



Scottish **Arts** Council

Arts and Cultural Learning

Learning from the Cultural Co-ordinators
in Scottish Schools programme



Key findings from the Cultural Co-ordinators in Scottish Schools programme monitoring report

10 local authorities have already made a commitment to support the continuation of the work of the Cultural Co-ordinator programme beyond the end of central government funding in 2010

16 Cultural Co-ordinator manager posts were mainstreamed into local authorities by 2008/09. On average there are 2.3 full time equivalent (FTE) Cultural Co-ordinator posts per local authority throughout Scotland

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Introduction

As the Cultural Co-ordinators in Scottish Schools programme reaches its final year of central funding, there is much to be learnt from the experiences to date. Since 2002 the Cultural Co-ordinators in Scottish Schools programme (CCiSS) has provided a mechanism for all local authorities in Scotland to deliver rich cultural experiences to children and young people.

The CCiSS programme has been funded by the Scottish Government in partnership with local authorities and is managed by the Scottish Arts Council. There are now Cultural Co-ordinators in all 32 local authorities and over 100 postholders throughout the country working to ensure that the young people in their areas have access to high quality, engaging arts and cultural experiences that will enrich their lives and learning.

All Cultural Co-ordinators have expertise in the fields of education and the arts and culture. They provide an invaluable resource for encouraging and supporting creativity appropriate and relevant to Curriculum for Excellence and to broader policy areas.

This booklet gives an early indication and review of the benefits of the Cultural Co-ordinator programme as drawn from the monitoring report commissioned by the Scottish Arts Council, carried out by ERS Research and Consultancy, published in July 2009. The data was provided by local authorities.



Aims of the CCiSS programme

The purpose of the CCiSS programme is to deliver programmes of arts and cultural activity which widen access to and participation in culture for all young people in schools and their communities throughout Scotland. This includes opportunities across all artforms, creative media and heritage.

In particular it aims to:

- increase participation in a wide range of arts and cultural activities
- contribute towards enhanced levels of achievement for young people
- support approaches to creativity across the curriculum.

Cultural Co-ordinators key activities:

- facilitate attendance for groups of young people at performances, exhibitions and cultural events linked to Curriculum for Excellence
- facilitate participatory cultural activities for young people linked to Curriculum for Excellence
- initiate, present, create and promote creative and cultural opportunities
- develop working partnerships between learning providers, cultural organisations and artists
- raise the profile of the learning benefits of engagement with arts and culture
- organise and generate Continuing Professional Development opportunities for teachers and other learning providers exploring creative and cultural teaching and learning
- access significant additional internal and external funds for creative and cultural activities
- link creative and cultural learning activity to local and national priorities
- advise on ways of developing young peoples' creativity across the curriculum and its impact on learning
- contribute towards enhanced levels of achievement for young people.

Monitoring results from the CCiSS programme

In March 2009, the Scottish Arts Council commissioned ERS to monitor and evaluate the CCiSS programme. The monitoring element of the study is now complete and this booklet highlights some of the findings from the responses of the 31 local authorities that participated, and relates to academic years 2007/08 and 2008 to the end of March 2009.*

The full monitoring report can be downloaded from the Scottish Arts Council website at following link <http://www.scottisharts.org.uk/1/information/publications/research.aspx>

The evaluation phase of the study is due to be completed in January 2010 and will be published shortly thereafter.

* 31 out of 32 participating local authorities submitted data through the online monitoring form. The one authority which did not make a contribution has agreed to participate in the evaluation phase of the study as it progresses.



Key facts from the monitoring of the CCiSS programme

Programme published July 2009

Participation and attendances at activities facilitated by the Cultural Co-ordinators

- 30 local authorities submitted information on 670 participatory artistic activities for young people (an approximate average of 1 activity per month per authority)
- 113,000 instances were recorded within this study of participation by children and young people in activities that were organised by Cultural Co-ordinators
- Cultural Co-ordinators organised attendance by young people at a total of 2,817 activities
- The total number of attendances was 82,345
- Attendances by type of activity
 - 15,656 at Drama activities
 - 12,887 at Music activities
 - 12,833 at Multi-disciplinary (arts/culture) activities
 - 11,128 at Visual arts activities
 - 8,468 at Film/animation activities,
 - 7,086 at Dance activities
 - 6,831 at Literature activities
 - 5,399 at Heritage activities
 - 2,057 at Craft activities
- 40.8% of facilitated participatory activities took place in primary schools and 22.7% in secondary schools
- There was a notable increase in the numbers of preschool age children attending most artforms (particularly dance, drama, heritage and literature)

How the CCiSS programme has generated additional funding and value to your local authority

- The average contribution from the Scottish Arts Council to each local authority was £73,339 in 2007/08 and £78,612 in 2008/09
- The average cash contribution from the local authority for the CCiSS programme was £27,726 in 2007/08 and is £31,508 in 2008/09
- The average value of Local Authority in kind contributions was £9,947 in 2007/08 and £9,418 in 2008/09

Added value in leveraging additional funding

- It is apparent that local authorities are leveraging sums in addition to the core funds of the programme. The average value of other additional funding in local authorities was £90,301 in 2007/08 and £84,423 until March, in 2008/09

'The Arts in Education are vital to the intellectual and personal development of young people. They are powerful in developing the whole person, and can promote and enhance self-esteem, self-confidence and increase motivation. Participation in, and exposure to, quality arts activity increases young people's self-esteem and motivation and fosters a positive attitude to learning'

local authority respondent



Continuing Professional Development

'The CCiSS programme within our local authority, has seen a shifting focus from providing artistic opportunities to young people in schools to working with schools to support them in developing their own cultural policies and plans and emerging projects. Within this, upskilling teachers, developing teachers' resources to extend the benefits of projects and working to embed practice within core priorities and Curriculum for Excellence has been a key focus'

local authority respondent

- 705 Continuing Professional Development sessions for learning providers have been facilitated by the Cultural Co-ordinators with 7,197 instances of participation
- The most common focuses for Continuing Professional Development sessions are artform-based content (training in relation to drama, dance, storytelling etc.), linking arts/culture and curriculum and exploring the contribution of cultural activity towards raised achievement
- Continuing Professional Development opportunities for teachers, co-ordinated by Cultural Co-ordinator teams have risen from 748 session hours in 2007/08 to 1,021 sessions until March, in 2008/09

'Continuous Professional Development in 2008/09 was also offered to local artists and art organisations to support them and develop their capacity to deliver education based programmes'

local authority respondent

Added value in profiling the benefits of arts education

'Our funded activities have helped promote and raise the profile of arts education and its value in both formal and informal settings in our local authority. This has been invaluable in a small local authority with no dedicated arts venue or distinct arts or cultural services team outwith our Arts & Creativity team'

local authority respondent

Working in partnership

'The Cultural Co-ordinator Team works to widen participation and access for children and young people by encouraging, guiding and supporting schools and arts and cultural organisations to work together. There is a particular focus on providing opportunities for young people from our most disadvantaged communities'

local authority respondent

'The CCiSS programme is a key element of a range of national initiatives in schools. Working closely with Determined to Succeed, Eco Schools, Health Promoting Schools, Youth Music Initiative, Active Schools the programme supports the emerging Curriculum for Excellence as well as linking with other council departments and informing community planning'

local authority respondent

- Partnership working with a range of arts and cultural providers, local authority departments and other initiatives appears to be a core aspect of the participatory delivery of the CCiSS programme.
- At least 1,693 partnerships were brokered with individual freelance artists, 55 with arts organisations, 290 with other cultural organisations (museums, libraries/archives). There were 36 Youth Music Initiative projects, 312 Active Schools projects, 53 Determined to Succeed projects, 49 Eco Schools projects and 38 Hungry for Success projects involved in the delivery of participatory activities within the programme.
- The most frequently cited partnerships with 'other initiatives' are as follows
Hungry for Success
Awards for All
Scottish Government
Princes Trust XL programme
Community Engagement
- The impressive list of partners includes national and local arts and cultural organisations, private businesses, a children's hospital, trusts and foundations, the police and the Territorial Army and a total of over 300 local and national partners were identified within the report.



Cultural Co-ordinators delivering learning

The context within which learning is delivered in Scotland has changed a great deal since the CCiSS programme began in 2002. The rationale for developing and sustaining the work of Cultural Co-ordinators has been greatly strengthened over the period as national priorities increasingly recognise the power of engagement with creative and cultural work to deliver a range of outcomes. They have illustrated how this work can fulfil a range of outcomes, inspire and engage learners, as well as nurture skills, talents and interests that are lifelong and life enriching.

With GLOW, the schools intranet, now being adopted in all 32 local authorities, Cultural Co-ordinators can also play a vital role participating in Glow Groups, presenting, promoting and exchanging arts learning, and forging creative partnerships via new media for both pupils and teachers across Scotland.

Curriculum for Excellence

Of particular importance recently has been the development of Curriculum for Excellence. Cultural Co-ordinators can contribute to Curriculum for Excellence by facilitating opportunities for partnerships with schools, professional arts companies, creative individuals and cultural organisations. Cultural Co-ordinator teams play a key role in initiating, shaping, delivering and supporting Curriculum for Excellence delivery through these partnerships.

How Cultural Co-ordinators can help support the delivery of Curriculum for Excellence

The new curriculum framework with experiences and outcomes are full of potential for learning and teaching in and through arts and cultural activity. Since 2002 Cultural Co-ordinators have been developing experience in and through arts and cultural activity in schools and community settings and have local and national cultural contacts and partners. They are ideally placed to support delivery of Curriculum for Excellence, enhance and enrich partnerships. *What follows is taken from Curriculum for Excellence: Expressive Arts, principles and practice.*

The framework acknowledges that many children and young people will engage with the expressive arts in what were formerly seen as extra-curricular activities, and that the expressive arts can and should play an important part in the life of the school or early years centre. The experiences and outcomes relate to all aspects of participation in the expressive arts.

One of the main purposes of learning in the arts is to develop lifelong appreciation of, and participation in arts and cultural activities

Curriculum for Excellence emphasises the development of the whole child and the provision of rich and varied experiences, including opportunities to develop creativity and participate in the arts. This is further supported through the role of arts and education and the promotion of a collaborative approach to learning involving artists directly in the learning experiences of pupils.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement.

It is therefore important that all teachers and educators look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

'The CCiSS Team in our local authority develops and supports creative, enterprise and cultural programmes and opportunities in partnership with schools, external organisations, national companies, Quality Improvement Officers and colleagues from other Council Departments. The Team continues to promote cultural activity as part of the whole school ethos to complement and enrich young people's experiences, enhance personal and professional development opportunities for teachers and expand extra-curricular and out of school hours activities. The enhancement of self-esteem and self confidence along with the development of team-building and respect for others all contribute greatly to ensuring that young people have the very best opportunity to realise their maximum potential and achieve their goals in an ever-changing world'

local authority representative

Children and young people will develop, enhance and apply skills gained in the expressive arts in a very broad range of activities including role play, participation in whole school events, community events and outdoor learning. Such activities promote the development of skills in areas such as talking and working with others, and contribute greatly to children and young people's mental, emotional, social and physical wellbeing.

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.



Learning creatively across the curriculum supports individuals to become:



- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies

- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation



- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies

- **effective contributors**, who can develop and express their creativity, work co-operatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

Part 3 - How Good is our School? Is the quality framework by which schools are supported to reflect on:

- How they are doing
- How they know
- What they need to do next

It provides a range of quality indicators that focus on how best to improve the educational experience of pupils in schools.

The quality indicators in the table below embrace the broad range of factors that impact young people’s learning, including how schools can work most effectively with partner agencies and the local community, which Cultural Co-ordinators are in an ideal position to support. The contribution of the arts and culture in supporting young people’s learning can be seen in the following Quality Indicators

Quality indicator	The contribution of the arts
Improvements in performance (1.1)	<ul style="list-style-type: none"> • contributes to students’ progress towards becoming successful learners, confident individuals, responsible citizens and effective contributors
Learners’ experiences (2.1)	<ul style="list-style-type: none"> • enhances learners’ experiences across the ability range • helps young people to articulate their own learning needs
The school’s success in working with and engaging the wider community (4.2)	<ul style="list-style-type: none"> • supports creativity and innovation in the school • helps the school to share its good practice with the wider educational community
The curriculum (5.1)	<ul style="list-style-type: none"> • enhances both the curriculum areas and subjects and cross-curricular learning • supports the development of the four capacities • helps meet the needs of all learners
Teaching for effective learning (5.2)	<ul style="list-style-type: none"> • promotes active learning • supports a range of effective teaching approaches • enhances the interactions between pupils and teachers
Meeting learning needs (5.3)	<ul style="list-style-type: none"> • supports the needs of all learners, including vulnerable young people, and those experiencing barriers to learning
Expectations and promoting achievement (5.5)	<ul style="list-style-type: none"> • supports the development of an ethos of achievement for all learners • provides opportunities to celebrate achievement
Improvement through self-evaluation (5.9)	<ul style="list-style-type: none"> • provides opportunities for schools to gather and respond to the views of partners • helps a school to become self-aware
Staff development and review (7.3)	<ul style="list-style-type: none"> • supports staff professional development and review • provides opportunities for partnership working and joint training
Partnerships with the community, educational establishments, agencies and employers (8.1)	<ul style="list-style-type: none"> • enhances educational partnerships with the community, educational establishments and outside agencies • supports joint working in planning, delivering and evaluating projects

Cultural Co-ordinators supporting arts, cultural activity and Community Planning

Cultural Co-ordinators have also increasingly become involved in supporting arts and cultural activity and development in Community Planning Partnerships. Culture Delivers, published in December 2008 by the Scottish Government is aimed at community planning partnerships, local authorities, and all those responsible for providing culture. The full document can be found at www.scotland.gov.uk/publications/2008/12/22094149/0

Here are some examples of how arts and cultural activity can support delivery of Single Outcome Agreements

- Participation in cultural and creative activity has been shown to help young people to increase their confidence and levels of aspiration, learn key life skills and literacies, improve or create social networks, help them access routes into further education or employment and develop an awareness and understanding of other people's issues
- Early access to the arts through storytelling and music can develop creative, social and emotional development
- Participation in the arts and culture has been shown to help reduce health-related problems e.g. involvement in visual and performing arts helps towards reducing anxiety increasing mobility and communication, raising self esteem and improving mental health and wellbeing
- Cultural programmes and services can tackle inequalities and crime issues with positive outcomes
- Culturally focused projects, including regeneration projects, have demonstrated that they contribute to local pride and a sense of empowerment and commitment to the local area
- Scotland's national identity is rooted in creativity and has its own unique Gaelic and

Scots heritage. Arts and cultural activities are a major expression of this and can add to a local community's positive perceptions and reputation

- Arts and cultural activities can assist in raising awareness of environmental issues, promote sustainability and develop responsible attitudes.



Conclusion

The data gathered from the ERS monitoring report gives a clear indication of valuable work undertaken by Cultural Co-ordinators. They have successfully supported delivery of Curriculum for Excellence in school and community settings, initiated creative approaches to learning and teaching, facilitated partnerships with high quality arts and culture providers, levered additional funding, provided relevant CPD opportunities and developed local arts and cultural learning strategies in line with national outcomes.

Finally, as a result of the monitoring findings, we can begin to see why 16 Cultural Co-ordinator manager posts were mainstreamed into their local authorities by 2008/09 and why 10 local authorities have already made a commitment to support the continuation of the work of the programme beyond the end of central government funding in 2010. The investment in the Cultural Co-ordinator programme to date has raised the bar in terms of the quality and quantity of arts and cultural education provision in Scotland, the policy context grows ever more relevant to their work and we look forward to seeing more local authorities build on the many successes of the programme for the benefit of all our young people.

Further supportive reading and useful links

To download free publications including case studies and examples of work delivered or facilitated by Cultural Co-ordinators please follow the Scottish Arts Council's weblink.

<http://www.scottisharts.org.uk/1/artsinscotland/education/publications.aspx>

The Art of Learning and Firing the Imagination demonstrate how Cultural Co-ordinators have used arts and culture to deliver Curriculum for Excellence and cross curricular work.

Firing the Imagination 2, illustrates how their work relates to out of school learning.



To find contact details of your Glow local authority key contact, please go to the following website www.glowscotland.org.uk and follow the link to 'Glow in your area'.

To find the contact details of your local Cultural Co-ordinator please follow the web link <http://www.scottisharts.org.uk/1/information/publications/1000651.aspx>

Cover:

Photo by Ewen Weatherspoon. Out of Eden Youth Theatre, Inverness rehearsing for Exchange 08. With thanks to National Theatre of Scotland.

Pages 2,4,5,10 and 8 (bottom right) storytelling workshop organised by Edinburgh Creative Links, City of Edinburgh Council (pictures by Brendan MacNeill).

Page 8:

Top Left: Photo by Colin Dickson. Collaborative project between Drake Music Scotland and Scottish Chamber Orchestra.

Top Right: Performance of The Other Red Shoes - With thanks to The Royal Lyceum Theatre.

Bottom Left: Photo by www.eamonnmcgoldrick.com. Ross Boyland, Craig Millar and Paul Johnstone perform in Transform Inverclyde: Bolt. With thanks to National Theatre of Scotland.



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