**CLN Activity and Impact Summary Statements 2017/18**

**Aberdeen** - The *Arts Across Learning Festival* received excellent feedback from pupils, teachers and creative practitioners. The *St Machar Transition Project* improved the experience of transition for the most vulnerable pupils and is a good example of school senior management looking to creative solutions and reaping the rewards. *Collaborate//Educate* is a programme for teachers and creative practitioners to develop working together, devising and delivering creative approaches to the curriculum at primary school level. Participants explored the creativity agenda, investigated ways of working collaboratively and trialled a collaborative creative learning idea live in the classroom. Teachers and creative practitioners were matched up to collaborate on a project to bring to the teacher’s class, setting the learning intention for the session, imagining possibilities, checking back on the original intention and changing where necessary. Teachers perspectives of creativity shifted from the intangible and linked to expressive arts.

**Aberdeenshire -** Part of the ‘*Blue Toon Voices’* project, workshops looked at song as a way of telling stories, remembering things, people and places. Using the *Kist O Riches* resource, pupils explored themes of local songs, researched further using maps, photos and other materials. Doric language was discussed looking at the meaning of phrases and words. Pupils explored ideas of where songs come from and why this is important. Through creating their own songs to reflect their culture and record their memories they gained skills in listening to and sharing their own stories, ideas of shared community culture and the importance of remembering and passing on. Most primary pupils reported using their imagination most of the four creativity skills. Others noted increased curiosity and open-mindedness. For secondary pupils, imagination was the most commonly cited skill practised, closely followed by curiosity.

**Angus** - The original ‘Employable Me’ event was so successful that all the workshop providers agreed to come back to do a second day in May 2018. This took the form of two large-scale engagement events for schools at which learners explored creativity and employability skills. The inspiration came from the new Victoria and Albert Museum of Design in Dundee. Facilitators were all from companies or individuals who had links with the V&A. By the end of the day participants could demonstrate that they had a clear understanding of what it meant to be successful and a good employee. Creative Sparks (Ambassadors for Creativity in Angus) collated feedback from participants throughout the day and did their own presentation on careers and jobs associated with the construction of the V&A.

**East Ayrshire** - Evaluation mechanisms focused on literacies, initially developed through CMLN activities, have been improved and mainstreamed for wider council purposes such as the Scottish Attainment Challenge (SAC). CLN funding was used to support a creative process (drama) to explore the relationship between disadvantage and attainment in school and to demonstrate how creative practice can be used as a tool for learning. The presentation was devised in consultation with the young people and the audience explored how the story might continue or conclude and how their professional or stakeholder interest might be influenced or have a potential impact in such cases. An intense discussion resulted covering a wide range of perspectives both social and educational, exploring the creative possibilities. This raised awareness of the complex and sensitive issues at the heart of SAC and communicated the value of creative learning to a wide range of partners.

**Edinburgh/East/Midlothian** - The Creative Conversations in Edinburgh have sparked activity in schools and helped ignite new partnerships. Possibly the most powerful Creative Conversation was attended by 65 practitioners, including *Turn Your Life Around* (TYLA) volunteers. TYLA volunteers are developing their skills as storytellers and talking to young people about Adverse Childhood Experiences and how creative activity helped them. Edinburgh and Lothians Schools Film Competition for primary, secondary and special school pupils is organised by Screen Education Edinburgh (SEE) and delivered in partnership with Centre for Moving Image. Films are submitted to a youth jury trained in how to curate an event and in critical analysis of the films. 85 films were entered and 41 were shortlisted with winners from Edinburgh, East Lothian and Midlothian. Feedback from young people, including the youth jury, referred to growing in confidence, working as a team, debating and reaching consensus, critically analysing other people’s work and a recognition of the creativity industries and opportunities for further training and employment.

**Glasgow** - The CREATE CLN built a wider collaborative platform across the city to explore and exchange good practice in the delivery of creativity skills. For the third year the CLN, in partnership with the University of Strathclyde, used a Community of Philosophical Inquiry approach with children in primary schools across the city. Over the last three years, twenty teachers have been added to the network from schools across the city. The approach allows teachers to address the four capacities of Curriculum for Excellence and develops Higher Order Thinking Skills. It is appropriate for children of all ages and abilities enhancing teachers’ practice by supporting them in their own questioning in the classroom. Facilitating their own creativity in the classroom benefits children in their creative engagement with the curriculum and the wider world. An excellent relationship has been built up with Strathclyde and the initiative valued so much by teachers that several are continuing their CLPL by completing the Postgraduate Certificate in Philosophy with Children.

**Highland** - 81% of schools in Highland have included creativity in their School Improvement Plans, representing a significant increase. Schools are increasingly referencing key creativity skills and more schools are planning how to build the skills into specific programmes of learning and in the Developing the Young Workforce agenda. Elgol primary school addressed the concept of what makes an effective thinker in the 21st century, and how creativity skills lie at the heart. Pupils reflected on their personal development and made explicit links to when they might use the skills in, and out, of the classroom and in professions/employment opportunities. An action plan was delivered within the school curriculum, by having a “Genius Afternoon” where pupils could decide on their own imaginative learning projects, supported by staff, but led by the learners. There are early signs that pupils have a better understanding of creativity.

**Moray -** The Development of the Early Level resource through ‘Talking Tubs’ has improved Early Years practitioners’ access to the Moray Skills Pathway and how they embed the Career Education Standard. CLN funding enabled the provision of the training and resource to all local authority and partner providers ensuring equity of support to all early level learners within Moray. The development of curiosity and problem solving has been significant in allowing children to develop their own questioning. This further encourages family learning by allowing parents and employers to go into settings and explore the roles they perform in the local community, supporting children to developing curiosity in family learning tasks. The development of the “Talking Tubs” resource and the work around embedding it has encouraged additional resources to be developed through Developing the Young Workforce.

**North Ayrshire** – In a weave workshop, pupils worked with tutors from further education to create textile wraps in response to inspiration images. They were shown weave techniques used in industry, exemplars of work from college students and from industry professionals and experienced two different methods to produce cloth, one that could be replicated at home in the classroom, and one that is college standard. Pupils from S1-4 worked as a group to a common aim, offering support to each other. They brought family members in to create a joint piece of fabric, sharing knowledge of taking colour inspiration from a stimulus and choices of textures based on what they had learned. Pupils and family worked as a team to take turns to weave and make decisions regarding their work. They all communicated together, discussing school life and next steps within the art department.

**Orkney** - The ‘Loose Parts’ partnership project between Orkney’s Early Years settings and The Pier Arts Centre is in the second year of the pilot. Based on Loose Parts theory, children from the first isles schools involved with the project, participated together, as did Stromness and Firth primaries. The children then developed a question through classroom discussion which formed the basis of an initial gallery visit. The building workshops supported social and collaborative learning, shared problem solving, turn taking and communications skills. The workshops with the isle schools facilitated strong parental engagement. Feedback indicates that some children who found it difficult to maintain focus were fully invested in the process. Creative Leadership was this year’s IDL STEAM authority wide topic. Work with an education consultancy resulted in quality learning and a deeper upstanding and value of the key creative learning pillars by both teachers and learners.

**Perth and Kinross** - *Create Space*, a professional development programme to support teachers and educators to develop, challenge and reflect on their own professional practice, was created to acknowledge and give time and space to reflect on what they do, trust their knowledge and judgement, and to support and encourage who they are as professionals. This established a network of teachers with a shared understanding of the importance and impact of creativity in their classroom, promoting collaboration and enquiry. The very positive group ethos carried over from an initial experience Firestarter day at Cultybraggan and this has enhanced discussion and contributed to making sessions honest and meaningful.

**Renfrewshire** - Renfrew High’s FMRC pilot programme culminated a series of in-school workshops to help pupils create and publish their own graphic novel. The programme was supported by inputs from Renfrewshire Arts & Museums, Libraries and Renfrewshire Communications team, ending in a special Year of Young People Launch event at Renfrew Town Hall in June 2018. West College Scotland provided help and expertise allowing for pupils to learn and develop an increased digital skill-set by bringing their stories to life through animation software. Consequently, each pupil received an accredited Art, Design and Illustration qualification from West College to add to their school record of achievement. As a result of an award-winning script and screen writer delivering a masterclass on working in the Creative Industries in the school, a number of young writers have been invited on work experience at the writer’s on-location screen shoot in Glasgow.

**Scottish Borders** - The Authors in Schools event involved 311 pupils, visited on World Book Day. The enthusiasm brought by the authors inspired the children, encouraging reading and discussions around characters and plot lines. Teachers used the visit as part of wider literacy activity, including pupils writing their own stories, producing artwork or learning different styles of writing. On the same day the school was visited by a mobile bookshop. A number of children have never been into a bookshop as few rural villages or towns have a bookshop, and there can be a reluctance to go in due barriers such as cost, elitism and the types of book available. The mobile bookshop allows young people to experience a bookshop space where they can meet the authors. The authors are secured through a strong partnership without whom the project would not go ahead.

**South Lanarkshire** - The CLN has been tackling the poverty gap by supporting staff to deliver quality learning programmes that empower community members to improve their lives and develop lifelong learning opportunities for the wider community. The CLN is a service priority, with a commitment to using innovative approaches to facilitation, creating an all-round rich learning experience for learners. Political literacies is one of the services main priorities and learners from “Voices with Vision” a pioneering force in campaigning and highlighting the importance of communities engaging. Creative approaches encouraged disruption and provocation, fostering new spaces where people could reimagine and refocus. They were able to see how the skills they had taken for granted could be used more effectively if channelled in a slightly different direction. They began to understand how their passions (knitting, singing, theatre) could be used within the group and new ideas emerged, some of which had initially seemed impossible, holding community events to explore ‘uncomfortable’ subjects to engage people in challenging but essential conversations.

**Stirling** - Innovation, including creativity and the Creative Industries are now key priorities within Schools, Learning and Education. This, alongside the focus on creating frameworks for 21st Century Learning and Maker Space, has given creativity and creative learning a platform and recognition that was marginalised before and not a priority beyond a small group of educators and practitioners.

**West Lothian** -Creativity skills are increasingly being recognised and valued at both strategic and local levels. Participation in strategic working groups including *Moving Forward in Learning* allows the CLN to communicate both strategic policies and promote the work being achieved in schools. Creativity is not now something that is seen to exist only in the arts but something that will support schools to transform practice. More schools have included creativity in their school improvement plans since the inclusion of creativity in HGIOS 4. The continuing relationship with an education consultancy and their network of creative partnership schools builds on the collaboration CLN initiated and is contributing to how creativity is perceived across the authority.