

London Teaching Schools Symposium

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The arts and cultural learning...a collaborative endeavour

Dr John Wm Stephens
National College for
Teaching & Leadership,
Department for Education



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Teaching & Leadership

DfE priorities this year...

- create a self-improving school-led system
- develop a great workforce - with strong leadership
- increase rigour and expectations of curriculums, assessment and behaviour
- protect and increase opportunity for vulnerable children
- support schools to prepare well-rounded young people for success in adult life
- remove unnecessary regulation and bureaucracy
- improve accountability
- allocate funding more fairly and effectively



NCTL - Aim

- NCTL will support the development and implementation of a 0-18 self-improving school-led system so that by September 2016 there will have been an irrevocable shift from the centre to schools



Response to the Henley Review of Cultural Education (2012)

- ***There are some brilliant examples of schools giving their pupils the opportunity to experience the full range of cultural subjects - both in school and outside the classroom - and in many families culture is a part of their everyday lives.***
- ***But this is not always the case. Many children, especially poorer children, do not visit museums or art galleries, or go to concerts or the theatre, with their families.***



From 'managing change' to reframing the terms...



'The real voyage of discovery consists not of seeking new landscapes, but in having new eyes.'

Proust



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Strength in alliance, partnerships and collaboration



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Role of Teaching Schools

As well as offering training and support for their **alliance** themselves, Teaching Schools will **identify and co-ordinate** expertise from their alliance, using the best leaders and teachers to:

1. lead the development of **a school-led ITT system**, either through School Direct or by securing accreditation as an ITT provider.
2. lead **peer-to-peer** professional and leadership development
3. identify and develop **leadership potential**
4. provide **support** for other schools
5. designate and broker Specialist Leaders of Education (**SLEs**)
6. engage in **research and development**

The
BIG
6



What's the question?

The
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Research and development

Research and development network



- Enabling Teaching School alliances to engage in research and development activities, both working with their individual HEI partners and working in regional and national networks
- Providing opportunities for training, sharing expertise and wider dissemination of 'what works'



...school to school support is two way...

- Both schools benefit – even when one starts out as the higher-performing partner
- Benefits can include:
 - Leadership development
 - Staff retention
 - New ideas
 - Challenge to within-school variation
 - More systematic and effective professional development



... there can sometimes be buts

- The added value that partnership working brings can be uneven
- Partnerships come at a cost but represent good value for money
- **The full added value from partnership working takes time to come through**
- Partnerships need to be founded and run on sound principles – and governed well



Artsmark opportunities

- **Revised, school led methodology**
- **Whole school improvement**
- **An on-going journey not a final destination**



Working with, not doing to....



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Productive collaboration isn't easy...



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Opportunities in the arts done well...

- Learning that is learner adapted
- Learning that promotes and is characterised by creativity
- Learning that commits to personal development, cultural development and sustainable economic growth
- Learning that puts imagination into practice
- Learning that turns the historical privileging of certain intelligences on its head
- Learning that excites the potential of the human spirit





“ A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished.”

Desmond Tutu



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Thank you...and questions



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