creating a long term strategy and skills exchange.

Gather information through a one off event to identify ideas.



Community capacity

Partnerships

Funding

Engagement



Newham

Project:

Expand the existing Associate Schools work into a Borough-wide strategic partnership

Prototyping activity:

Consult with schools to understand why it is that teachers don't engage with the cultural education offer. Is it marketing?

Work with schools who are engaged to understand how we can use cultural provision to meet curriculum needs in schools.

Partnerships

Funding

Engagement

Art & culture in schools



Richmond upon Thames

Project:

Ensure cultural outreach for looked after children out-of-borough

Prototyping activity:

Explore mechanisms and resources to ensure children out-of-borough have the same cultural opportunities.

How can we build networks so young people in care who live outside the borough have the same opportunities in culture and sport as the children who live in the borough?

Identify the key challenges and how to overcome them.
Discover the infrastructure within the borough.

Partnerships

Funding

Engagement

* How can we link our CLAs' needs with these opps
* what resources, mechanisms + networks are needed
* Can we work effectively across borough boundaries + what will make this.

(CLAs) we then prototype w/ Richmond-based familiar partners or directly with one partner known.

WHY: In what way this is important to your project?
Because effective partnerships will be fundamental to delivering equitable cultural entitlement for all CLAs.

SUCCESS: What would success look like?
We know how to meet the cultural needs of all our CLAs, whichever borough they live in. We can share this with others + apply it beyond London. Partners are as invested in sustaining cultural entitlement as we are.

• Peps
• research cultural organisations
→ PM
→ lyric leads
• update reasons for investing.

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Greenwich

Project:

Increase awareness and a sense of ownership of Maritime Greenwich as a unique resource for inspiring learning: make a cultural education offer as a group.

Prototyping activity:

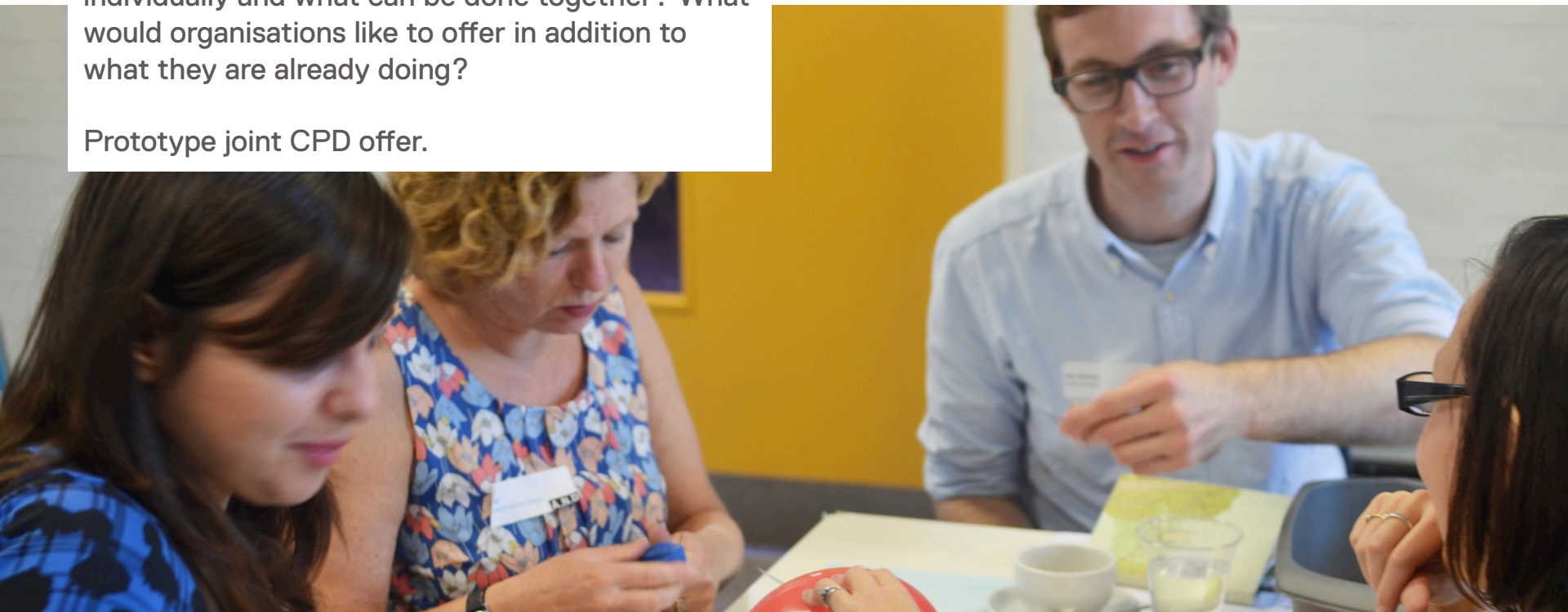
Audit services to discover what organisations do individually and what can be done together? What would organisations like to offer in addition to what they are already doing?

Prototype joint CPD offer.

Partnerships

Funding

Engagement



Camden

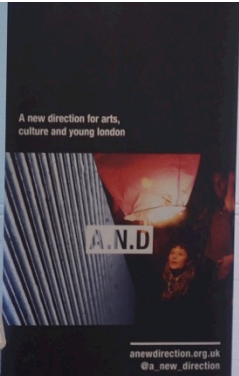
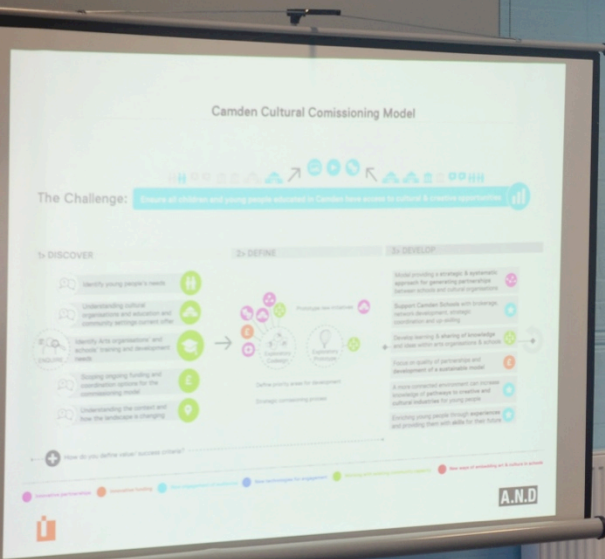
Camden are working on...
Co-production in schools -> working together with teachers to define a cultural program, but without forgetting the artist...

Partnerships

Funding

Engagement

Art & culture in schools



“Our concept of partnership has changed”





Reflections



Reflections

❖ The language of innovation

Project teams have struggled from time to time with some of the language of innovation, which can seem a bit jargon laden and exclusive. Its tempting to play down the new language and to try to align it more closely with the first or mother language of the project teams, although that's riven with jargon too, of course – just more familiar.

However we think its important to continue to use the innovation language to make explicit the extent to which the new methods, models and tools we are introducing differ from 'business as usual' and to encourage participants to take on the new words and, with them, the new ideas and practices they describe.

But we think we could help to make the translation by creating a glossary of the main innovation methods used in the programme, linked to tools and examples for the AND website.

We could also construct a FAQs or similar to answer questions about when methods might be best deployed and to what effect.



Reflections

❖ Tailored support

Different groups are at different stages: some teams have a clear idea of their project and what they could most usefully prototype and some are still struggling a little to develop a clear vision that they can share with others.

Project teams need as a basic to identify and be able to articulate their vision and their expectations for project outcomes, making sure these are both challenging and realistic, in the context of available resources and the programme's timeframe.

Once this is achieved, ongoing programme support should be geared to help with applying innovation methods in projects (engagement, prototyping, road mapping, project visualisation) to help project teams to make the best use of the remaining time in this phase of the programme.



Reflections

❖ A platform for connection

Opportunities for people to share ideas and work together are critical to success in innovation. The myth of one person coming up with a brilliant idea that changes the world is exactly that – a myth. New ideas are developed and grown through collaboration.

Participants have repeatedly shared how important it has been for them to hear what other projects are doing and to connect with other people working in this space. Their day jobs can seem both very busy and very isolated, allowing little time for collaboration with colleagues to share ideas and learn together.

If there is a need – and we think we have established that there is – for providers of cultural education to innovate in their practice, then there is almost certainly a need for a forum or platform where colleagues might connect, and/or a network to which they might belong, with regular seminars – online or face to face – in the style of TeachMeet or similar?



Reflections

❖ **Tweet triumphs and tragedies**

Innovation is demanding of time and energy and can be hard to prioritise when work is busy.

One way to sustain momentum is to celebrate – fast and widely – progress and learning around the community.

Social media offers a cheap and easy way to keep each other informed of the ups and downs of innovation. Teaching all the Connected London participants how to use Twitter or Google+ so that they can share triumphs and tragedies in real time and in ways that don't interfere with their busy lives too much.



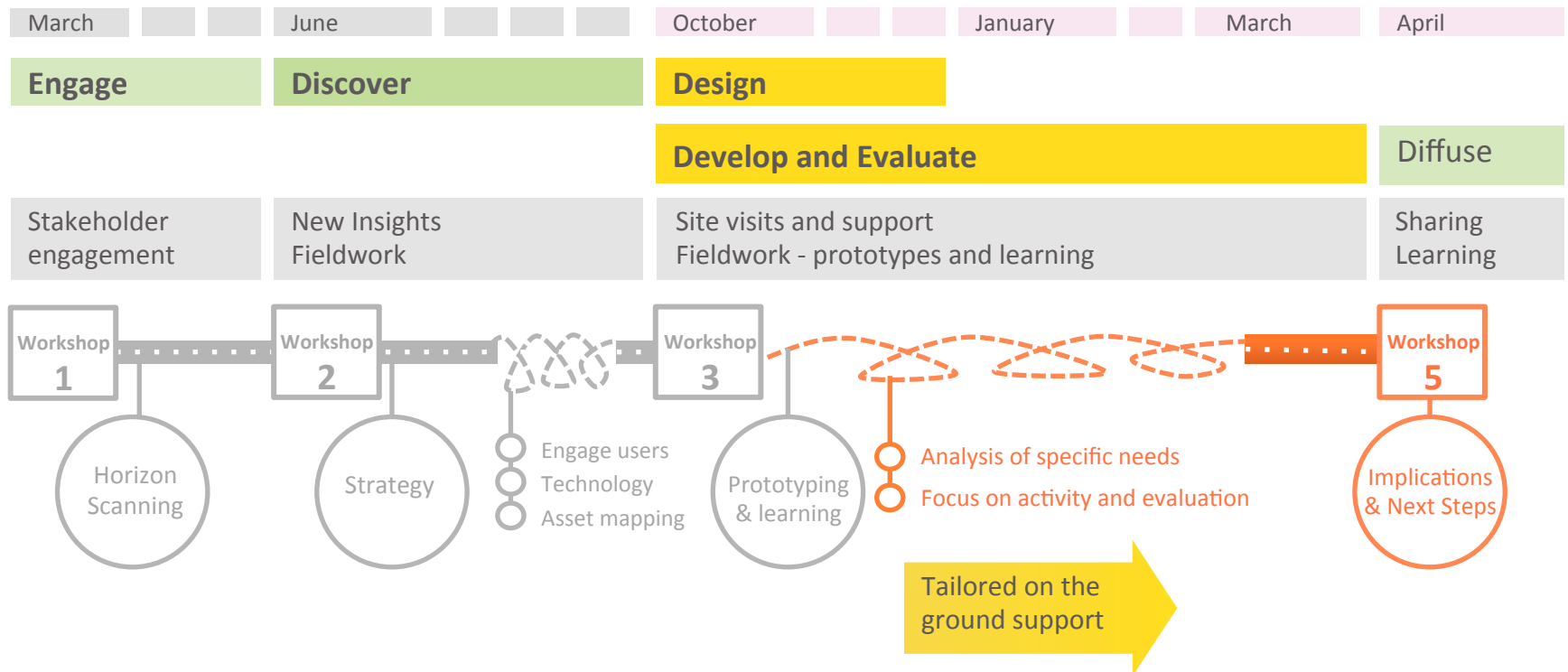


Next steps



Next steps

- ❖ Detailed **analysis** of the specific needs of individual projects
- ❖ Tailored on the **ground support** to project teams
- ❖ A focus on **activity and evaluation**
- ❖ Coming back together in April to **share progress and insights**



THANK YOU



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