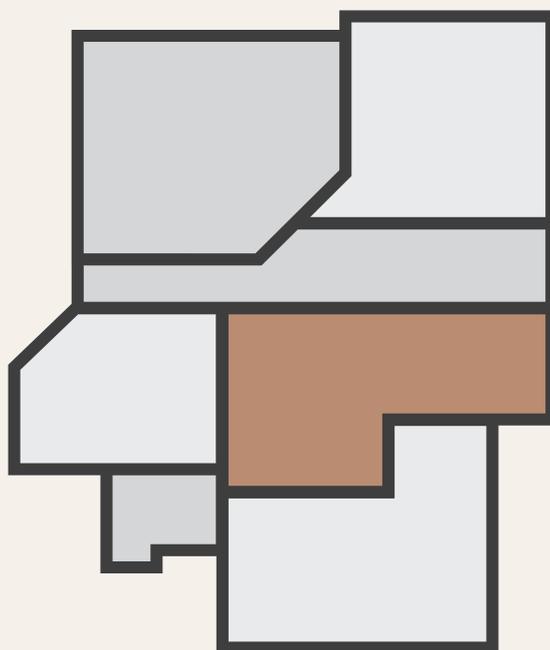


TEACHERS' TOOLKIT

Section 4



Partnerships

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.

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 or
contact schools@anewdirection.org.uk**

MAP OF THE TOOLKIT



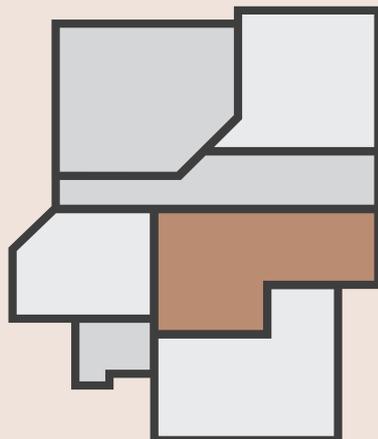


Partnerships

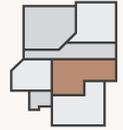
Working with arts and cultural organisations can bring many positive outcomes for both students and your school, but finding the best partner takes time and commitment.

Here are a few tips and techniques to help ensure you get the maximum benefit and impact from your arts/cultural partnerships.

- The benefits of partnership working
- Consultation
- Planning (timeline, communication, do your homework, quality, partnership agreement)
- Evaluation
- Maximising impact



1. The Benefits of Partnership Working



Working in partnership with an arts or cultural partner can bring a variety of benefits to your school, and to the partner/s you work with.

Benefits to students include:

- **Inspiration:** working with professional artists
- **Engagement:** trying new things, enhancing learning, developing new passions
- **Exploration:** connecting with new organisations, experiencing new places
- **Confidence building:** identifying talents, building skills, increasing curiosity and confidence to visit cultural/heritage settings
- **Qualifications such as Arts Award**

Benefits to staff include:

- **Inspiration:** professional development: learning from the partner organisation through co-delivery or INSET
- **Confidence building:** developing and increasing skills and knowledge
- **Challenging ideas:** working differently with students
- **Legacy:** through staff development, knowledge and skills are retained in school and contribute to future work (with or without a partner organisation)

Benefits to the school:

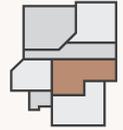
- **Exploring issues, instigating change:** partnerships can support the School Development Plan or School Improvement Plan
- **Improving performance and results:** through engagement and enjoyment
- **Family engagement:** new opportunities to involve families with school/learning
- **Access to external professionals who can enhance provision**

Benefits to the partner organisation:

- **Thinking differently:** about practice and/or collections
- **Learning from staff and students:** new approaches, new ideas
- **Reaching/ building new audiences**

Partnership working can also offer other areas of mutual benefit such as the sharing of skills between school and organisations, and pooling resources.

2. Consultation



Give yourself enough time to fully answer the questions below. You might want to discuss them with other teachers, and it is useful to consult with senior members of staff to ensure the aims and objectives of your partnership are consistent with and/or can support school priorities.

This could be as simple as considering the mix and range of cultural activities students already take part in and thinking about how your partnership will enhance what's already available, or it could involve giving students a new or challenging experience, or focusing on something that addresses whole school improvement.

Early consultation can also help prioritise partnerships and ensure they are supported and promoted within the school.

Planning for a successful partnership

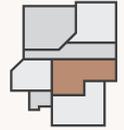
- 1○ Why are we working in partnership?
Clearly articulate the motivation behind your partnership.
- 2○ What specific things do we want to achieve?
Identify specific and detailed objectives that will help you to reach your overall aims. Also be clear on how your aims have been decided, e.g. through your SIP/SDP, SLT, etc.
- 3○ How will we identify success?
Articulate how you will evaluate the effectiveness of your partnership and what tools you will use.
- 4○ How will this project support CPD in arts and culture?
To maximise the effectiveness of the partnership, consider ways in which staff will benefit and engage in the project.
- 5○ What will be the long term effect of the partnership on pupils and your School Improvement/ Development Plan?
To develop coherence and understanding around the impact of cultural activities, outline how this project will positively affect school targets.

Consultation

Planning for a successful partnership

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To develop coherence and understanding around the impact of cultural activities, outline how this project will positively affect school targets.

3. Planning _ Part 1



Timeline

It is important to be realistic in the planning stages and agree on how long tasks will take. The time required to plan and develop an effective partnership is extra time you will need to find within your own and the school's timetable. If you are developing a new relationship with a partner it might be beneficial to start small to build up trust and explore ways of working. Deeper engagement can be built over time.

Communication

In your planning stages, set clear objectives that can be expressed in manageable stages. This will ensure there is transparency around what is supposed to happen and how. This is also the time to clarify everybody's role and responsibilities within the partnership and how you will communicate: the clearer this is at the start, the less likely there is to be any misunderstanding as the project progresses. This will involve drawing up a partnership agreement that clearly states who's doing what, by when, etc.

Notes

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Planning

This planning tool will help you think about the purpose of the partnership and may help you produce a brief to use when recruiting / selecting a partner.

Planning

Key contacts within school

Aims and objectives

Practical details

Class / key stage (s)

Subject / topic / curriculum area

Duration / timing

Preferred artform (if you have one)

Budget

Planning

This planning tool will help you think about the purpose of the partnership and may help you produce a brief to use when recruiting / selecting a partner.

Milestones

Planning

Brief partner and start co-planning by _____

Agree final plan by _____

Complete partnership agreement by _____

Complete evaluation plan by _____

Delivery

Delivery starts _____

Delivery ends _____

Progress meeting

1. _____
2. _____
3. _____

Evaluation session

1. _____
2. _____
3. _____

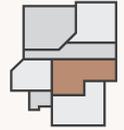
Post project

End of project debrief _____

Evaluation _____

↓

3. Planning _ Part 2



Finding the right partner

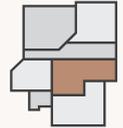
Once you feel you are clear on the purpose of your project/partnership and timeline, find out what's available. To help this along, you could:

- **Set up a parent/teacher self-assessment**
This is a basic tool shared amongst staff and parents that encourage participants to think about, and share, their social and professional networks. It's a great way to gather information and access a whole network of professionals in different areas.
- **Make a few phone calls**
Contact other schools in your area to find out what practitioners or organisations they work with. This can potentially save you hours of research and it's a great way to check the quality and impact of potential partners.
- **Sign up for information**
Sign up to newsletters, forums and blogs from arts organisations (e.g., Tate Modern, Roundhouse) as well as those of Bridge organisations like A New Direction. These will keep you up to date on programmes, schemes and artists of interest locally, regionally and nationally.

Suggestions from staff, parents, etc

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3. Planning _ Part 3



Quality

Once you have found the partner you would like to work with, it's important to check they adhere to best working practices. This includes:

- Reviewing CVs and samples of their previous work, particularly previous experience of working with children.
- Asking for references or case studies of projects they have been involved in
- Getting feedback from previous project participants
- Setting aside time to interview or meet with potential partners/ organisations/practitioners
- Sharing details about the aims and objectives of your partnership with potential partners and asking them how they think they will be able to help you achieve them
- Obtaining details about their approach to health and safety and child protection
- Asking how potential partners envision the project will meet Arts Council England's quality principles (see box)

Arts Council England's seven quality principles

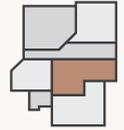
- 1○ Striving for excellence and innovation
- 2○ Being authentic
- 3○ Being exciting, inspiring and engaging
- 4○ Ensuring a positive and inclusive experience
- 5○ Actively involving children and young people
- 6○ Enabling personal progression
- 7○ Developing belonging and ownership

Quality Check-list

Quality check-list

- 1 Review CVs and samples of previous work, particularly previous experience of working with children.
- 2 Request and review references or case studies of projects they have been involved in.
- 3 Request and review feedback from previous project participants.
- 4 Set aside time to interview or meet.
- 5 Share details about the aims and objectives of your partnership with potential partners and ask how they will be able to help you achieve them.
- 6 Request and review information about their approach to health and safety and child protection.
- 7 Ask how potential partners envision the project will meet Arts Council England's quality principles.
 - Striving for excellence and innovation
 - Being authentic
 - Being exciting, inspiring and engaging
 - Ensuring a positive and inclusive experience
 - Actively involving children and young people
 - Enabling personal progression
 - Developing belonging and ownership

3. Planning _ Part 4



Partnership agreement

Once you have decided upon your partner, it is important to set up a partnership agreement so there is clarity around the “who, what, when and how” of the project. Following is a suggested checklist of the minimum requirements for an agreement:

- Project vision
- Project aims and objectives
- How evaluation will happen, who will do it and when
- The timeline and milestones for the project
- The roles and obligations of the school and the partner
- Fee and payment details, including payment scheduling and terms
- Terms and Conditions e.g. school policies and protocols, including session cancellation and illness provisions and termination of the agreement if either party is unhappy

The partnership agreement should be an opportunity for you to discuss all of the above with the project partner(s), to plan the project together, develop a shared understanding of your aims and objectives, agree responsibility for various tasks, and set a timetable and deadlines that are manageable for all involved.

Notes

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Partnership Agreement

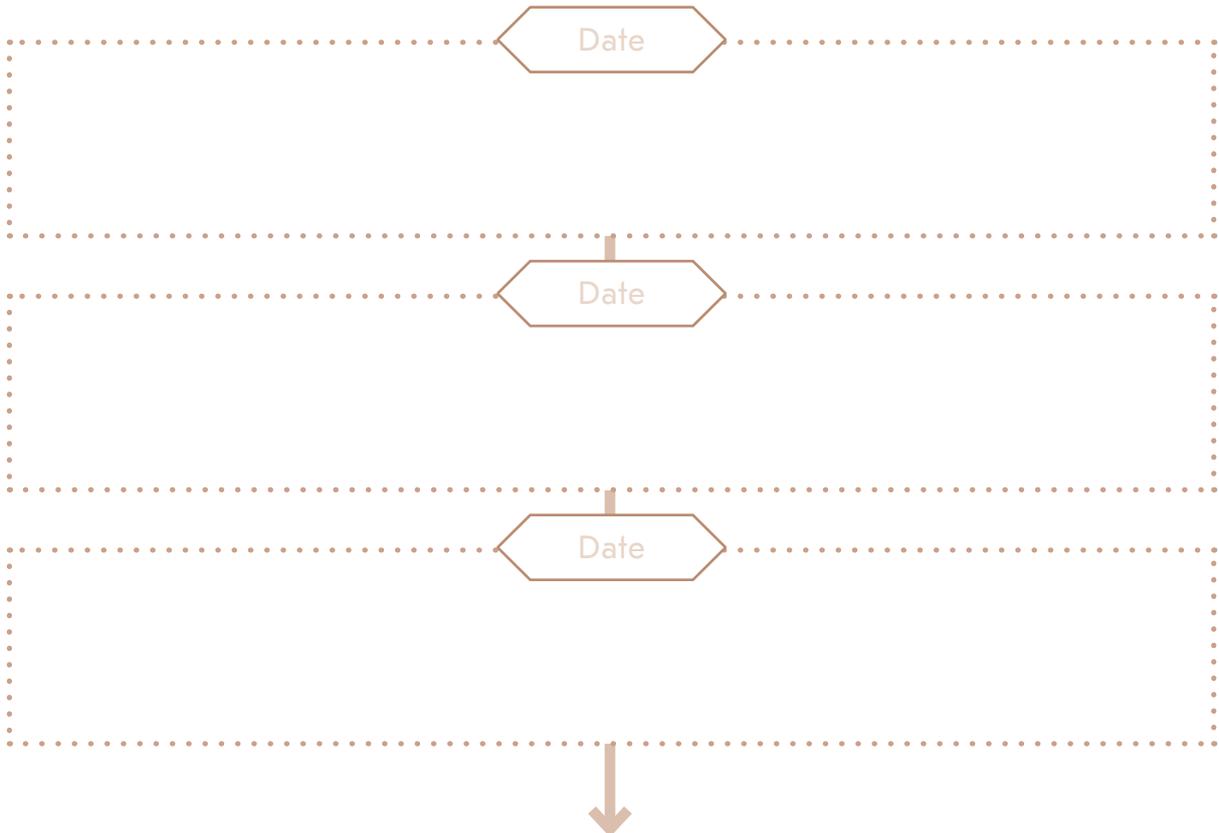
Partnership agreement

Project vision

Project aims and objectives

Evaluation plan

Timeline and milestones for the project



Partnership Agreement

Partnership agreement

Roles and obligations of the school and the partner

School

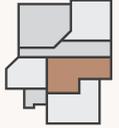
Partner

Fee and payment details, including payment scheduling and terms

Terms and Conditions

e.g. school policies and protocols, including session cancellation and illness provisions and termination of the agreement if either party is unhappy

4. Evaluation



In order to build upon and develop your partnership, you will need to be able to assess and measure its impact. This includes:

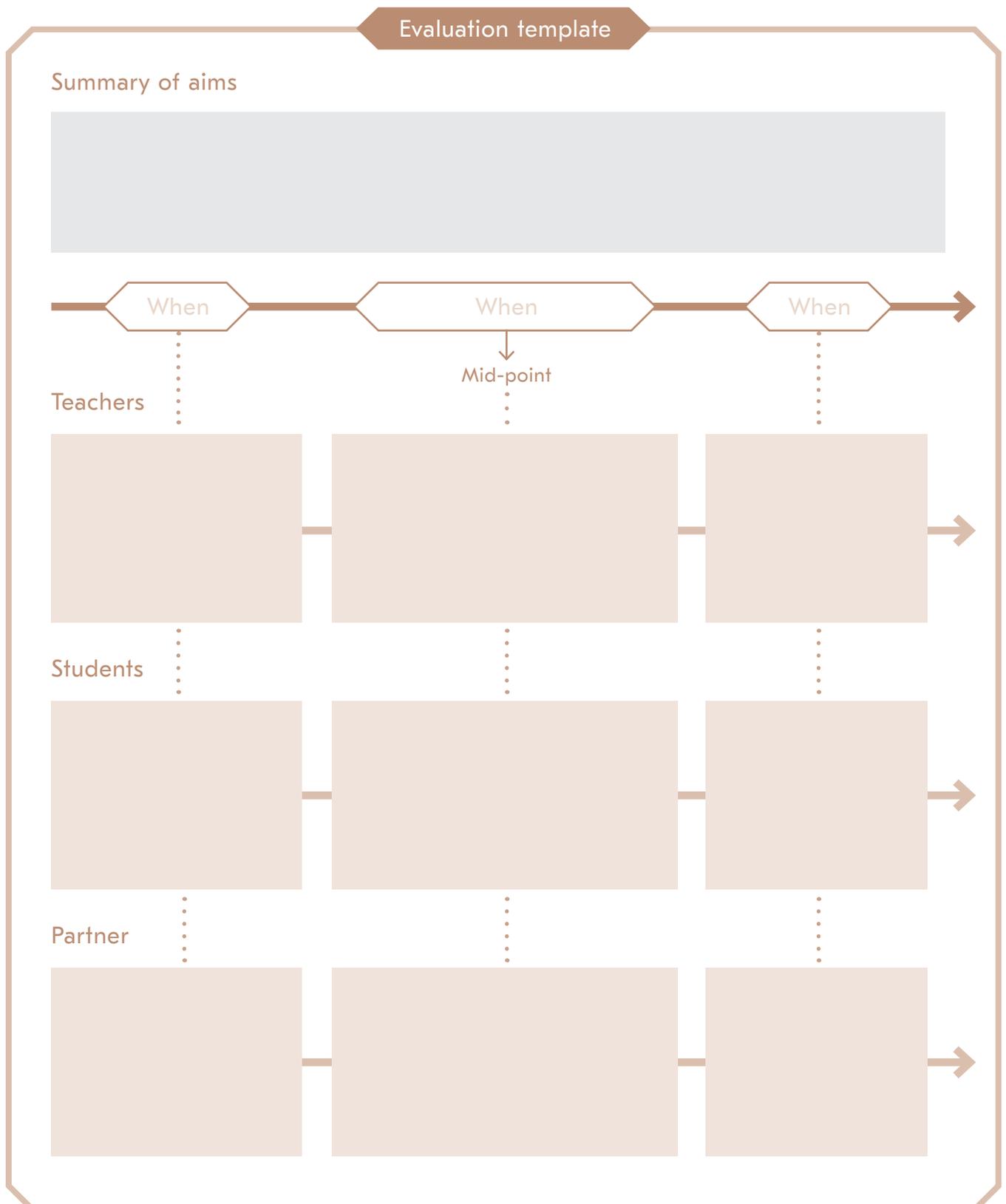
- Collecting evidence before, during and after the partnership to assess whether the project is achieving its aims (see Documentation and Evaluation for more hints here)
- Creating time for 'mid-point' reflection. This happens about halfway through the partnership and is an opportunity to reflect on whether the project is on target, and to make adjustments and address any challenges or unexpected issues that have arisen
- Gathering feedback from all participants including students, teachers and (the) partner(s)

Notes

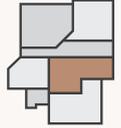
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Evaluation Plan

This template gives you space to note down what evidence you will gather before, during and after the partnership to evaluate its impact. Ensure you track the impact on students, teachers and the partner.



5. Maximising Impact



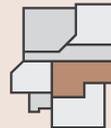
Use your evaluation and the knowledge, skills and techniques participants gained through the partnership to maximise its impact. A 'ripple' effect can enable a significant number of people to benefit from the partnership indirectly.

- Share knowledge and skills gained through the project with other teachers. This will help embed them throughout the school and build support for future partnerships
- Consider how to disseminate the partnerships outcomes to the widest audience possible – community, other schools etc.
- Consider how you might share and celebrate the work

Use this space to note key elements to share, who you aim to share them with, and how this might be done.

Notes for maximising impact

Pulling It Together



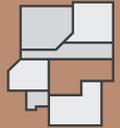
How will you ensure quality in partnerships?

How well you are documenting, evaluating and communicating your partnership work?

Examples of particularly strong partnerships, large or small, and why they worked

Large

Small



Other useful starting points for finding arts organisations to work with include:

Arts Council England has a list of cultural education resources which lists numerous arts organisations familiar with working with children and young people:

→ www.nfer.ac.uk/culturaleducationresources/search.aspx

Notes from A New Direction's forum on brokering relationships between schools and cultural agencies identify ways of finding arts organisations:

→ www.anewdirection.org.uk/asset/view/1374.pdf

AND is also piloting a website specifically designed to connect London schools with arts and cultural organisations:

→ together.anewdirection.org.uk

Arts Council England's Policy to Partnership also lists potential starting points when looking to build partnerships. It also gives lots of useful advice about effective planning and evaluation.

→ www.artscouncil.org.uk/publication_archive/from-policy-to-partnership-developing-the-arts-in-schools/

Arts Council England has produced a comprehensive guide on how to evaluate arts education projects:

→ www.artscouncil.org.uk/media/uploads/documents/publications/phpLYO0Ma.pdf

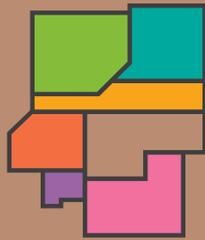
An overview of three effective partnership projects delivered in two primary schools and one FE College, produced by A New Direction:

www.anewdirection.org.uk/knowledge/resources/building-partnerships

Becoming a member of the Artsmark community supports the development of new partnerships with schools and cultural organisations.

www.artsmark.org.uk

TEACHERS' TOOLKIT



Find out more and download this toolkit at
www.anewdirection.org.uk/schools
or contact schools@anewdirection.org.uk
and follow us on Twitter @A_New_Direction