**CLN Activity and Impact Summary Statements 2016/17**

**Aberdeen** - Collaborate Educate explored, with artists and teachers, the creativity agenda in relation to Curriculum for Excellence. Artists and teachers were paired up to develop a project which they would co-deliver. This project had a high impact on the practitioners who took part, increasing their understanding of the wider creativity agenda and enabling them to apply their learning directly in their classroom.

The Harlaw Academy Mini Residency explored how to encourage learners, teachers, and practitioners to open a dialogue about the development of creativity skills, and how these could be used to re-appropriate unused spaces within the school. By involving the pupils in every step of the residency process – from hiring the artist, to documenting their work – the pupils learnt to take ownership of their learning environment in a creative and productive way.

**Angus** – The CLN saw an increase in awareness and interest in creativity/creative learning with increased participation at ‘Let’s Talk Creativity’ Engagement Events. The two events, held in December 2016, offered great opportunities for discussion and creative conversation. The result was some rich feedback and a hunger for more creative dialogue and activity.

The Test of Change schools saw a significant impact in their school environments, with pupils being able to clearly articulate their understanding of creativity skills and the impact these have on their learning and their lives. Evaluations from the three schools involved show that creative learning approaches have contributed to increases in pupil confidence, resilience and leadership. There is also recognition that this impacts directly on employability. Creativity is now embedded in school improvement drivers and the Angus Council Annual Education Plan.

**Comhairle nan Eilean Siar -** The Drama Box CLPL was met with a hugely positive response in both training venues of Benbecula and Stornoway. Practitioners showed an extremely positive attitude towards drama and were open-minded and active participants. The practical training sessions covered drama warm-ups, spontaneous improvisation and devising drama, with a strong focus on creativity skills. The practical training sessions were followed up with forty practitioners undertaking The Drama Box Online training, deepening the focus and understanding within creative drama and discrete drama skills. This training programme provided a well received, solid foundation in drama.

**Dumfries and Galloway** - *Planning for Your Future* is an area of work underpinned by a strong collaborative approach. The partnership includes Skills Development Scotland (SDS), universities, colleges, employability and skills services, Education Services, artists and businesses. Together they worked on a focused intervention – the residential – as part of a longitudinal study targeted at the region’s most disadvantaged young people. The study also supports schools to evaluate their school structures relating to planning for future guidance as part of Developing the Young Workforce (DYW) practice.

**East Ayrshire** - In a celebration event, a series of workshops were led by young learners including Greenmill PS strings band, Dance Leader Programme (Cumnock Academy), The Art of Learning (Auchinleck PS). The event included opportunities for networking, sharing and reflection. The feedback and dialogue established as a result of the event was very positive. Involving many children in the organisation and delivery of the event, enabled the CLN to successfully engage with parents who accompanied them to this event.

As part of a one-day skills seminar, the Just the Job – Skills for Learning Life and Work sessions focused on the crossover between creativity and core skills for work, such as communication, collaboration and problem solving using a range of expressive arts and media strategies to illustrate the power and potential of 21st century communication systems. Sessions were well received by pupils.

**East Dunbartonshire -** A creative collaboration between teachers and artists/practitioners designed creative, active learning techniques and resources for use in Maths, Science and Technology. Teachers recognised that releasing control on ideas/activities allowed the children to take control and go in different directions. Using Practitioner Enquiry methodology, the CLN worked with teachers to identify specific problem areas that they could address. Results from this enquiry indicated that traditional homework strategies were unsatisfactory. Outcomes included setting visual ‘home-work’, using internet search engines. As a result, several pupils who usually struggled with word-based competencies were able to communicate a highly sophisticated level of understanding through their choice of visuals. Demonstrations of comprehension through digital visual literacy were also in evidence from high performing learners. Pupils unanimously reported that they felt the visually-based ‘home’-work was more relevant and more enjoyable.

**Edinburgh/East/Midlothian** - Schools are linking creativity with other important priorities such as resilience, child poverty and wellbeing and some schools plan to use some of their PEF to develop creativity and/or arts. In some schools, pupils can clearly articulate the creativity skills they have developed and link them to skills for learning, life and work. More schools are linking creativity with an open mind set and discussing this with staff and learners. Creativity is featuring in more school improvement plans and there continues to be increasing numbers of requests from schools for CLPL, resources, advice and support. The number of requests for additional Creativity Skills Frameworks posters and other creativity posters continue to rise. Creative learning and IDL in Edinburgh are of increasingly good quality and increasingly pupil led, and teachers are increasingly confident that creativity results in effective learning and teaching. Creativity also features on at least two cluster improvement plans in Edinburgh.

**Glasgow** – In the CLN’s Philosophy with Children (PwC) CLPL a key area of discussion was the idea of giving control to the pupils. Prior to the course they had entered class discussions with a preconceived idea of where the discussion or the lesson was to go but had subsequently been freed up to allow the children to own the discussions in class. There was agreement in the group that lessons are more ‘open-ended’. In one class pupils began independently, to use the agree/disagree structure in their discussions. Conclusions from the teachers’ comments included

* They recognised that giving more control to pupils in the classroom is empowering for themselves and for the pupils.
* They recognised a change in ethos when encouraging and welcoming questioning in the classroom.
* They found risk-taking to be much easier, notably in relation to sharing power and decision-making in the classroom.

**Highland** - The partnership between Highland Council, High Life Highland and Eden Court Theatre has been very effective in the last year. This three-pronged approach to delivering creative learning enables innovation and a strategic approach to development which strengthens the work. Schools have responded enthusiastically to this partnership working which exemplifies good practice for schools to embrace.

**Inverclyde** - The theme of Creativity and Employment enabled the CLN partnerships to be strengthened. Together the partnership has cultivated a significant work experience programme which provides a pathway to creative industries for young people in Inverclyde. Through engaging in a range of employability, creativity and arts activities, an increased number of learners and teachers in can confidently identify and discuss their creativity skills, recognise their value and the importance of developing these skills. CLN participants completed a Creative Learning Survey and 96% of the participants strongly agreed that they had a good understanding of what creativity meant and that they recognised the value of developing creativity.

**North Ayrshire** - Match funding gave the Headteachers of Arran HS and Lamlash PS the opportunity to employ a film maker to create a short film about the benefits of living and working on the island. The idea came from the pupils themselves, with a view to encouraging teachers to want to come and work on the island. A link on *myjobscotland* will take potential applicants to the film which was developed by the pupils working alongside the local filmmaker. Using digital skills to develop language skills in pupils across the school, the modern languages project in St Peters PS, incorporated innovative methodologies and creative thinking as a tool to explore language and literacy.

**Perth and Kinross** - CLN delivered inset training to the whole team of early childhood practitioners. The feedback from this training highlighted that it refreshed and empowered the staff to try new things. There was a real sense of togetherness in the team, an openness to each other’s views and to seeing each other as a problem solving and creative resource. CLPL sessions and training highlighted creativity skills as being transferable across all learning. *‘What’s in the Box’* required educators to carry around a sealed box for two days to develop curiosity in their learners before opening on the third day and delivering a whole day’s learning based around the contents of this box and how the object could connect to all areas of the curriculum. This exercise further developed educators’ experience of how pupil’s curiosity and questioning directed the enquiry, and this way of working could be transferred to any context

**Scottish Borders** - Teachers identified the use of creative teaching approaches in various school topics and in partnership working with parents and external organisations. *Investigating Creativity Through Practitioner Enquiry* resulted in meaningful and measured impact in each of the participating teachers’ schools. Participants carried out in-depth explorations of creativity skills and engaged in dialogue with colleagues and learners in their settings. Two schools included the development of creativity as a major focus in their SIPs in 2016-17. STEM and literacy programmes supported research into current pedagogical and creative learning practices within schools. This activity raised awareness of creative learning skills and CLN activities. Partnerships with key organisations across the Scottish Borders were used effectively to deliver highly engaging creative learning. Networks of teachers in secondary schools within the region – in relation to literacy in particular – have been established for the benefit of CLN activities.

**South Ayrshire** - There has been a focus on identifying and engaging with the creative community in order to discover potential successful partnership opportunities. This has gone well in developing a bank of experienced professional partners with a mutual understanding of the needs and demands of each other's work arena. This approach allowed for better networking opportunities across sectors, with awareness of the priorities and constraints faced by the range of participants contributing to better partnership working. The CLN expanded and has a network base of 331 members from a wide range of sectors. Schools are becoming more aware of the existence and value to be gained from being a part of the CLN and seeing greater value in the use of creative practitioners to enhance learning. Teachers are taking up invitations to participate in community-based projects using skills learned in workshops, contributing ideas and linking them to curricular opportunities.

**South Lanarkshire** - In St Vincent’s PS ongoing, intensive support to staff has resulted in embedded creative approaches and teaching styles. Work is pupil lead and a whole school approach has been developed. The *Schools of the Future* conference provided an opportunity for establishments to talk to each other, challenging and exploring common issues within their practice. Creative champions helped to open positive dialogue allowing staff to focus on the positive aspects of their role, acknowledging barriers but not letting them get in the way. The evaluations highlighted the importance of pupils leading their learning and the power of the school working together to improve the environment in which pupils and staff were working. After the project pupils reported that they felt they now had a voice, they were listened to and felt they had made a positive impact.

**Stirling/Forth Valley** - A very successful creative conversation focused on how mindfulness can support a child / class of children to be ready to learn and to support visualisation which can help encouraging creativity in creative areas. The CLN incorporated Creative Learning programmes to create interventions working with pupils who were disengaged, low attainment or social and emotional needs. Falkirk High created an Inspiring Learning Space working with S2 pupils at risk of exclusion. The space works to creatively develop learning which is tailored to pupils needs and support for their families. Langlees Primary school worked with a range of practitioners to increase literacy, numeracy, health and wellbeing. This included creating picture books with boys who have low reading skills, developing a range of literacy skills, increasing engagement of learning, developing self-esteem and aspirations.

**West Dunbartonshire** - For the first time the CLN organised participation in the Arts Award scheme. This has developed a strong learning pathway between formal and informal learning, enabling learners to progress, build their portfolio of skills and providing access to accreditation for creativity skills. In addition, feedback from schools and participants has confirmed the importance of certificates from out of school learning activities being awarded at school assemblies.