

Creative Partnerships 2008 – 2009

“Double Acts”

Lesley Roberts, Jenny Jays, Victoria Chandley, Vicky Crawford, Adrian Kelly, Mike Emery, Jo Lucas, Steven Appleby, Angelique Giordano, Emma Wildig, Moira Shiganga, Kirsty Edwards, Riyaz Laher.

- Teachers were paired across the curriculum and matched with a creative practitioner of a contrasting discipline. Together they shared their skills to explore creative classroom delivery and lesson formats.
- They observed each other teach a year 7 class, they then planned, co-delivered, evaluated and planned and delivered again.
- Debate about different methods of delivery occurred in the learning forum and our evaluations were analyzed by our research mentor.

ACTIONS	TIMESCALE/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
September 3rd	Induction meeting	Artists, teachers, Co-ordinator and advisors and Nick from Talking Birds.	Contact established and planning meetings organised
September - December	Planning, delivery, planning and delivery	Teacher pairs and their creative partners.	Collaborative lesson delivery and film footage of creative lessons.
January 26th	Evaluation meeting	Talking Birds, Creative Partnerships and half of the teacher pairs.	Teacher reflections on the experience, and film footage.

- We discussed with the Head Teacher an approach that would inform our school development plan and widen staff involvement with Creative Partnerships across the curriculum.
- Data was collected in the form of observations by artists and teachers, as well as film footage.
- Evaluations were also made to chart the changes during and after the artist interventions.
- Discussions in learning forums were documented and student evaluations were also collated on film.
- A DVD was produced as a resource to disseminate our findings to the wider school staff and our project planning was shared with new schools and practitioners at Creative Partnerships case studies.

From the research mentor’s report we have extracted our focus for 2008 – 2009. The most significant observation was that a bi –directional climate was emerging. Through the collaboration between artists and teachers the power and traditional roles in the classroom were able to shift. Students were able to take a greater lead.



Maths & Computing



INVESTOR IN PEOPLE

