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



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 selfimproving 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



Strength in alliance, partnerships and collaboration





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:

- 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
- designate and broker Specialist Leaders of Education (SLEs)
- 6. engage in research and development





National College for Teaching & Leadership

What's the question?





Research and development





- 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....





Productive collaboration isn't easy...

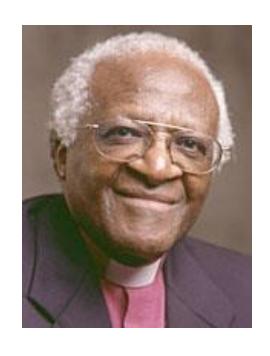




Opportunities in the arts done well...

- 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



Thank you...and questions

