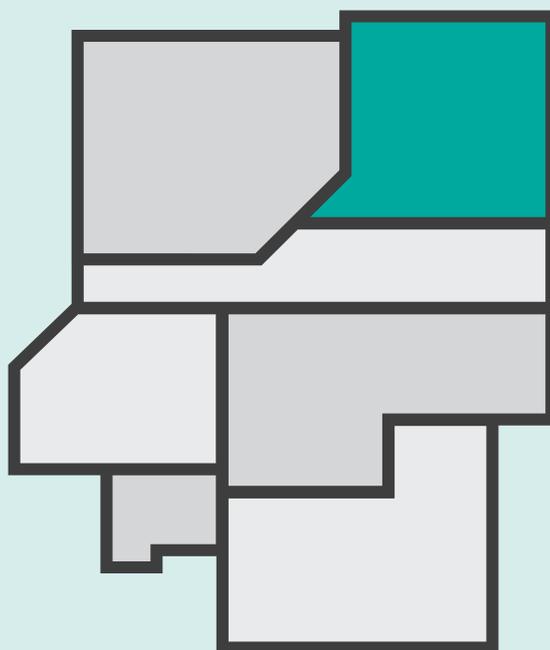


# TEACHERS' TOOLKIT

## Section 2



### Leadership and Governance

This toolkit has been created by A New Direction to help you and your school more effectively use and promote the arts and cultural education as a critical component of a balanced, exciting curriculum. The toolkit is comprised of seven sections:

- [Making the Case for the Arts in Your School](#)
- [Leadership and Governance](#)
- [Self-Assessment and Quality](#)
- [Partnerships](#)
- [Continuing Professional Development \(CPD\)](#)
- [Documentation, Evaluation and Assessing Impact](#)
- [Creating an Arts Policy](#)

In each, you'll find basic guidance and definitions of terms, Top Tips for success, exercises and activities, and a list of relevant resources for further research and discussion. Some sections also include Case Studies of schools that have been particularly successful at delivering exciting arts activity.

Each section can be used as a stand-alone guide, or taken as a whole. At the end of each section is a box titled 'Pulling it together', and if you complete this section in all seven toolkit sections you should be ready to take your school's arts programme to the next level.

Most of what's in the toolkit has been inspired directly by best practice in schools, so don't hesitate to tell us how we can make this a better, more effective resource for you.

You can contact us at [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk).

# ABOUT A NEW DIRECTION

## **We create opportunity**

**A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity.**

London is one of the greatest creative hubs in the world. Every day, thousands of the children and young people who live here are inspired by the city's culture to unleash their own creative side. They have the chance to develop their skills, talents and passions, becoming people who can thrive in a challenging, changing world and boost our wider society.

But there are also thousands of young people who miss out on London's creative opportunities. Barriers of inequality or simple lack of support stop young people from reaching their creative potential, which has knock-on effects for their chances of personal fulfilment and success in later life.

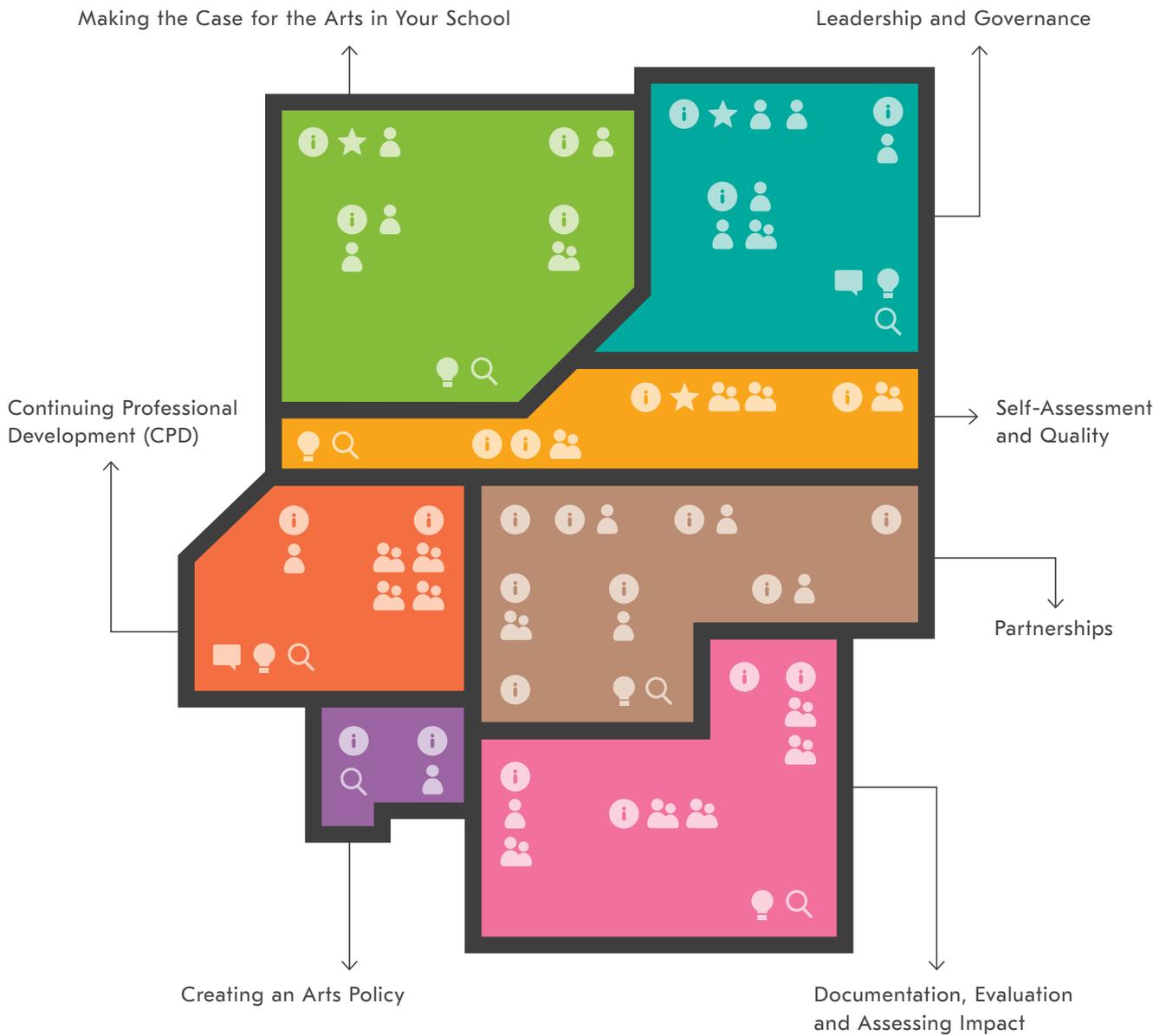
Inequality is not set in stone; we can make London into a city with equal opportunities to engage with culture and be creative for all young people and children. This is our vision.

We are working towards a society where all children and young people can thrive through developing their creativity.

We work directly with the organisations at the front line: schools, cultural venues, local authorities and businesses. We unite those organisations to campaign for better policies that serve children and young people. We organise joint events and projects to reach a broader audience. We connect young people to mentors, work experience and inspiration.

**Find out more at**  
**[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools) or**  
**[contact schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)**

# MAP OF THE TOOLKIT



Key

- Basic guidance
- Top tips for success
- Exercises
- Group activity
- Case studies
- Pulling it together
- Relevant resources

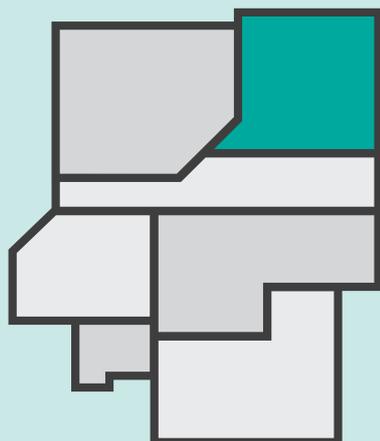


# Leadership and Governance

Leadership is about establishing and maintaining a vision; this is true of the arts as much as any other aspect of school life. To ensure an effective arts offer, school leadership needs to understand how the arts contribute meaningfully to whole school improvement. But it's just as important that you and your allies (see Making the Case section) show leadership to ensure that the arts remain vital, active and connected to the whole school.

Here are some steps to help ensure that your school's arts programme is supported by strong leadership, and how you can prepare yourself to interact productively with school leaders:

- Become familiar with your school's leadership structure
- Create a 'success-plus' agenda for the arts
- Be the leader your arts programme needs



# 1. Become Familiar with Your School's Leadership Structure



Most schools have four leadership bodies: Senior Leadership Team, Board of Governors, School Council, and Parent/Teacher Association. The general responsibility of each is as follows:

- **Senior Leadership Team:** responsible for maintaining the overall strategic direction of the school and overseeing its daily operation.
- **Board of Governors:** an all-volunteer body broadly responsible for setting the school's vision and strategic direction, holding the headteacher responsible for educational performance, and ensuring financial resources are well used. Governors are usually a mix of parents, community members, and staff.
- **Parent/Teacher Association (PTA):** an all-volunteer body comprised of parents and teachers, usually charged with conveying parent concerns to the headteacher and occasionally the Board of Governors. Most PTAs also have a pastoral function helping to integrate new parents into the school community, and have a strong supplementary fundraising remit.
- **School Council:** an elected or appointed body of students representing different year groups that offers input to teachers on key issues and organises, or helps organise, events and activities.

**Know who is on your SLT, governing body, and PTA:** get to know their backgrounds, their interests. You might find individuals with a personal or professional interest in the arts: these could be great allies. Also make sure you know when each leadership body meets, including committee meetings, which can be a less formal (and less daunting) environment to discuss arts plans and activities. Talk to your School Council about the arts, and ask students what they'd like to see happen in future. See if a member of the school council could become an arts representative to raise the profile with other students.

## TOP TIP

If your school has a PTA, find out if it's a member of PTA UK ([pta.org.uk](http://pta.org.uk)). That organisation has templates, links and ideas to raise funds for a variety of projects, including many in the arts.

## Who is on Your SLT, Governors, and PTA?

Once you find out who they are, you can find out about their backgrounds and interests. You might find individuals with a personal or professional interest in the arts: these could be great allies.

### SLT

Key member

What are their background and interests?

### Governors

Key member

What are their background and interests?

### PTA

Key member

What are their background and interests?

## Success Stories

Ask your governors or PTA for a brief slot at an upcoming meeting to talk about a successful arts project or event as well as plans for the future. Parents and other school volunteers often love to hear about success stories, and you might find further interest in raising funds for arts activities or find parents with particular skills/connections of use to your programmes. If you completed the mini case studies in the *Making the Case* section, you could use these as the basis for your success story.

### Success story

Title

## 2. Create a 'Success-Plus' Agenda for the Arts



As discussed in the *Making the Case* section, it's important to have up your sleeve a series of successful arts activities you can discuss with key constituents in your school community. But once you've built excitement about a particular success story, what then?

A 'Success-Plus' agenda means that you know what would be needed to make a great arts activity even better, whether this is more time, more resources or more flexibility in scheduling. It also means that you're thinking strategically about how activities now might link to future work that drives skill development and achievement in the context of whole school improvement.

Notes about successful arts activities from *Making the Case*

A large, empty rectangular box with a light teal border, intended for taking notes. The box is framed by a darker teal border that has a slight 3D effect at the corners.

## Make the Case Better

Using one of the projects/events you chose in Making the Case, imagine you had twice the time and resources to do it again (or if it cost nothing monetarily, add a sensible £ figure).

What would be different, or better?	What would be more challenging and what would you need to overcome those challenges?
<b>More time</b>	
	
<b>More money</b>	
	
<b>More resources</b>	
	

### 3. Be the Leader Your Arts Programme Needs



In our experience, behind the SLT, Governors, School Council and PTA support, every school with a great arts programme has one person or a small group of people who are constantly planning, cheerleading and making things happen.

There are many definitions of leadership, but what's important in this context is that someone is seen as the 'go-to' person (or group) when it comes to strategy and activity for the arts. This person/group won't always have answers, but they will take charge of finding out. They'll be responsive. They'll be enthusiastic.

#### TOP TIP

You don't need an MBA to be a leader, just confidence, passion and a few basic yet essential skills. Here are some suggestions by Stephen M Covey, author of 7 Habits of Highly Successful People.

Leaders are people who:

- 1 Listen
- 2 Try to be clear
- 3 Involve others
- 4 Take responsibility
- 5 Admit when something isn't working

Above all, leaders are those willing to step out front and help others find the way forward - which, of course, is also one definition of teaching!

## Formalise Your Group of Arts Allies

**Step 1** Think about how you might formalise your group of arts allies. Would your SLT be open to a regular 'arts update', whether by you or another ally? Might they convene a working group or sub-committee to look at how to use the arts to support learning more broadly across the school, or to look at partnerships with other schools and organisations?

### Your group of arts allies

Key members

Roles

**Step 2** You might also explore the idea of naming an arts ambassador from one or more of your school's volunteer bodies: a governor, PTA member or School Council rep with a keen interest in the arts, with whom you could liaise more regularly about key ideas and plans.

### Arts ambassador

Who are they?

Role

## Connect with Peers

Ask colleagues at other schools how discussions around the arts happen in their school. Try to pick up tips about what to do, and perhaps what to avoid.

Notes on conversation

What to do



What to avoid



## Imagine that Your School is a Foreign Country

This is a visual art exercise to help look at barriers and opportunities for the arts in your school. It can be used among your informal allies, or in more formal contexts.

### How to use this tool

#### You'll need:

- felt tip pens and biros, many colours
- sheets of flipchart paper
- some sticky notes

**Step 1** In groups of 3-6, use flipchart paper (or photocopy the templates onto A3 paper). Make sure each group has biros, felts and sticky notes.

**Step 2** Imagine that your school is a foreign country (not an existing country. give it a name): now draw that place to the best of your ability. Be imaginative, but be detailed. What would it look like? What climate or atmosphere would it have? Is it hot, cold, sunny, cloudy? What kind of topography does it have?

**Step 3** Think about the culture of your school/country. Friendly and open, or hostile and closed...or a bit of both, depending on where you are? Why do people come there? How do people feel when they're there?

**Step 4** Using your sticky notes, tag places in your school/country where the arts thrive and where they find resistance. Use those tags as discussion points for how to improve on both. Share and discuss your finished 'maps' with other groups, perhaps even more broadly.

#### BONUS

This and other arts-based exercises can be used more widely for evaluation, planning, visioning and many other activities, both in the classroom and with staff. See Resources for a few more ideas.

# Imagine that Your School is a Foreign Country

Draw that place to the best of your ability

What is its name?

.....

What climate or atmosphere would it have?

.....

What is the culture like?

.....

Why do people come there?

.....

How do people feel when they're there?

Using your sticky notes, tag places in your school/country where the arts thrive and where they find resistance. Use those tags as discussion points for how to improve on both. Share and discuss your finished 'maps' with other groups, perhaps even more broadly.

## Case Study

### GreenAid – Whole-school leadership for whole-school impact Greenside Primary School, Hammersmith

We teach with a creative baccalaureate approach to learning here at Greenside. We filter our chosen whole school theme into all of our lessons so our students get a holistic learning experience. This requires strong and consistent leadership, so that everyone is focused on learning and outcomes.

Through our GreenAid project, the whole school studied how people can come together and make a positive change to the world. Towards the end of the term, we switched our focus to looking at one significant event – Live Aid. This theme gave lots of scope for providing students with information on real world problems, as well as opportunities for teaching history, literacy, maths and science through a different approach. It also provided opportunities for collaborative work as teachers shared their different expertise, resources and ideas.

To celebrate, we put together a tribute event where we came together as a school to help raise money for the charity Street Child, which runs programmes to send students to school in Sierra Leone. The arts were at the centre of the event: students danced and sang, and a special GreenAid logo was designed that appeared on posters and t-shirts. We even created some promotional film trailers featuring both pupils and teachers. We raised well over £1,000, more than we ever hoped for. We had an overwhelmingly positive response from parents, who commented that it was totally unlike anything they ever expected from a school event.

We assessed the impact on our students through the quality of work in their books. There was a range of evidence of the skills they had used to plan, create and put together their pieces of work plus the time given to student reflection tasks after the event. Our level of student engagement was very high – Year 6 students counted the money, our Student Voice team tracked our donations and reported back to the school on where the money was being spent, and some of our students continued to fundraise well beyond the evening.

**Georgina Webber, Assistant Head Teacher and Arts Leader**

# Pulling It Together



How does leadership support the breadth and range of arts in your school?

Who are you advocating to and with, and how are you progressing?

How are you documenting, evaluating and communicating your efforts to engage school leadership in the arts?

Documenting

Evaluating

Communicating



The Paul Hamlyn Foundation has produced a free PDF titled *The Engaging School: a Handbook for School Leaders*. It's a thoughtful, concise look at whole-school engagement that has a clear place for the arts. Though designed for secondary schools, there's much for primaries, too.

→ [www.innovationunit.org/resources/engaging-school-handbook-school-leaders](http://www.innovationunit.org/resources/engaging-school-handbook-school-leaders)

If you're unclear on how Boards of Governors work (or should work) the Guardian surveyed a range of school leaders for their top tips.

→ [www.theguardian.com/teacher-network/teacher-blog/2014/mar/05/school-governance-governors-top-tips-training-best-practice](http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/05/school-governance-governors-top-tips-training-best-practice)

A US study on the power of arts-based leadership development, possibly useful if you're planning a CPD or other session to explore the arts in your school.

→ [www.artsedsearch.org/summaries/does-arts-based-learning-enhance-leadership-case-studies-of-creativity-oriented-executive-institutes](http://www.artsedsearch.org/summaries/does-arts-based-learning-enhance-leadership-case-studies-of-creativity-oriented-executive-institutes)

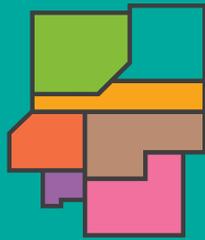
Like the Mapping exercise, free-writing can be a powerful way of using writing and visualisation to bring out fresh perspectives and ideas. This link describes the history of free-writing and the many ways it can be used.

→ [en.wikipedia.org/wiki/Free\\_writing](http://en.wikipedia.org/wiki/Free_writing)

Artsmark explores the role that senior leaders and governors can play in developing arts provision and the process involves them in both planning and evaluation.

[www.artsmark.org.uk](http://www.artsmark.org.uk)

# TEACHERS' TOOLKIT



Find out more and download this toolkit at  
[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools)  
or contact [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)  
and follow us on Twitter @A\_New\_Direction