

# Inspirational Examples of Practice



A collection of case studies

**A.N.D**

## **Innovative Partnerships**

- LRNG – USA

## **Cultural Entitlement Models**

- Newham – Every Child Matters
- The Liverpool Promise
- Portsmouth Arts & Culture Passport
- Finland: Art Testers

## **Place-Based Initiatives**

- Rotterdam Child-Friendly City
- Margate: Art Inspiring Change
- Hull UK City of Culture: No Limits

## **Arts, Culture & Creativity in School**

- Amsterdam: Standard Package for Arts & Cultural Education
- Los Angeles: Arts Ed Collective
- Portugal: 10x10 Project

# USA: LRNG

## Who runs it?

The former Director of Education at MacArthur Foundation and the head of GlassLab, a next-generation game maker.

## Overview & Aims

Powered by Collective Shift, a 'new non-profit dedicated to redesigning social systems for the connected age and connecting people and organizations to catalyse social change', LRNG is a social enterprise that works with cities and organizations across the US to connect learning experiences to career opportunities. Focusing on young people from underserved communities, it seeks to build an ecosystem of in-school, out-of-school, employer-based, and online learning experiences into a seamless network which supports young people to develop skills, mindsets, and habits that they can take on to college and jobs.

## What's involved?

The LRNG platform enables young people up to the age of 24 to access both local and national opportunities from their computer, smartphone, or tablet. LRNG work alongside their partners to develop Playlists, a curated group of learning experiences and resources developed around a common theme. Learners independently access experiences that are of interest and value to them, in an order that makes sense to them.

Every time a young person completes a playlist they receive a digital badge that marks their skills and knowledge. These badges act both as a publicly shareable digital credential and unlock real world opportunities like academic credit, internships, and jobs.

## Who's Involved?

Cultural venues, businesses and nonprofits can partner with LRNG to co-design Playlists and curate Experiences.

## Reach

LRNG runs in 11 cities across the USA.

## Strengths of this model...

- Disrupts traditional models of education by allowing young people ownership over the content, pace and order of their own learning. It starts with the young person and where they are before linking them with mentors, peers and supporting them to build new habits and skills to support with future careers.
- Is widely accessible, regardless of background/advantage
- Fosters the creativity and flexibility needed to survive in the rapidly evolving and complex employment landscape.

# Newham, London: Every Child Programme

## Who runs it?

Newham Council

## Overview & Aims

Newham's *Every Child* programme supports children in the borough with educational attainment, activity and achievement. In addition to the music and theatre schemes, the programme also includes the *Newham Reading Guarantee*, *Every Child a Sportsman* and *Every Child a Chess Player* initiatives.



© <https://www.newham.gov.uk/Pages/ServiceChild/Music-tuition.aspx>

## What's involved?

Started in 2010, the *Every Child a Musician* programme provides free musical instruments and free tuition to children in Years 5 to 7 in Newham. The programme includes a free 30-minute session each week, with each school offering a choice of three instruments. Lessons take place at school once a week during term time.

*Every Child a Theatre Goer* provides every year 6 school child in Newham the chance to go to the theatre free of charge. Run in partnership with Stratford Circus, the offer also includes built-in enrichment opportunities around the theatre visiting including school workshops, teacher CPD sessions, resource packs and post-show Q&A sessions with the creative team.

## Who's Involved?

Stratford Circus, Theatre Royal Stratford East and London theatre partners. The National Theatre.

## Reach

67 primary schools engaged yearly, reaching 4,500 children and 500 teachers in Newham.

**A.N.D**



# Liverpool: Liverpool

## Promise

### Who runs it?

Liverpool Learning Partnership

### Overview & Aims

Liverpool Promise brings together school staff, children and young people, cultural organisations, businesses and leaders across the city, all of whom want to make a positive difference to the lives of children and young people.

Promises are being made across the following areas to ensure that children and young people across Liverpool are supported to achieve their best: improve attendance; recruit and develop; cultural entitlement; engage students; promote employability; and mental well-being.

### What's involved?

The cultural entitlement promise aims to give every child an arts or cultural experience at each key stage. Liverpool's cultural education partnership aims to support this promise through a range of activities including:

- Signposting teachers to the wide range of creative and cultural education resources in Liverpool;
- All partners giving pupils five cultural experiences during every key stage;

- Creating a framework to help teachers and pupils track and reflect on these cultural experiences and refer back to them in the future;
- Offering continuing professional development and networking opportunities to teachers and art and cultural professionals to support cultural education;
- Identifying barriers to children's and young people's access to art and culture and help find solutions where possible, supporting inclusion of vulnerable and Looked After Children and those with SEND.
- Raising awareness of pathways into creative and cultural careers and the importance and relevance of art and culture to all subjects and industries.
- Giving children and young people a voice in the Liverpool Cultural Education Partnership.

### Who's Involved?

A range of partnerships and organisations are involved in the Liverpool Promise including:

- Association of Liverpool Special School Headteachers
- Liverpool Association of Secondary Headteachers
- Liverpool Primary Headteachers' Association
- Liverpool Learning Partnership
- School Improvement Liverpool
- The Mayor's Office and Liverpool City Council
- Liverpool Cultural Education Partnership
- Liverpool Clinical Commissioning Group
- Young Advisors

# Portsmouth: Arts & Culture Passport

## Who runs it?

Portsmouth Music Service

## Overview & Aims

The passport aims to enable and encourage children, young people and adults, to enjoy engaging with the arts and culture. Passport holders collect a stamp for attending an arts or cultural event (attendance stamp) or taking part in an activity (participation stamp).

## What's involved?

Schools, youth groups, arts groups, clubs, museums or similar can all encourage children to take up the challenge of the passport. The organisation will then be responsible for assessing whether a stage has been completed by looking at the evidence file provided by the passport holder.

The passport has 5 stages. Children can take part from around the age of four, with each stage increasing in engagement and challenge. The stamps are not cumulative and each new stage requires the participant to collect a new set of stamps and evidence.

The schemes definition of 'arts and culture' is designed to be broad and inclusive and the school or organisation will decide if a particular activity qualifies, taking into account the age and ability of the person.

Activities that take place in school as part of the normal day-to-day curriculum do not count as a stamp but special opportunities, even if organised by the school such as a museum visit, would count. After-school clubs or other activities that children have to opt into would also qualify.

## Who's Involved?

Portsmouth Music Service, Schools, youth groups, arts groups, clubs, museums.

# Finland: Art Testers

## Who runs it?

The Finnish Cultural Foundation, in collaboration with The Association of Finnish Children's Cultural Centers who will administer the programme.

## Overview & Aims

Running from Autumn 2017 to 2020, Art Testers aims to provide young people across Finland with an opportunity to experience art which they may not otherwise access.

## What's involved?

Each eighth-grade student will be provided with an opportunity for two free pre-arranged visits to theatre, opera, museum or art exhibition; one taking place in their own province or nearby area and the other in Helsinki or elsewhere in Finland.

Ahead of their cultural visit, pupils will receive advance information on the performance, artists and the art form, and during the visit they will learn about what working in the arts involves and what happens before a performance is ready. In selecting the art organisations, emphasis is put on the artistic quality of the works but also to information directed at young people in an interesting way. Following their visit, the pupils will be able to review the experience - sharing their thoughts, ideas, emotions and opinions via an open-channel available to the public. This information will offer unique insight into

young people's attitude towards art and what kinds of works appeal to them, as well as operating as a mass review platform.

## Reach

Including the teachers, the project aims to reach almost 200,000 individuals over three years.

## Strengths of this model...

- Uses a cultural entitlement model to broaden opportunity for cultural engagement regardless of location, background or advantage.
- Emphasises and amplifies children and young people's opinion and reaction to arts and cultural opportunities on offer.



Art Tester's pre-testing group at Ateneum Art Museum in Helsinki in January 2017. Photo: Anni Martikainen/Folk

# Rotterdam: Child-Friendly City

A 'child friendly city' is defined as any local system of governance, urban or rural, large or small, committed to ensuring more liveable places for children and young people, guaranteeing their rights to essential services, and empowering them to have their voice heard and influence decisions being made that affect them. UNICEF launched the international Child Friendly Cities Initiative (CFCI) in 1996 in support of the UN Convention on the Rights of the Child.

## Overview & Aims

Set up in 2007, the Child Friendly Rotterdam Programme aims to enhance the city as a residential location; keep families in the city; strengthen the economy; and improve the quality of life for children from 0 to 18 years. The programme includes collaboration between housing corporations, project developers, district councils, parents and children.

It defines a child friendly city as a city where children and young people can grow up in a dynamic, pleasant and safe environment. Children need to have space to:

- be young
- maximize their opportunities for self-development
- be able to contribute to the city

## What's involved?

The city has, and continues, to work on becoming a sustainable city where children, both literally and figuratively, have room to grow through adopting the method 'Building Blocks for a Child Friendly

Rotterdam' which consists of a practical package of four Building Blocks that can be used to identify the strengths and weaknesses of neighbourhoods:

Child Friendly housing	Single-family houses and child-friendly apartments
Public Space	Outdoor play areas, green play areas in the area between front door and public space
Facilities	Extended school: i.e. a primary or a secondary school offering additional activity programmes
Safe Traffic Routes	Network of Child-friendly Safe traffic routes traffic routes

The 'Building Blocks' approach provides a vision through which the task at hand can be identified, issues prioritised and is applicable to both new and restructuring projects.

As a result of the project, Child friendly neighbourhoods have become an intrinsic part of city policy in those areas that play a major role, such as housing, playgrounds and schools. Child friendly neighbourhoods also form part of the syllabus at educational institutes for future urban development professionals.

## Strengths of this model...

- A holistic understanding of the multifaceted aspects that impact on a child's experience of a place
- Ensures sustainability through breadth of influence across local policy areas and the education of future professionals



# Margate: Art Inspiring Change

## Who runs it?

Turner Contemporary, Margate

## Overview & Aims

Launched in 2016, *Art Inspiring Change* aims to empower young people, integrate generations and bring together school, home and Turner Contemporary by supporting local primary school children to lead the regeneration of disused areas in their neighbourhoods.

*Art Inspiring Change* is a child-led project aimed at fostering a positive community where arts are valued and adults better understand and support children's visions and ideas. The project not only aims to physically regenerate the town, but to boost the thinking skills, self-esteem and aspirations of the children and the confidence of the adults involved.

## What's involved?

*Art Inspiring Change* has worked with pupils from four Margate primary schools to plan the regeneration of disused areas, within close proximity to their school, through the creation of new installations. With support from teachers, parents, artists, a philosopher and Turner Contemporary staff, students are leading the regeneration of these sites, using their enhanced leadership,

communication and negotiation skills to inspire others in their community. This has involved presenting bids to Thanet District Council and holding a gallery takeover event to engage the local community.

The students – called Young Arts Leaders (YALs) - are supported by a chosen artist (appointed by the students themselves), the Turner's philosopher-in-residence and gallery staff to inspire the whole town to engage with art, transforming Margate through physical and social change. Teachers and gallery staff have been supported to adopt a child-led approach to learning, whilst 20 parents from the schools have been trained to become 'creative enablers' who helped the children realise their ideas. As part of the training to gain a City and Guilds qualification, the trainees helped the YALs to organise a winter wonderland in December 2016.

## Who's Involved?

80 pupils from four Margate primary schools, Turner Contemporary, Paul Hamlyn Foundation, Art Fund, South Eastern and Thanet Council.

## Strengths of this model...

- A holistic approach to supporting young peoples' creativity and cultural engagement through partnership across different spheres (school and home) and a range of stakeholders (developers, councils and the broader community sector).
- Embeds skills development and accreditation within cultural and creative projects as a means of empowering all those involved.
- Champions a child-led approach to cultural engagement, empowering young people to be active agents in shaping their community.

# Hull UK City of Culture: No Limits

## Who runs it?

Hull City of Culture and IVE – the Bridge Organisation for Yorkshire and Humber.

## Overview & Aims

As the learning programme for Hull UK City of Culture 2017, *No Limits* aims to champion the importance of high quality art and cultural education in the city's schools and beyond.

Aligning with the Hull City of Culture's promise to deliver 365 days of transformative culture, the programme offers a variety of opportunities for everyone to shape, access, engage and participate in celebrating the city's history of innovators, radical thinkers and creators.

## What's involved?

The *No Limits* programme offers schools 3 levels of opportunity to get involved including online, a core offer and an enhanced offer. The online and core offers are free to schools, and the enhanced offer comes with a small cost attached. The programme offers teachers from all schools access to a CPD programme which includes workshop sessions in which local arts practitioners and organisations create an authentic experience geared towards stimulating ideas to be developed in the classroom.

The *No Limits Hub* is available to teachers across Hull and acts as a central place to access resources, events and projects as part of the No Limits Programme. Specific initiatives range from the cross curriculum project *Made In Hull* which brings together all subjects and classes to work alongside local filmmakers, actors,

historians and animators to create an animated film; to *culture in a box* which is a set of sensory boxes which allow students at SEND schools to explore themes, concepts and ideas through their five senses.

Working alongside the local Bridge organisation IVE, Hull City of Culture aims to get 100% of schools in the city to sign-up to Artsmark Award, ensuring a legacy of high quality cultural education within the city's schools beyond the dedicated year of culture.

## Who's Involved?

Hull UK City of Culture, IVE – the Bridge Organisation for Yorkshire and Humber. Principal partners include ACE, BBC, National Lottery and University of Hull (amongst others).

## Strengths of this model...

- Builds upon the energy and excitement of a celebratory moment (year of culture) to ensure maximum and sustained impact on young people's cultural education by utilising existing tools like Artsmark.
- Ensures maximise reach to children and young people in a place by targeting schools and offering a variety of differing levels of engagement.

# Amsterdam: Standard Package for Art and Cultural Education

## Overview & Aims

The development of arts and cultural education in Amsterdam has been focussed on ensuring that high-quality arts and cultural education is structurally integrated into schools. Built on the understanding that since not all children automatically come into contact with culture and the arts at home, education plays a key role in engagement.

## What's involved?

Implemented in the 2013-2014 school year, Amsterdam's 'Basic Package for Art and Cultural Education' guarantees every child three in-school hours of cultural education a week throughout primary school (1hr: music, 1hr: visual arts/heritage, and 1hr: school's choice).

The culture card [Cultuurkaart] which offers discounts to arts venues and cultural organisations was introduced in 2008. Introduced in order to stimulate cultural participation among secondary school students, the Ministry of Education, Culture and Science makes a sum of money available for each student. Schools participate voluntarily and must contribute ten EUR per student themselves. Schools that

make this investment are exempt from paying the actual Culture Pass fee.

The City also offers three free general services:

- The development of Framework Curriculums and global ongoing learning pathways for music, visual arts education and cultural heritage.
- The deployment of independent experts to assist schools in setting up their own ongoing learning pathway in one of the arts disciplines or in cultural heritage.
- Free transportation to arts institutions, with six trips for each pupil during their time at primary school. These visits should fit within the ongoing learning pathway and the school's activity plan.

Finance for these facilities comes from the City and the Urban Districts. School boards are required to use allocated money from central government entirely for cultural education and to make enough work hours available to coordinate the cultural education at their school. Schools can decide for themselves whether or not to join in with the Basic Package.

## Who's Involved?

The standard package for Art and Cultural education is a joint long-term investment (10 years) by the central municipality, the city districts and school boards.

# Los Angeles: Arts Ed Collective

## Overview & Aims

Established by the LA County Board of Supervisors, Arts Ed Collective (formerly Arts for All) mobilizes a range of stakeholders including policymakers and local leadership, teachers, the arts community, funders, business leader, parents, students and community leaders to strengthen the county's school district capacity to deliver arts education.

## What's involved?

The initiative looks to integrate arts into the county's public schools by integrating the arts into core curriculum through training classroom teachers to utilize the arts to teach reading, math, history, etc., teaching the arts as distinct subjects by credentialed arts teachers and by bringing professional artists into the classroom to provide arts instruction. The initiative is built around 4 goals:

- Establishing a strong foundation and deepening school districts' capacity to implement arts education — this is basically a strengthening of infrastructure through ensuring school boards adopt an arts education policy and plan, that they have a budget to ensure implementation of the plan, the hiring of a district level arts coordinator and a student to art teacher ratio no higher than 400 to 1.
- Improve the quality of teaching and learning

- Create and empower advocates and conducting ongoing research and evaluation.
- Ensure sustainable funding partnerships for arts education — through advocating to education funding sources about the importance of arts education.

Once a school district joins the initiative, a coach will work with a team of local stakeholders made up of district administrators, school board members, teachers, local arts and business leaders known as a Community Arts Team. These groups are responsible for developing an arts education policy for the school district along with a plan for implementing the policy. They provide ongoing support throughout the process.

## Who's Involved?

Coordinated by the LA County Arts Commission and the County Office of Education with involvement from policymakers, local leadership, teachers, the arts community, funders, business leader, parents, students and community leaders.

As of the 2015-16 academic year 62 out of the 81 schools in the county plus three charter networks have joined the initiative (approximately 1.3 million students).

## Strengths of this model...

- To support and empower teachers to integrate the arts and creativity across a range of subject areas
- To utilise a broad range of providers and assets in a place to support cultural education in school, ensuring breadth of impact and sustainability

# Portugal: 10x10 Project

## Overview & Aims

An action research programme bringing together artists and teachers to apply innovative teaching practices in the classroom. Using cooperative and creative teamwork, the programme aims to promote teachers' critical distance by developing and reflecting on a series of micro-pedagogies in the classroom.

## What's involved?

The programme, which includes a residency for teachers and artists, pedagogical experiences in schools, and a series of 'public lessons', investigates the ways in which teachers may learn from those attitudes and behaviours that are seen as integral to being an artist including curiosity, risk-taking, commitment, concentration, respect and participation. Rather than focusing on the delivering of arts education, the programme focuses on broader learning exploring how contemporary art practices may contribute to making the curriculum relevant for students by relating it to their own experiences or inspiring them by the adventure of learning.

Expected outcomes for students include self-expression, individual research, better perception of abstract concepts and enhanced capacity to relate concepts from different disciplines.

Teachers are expected to improve their performativity and sense of authorship.

## Who's Involved?

Calouste Gulbenkian Foundation, Several schools, Two teacher training centres and a university research institute (Institute of Research in Education Development of the Universidade Nova de Lisboa)