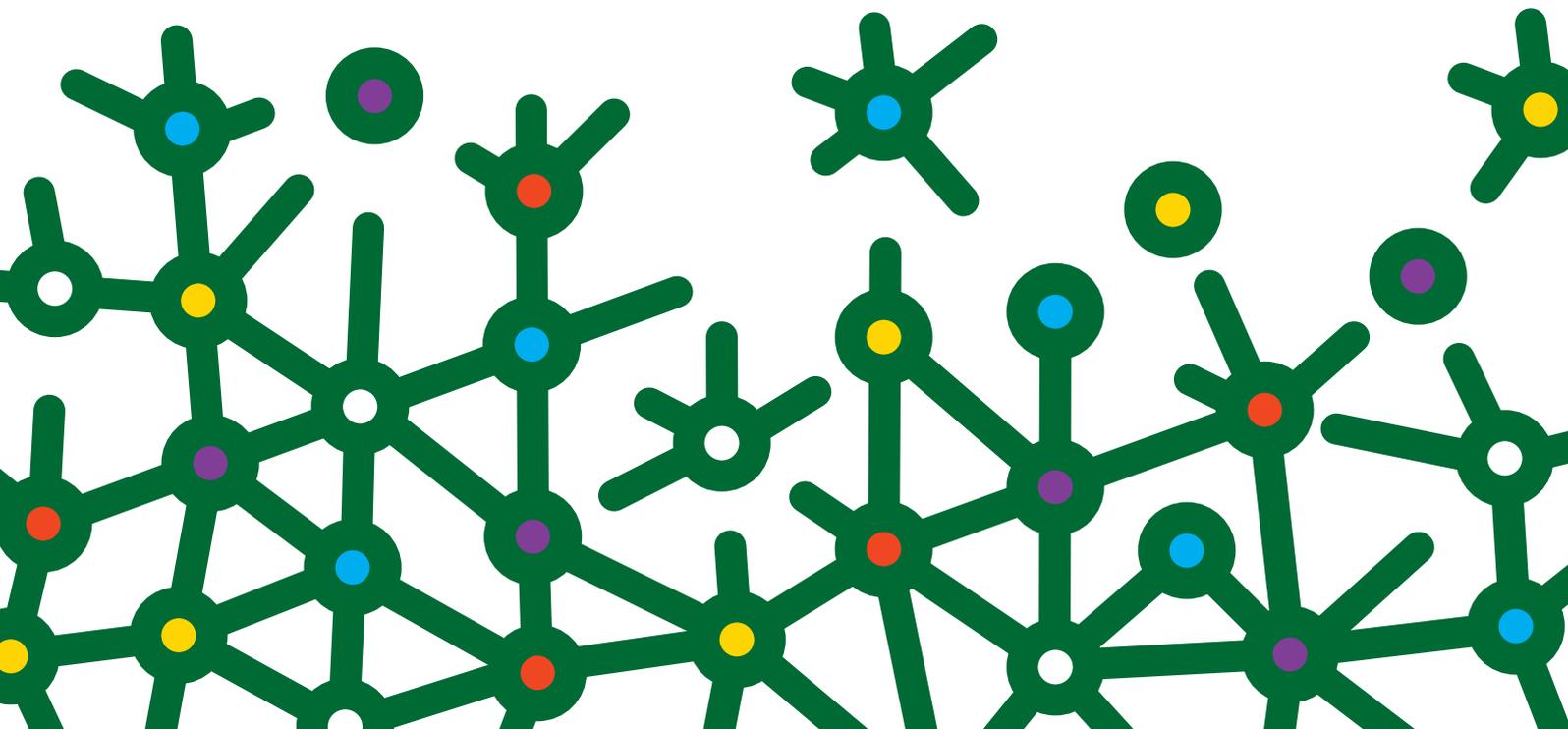




Creative Partnership:

Our 3 year strategy of change



Education is most effective when young people are actively involved in leading and shaping it, taking responsibility for their own learning and playing an active leadership role in school life. Creativity brings with it the ability to question, to be curious, make connections, innovate, problem solve, communicate, collaborate and to reflect critically, the skills young people will need if they are to take responsibility for their own learning ...

Creativity, Culture and Education's 2012 report 'Changing Lives'

Context

Education policies and directives issued to better position schools for the emerging challenges of the 21st century recognise the importance of Creativity and the skills it encompasses: imagination, innovation, curiosity, self-discipline, resilience, risk-taking, persistence, & critical thinking (CfE & HGIOS4). But with schools subject to ever-increasing evidential exposure and pressure to deliver measurable results, how can education professionals successfully implement Creativity?

Many aspects of formal education continue to be influenced by remnants of ideology and practices designed to serve the requirements of a previous industrial age. Until very recently, curriculum and pedagogy could traditionally be anchored to the knowns of teachers' pasts, safe in the knowledge that this would be appropriate for **pupils' futures**. But in the age of globalisation, digital innovation and 'massive change', this can no longer be the case.



“ The benefits of creativity are being increasingly recognised. It is related to improved motivation, self-esteem and, thereby, learning achievement. ”

Influential global educationalist, Pasi Sahlberg

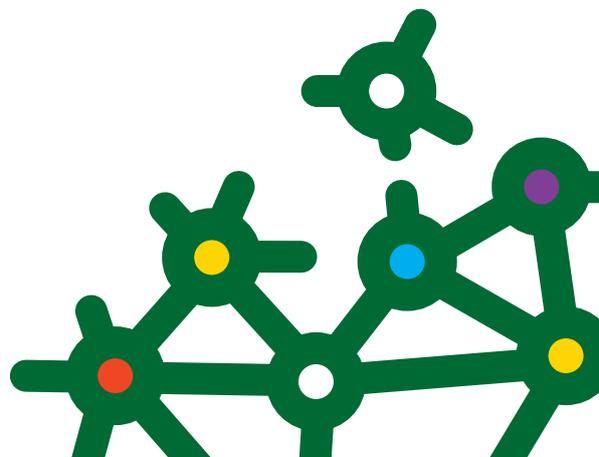
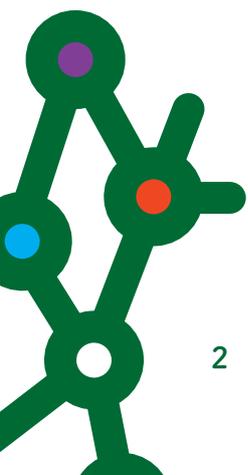


Hidden Giants is contributing to the emerging body of current academic research which argues that Creativity and Creative Learning are both highly **successful at raising pupil attainment**, and support children and young people to develop the skills needed to be active participants in shaping their communities and wider society.

As schools face relentless pressure from multiple stakeholders, Hidden Giants offers support, inspiration and structure for education professionals to purposefully and measurably embrace Creativity in **new, progressive ways of learning, teaching and managing**.

Hidden Giants programmes enable:

- Greater sensitivity and openness to new ideas
- Solving problems using alternative approaches and techniques
- Heightened desire for exploration and discovery
- More willing and able co-operation
- Better learners



So how will Hidden Giants enable your schools to nurture a culture of creativity and innovation?

A creative school

Hidden Giants' methodology is informed by extensive research and empirical experience. The success of Hidden Giants work in educational settings lies in their expertise in making ideas work, and enabling the people they collaborate with to make their own ideas work.

Curriculum as a lived experience vs curriculum as plan

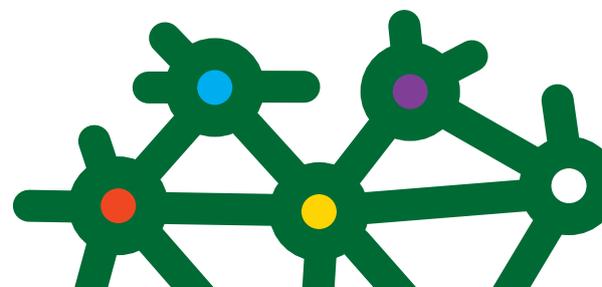
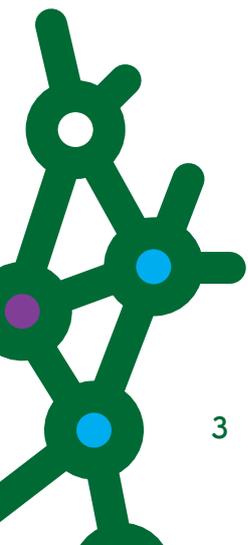
A curriculum is an interface between knowledge & skills, people and resources. Too often the inevitable pressures on teachers of time, and ingrained working patterns, contribute to the curriculum being received as a top-down directive, a 'plan' to be delivered as a standardised programme in the same way to everyone, everywhere. Hidden Giants draws heavily upon the work of progressive educationalist Ted Aoki, who argues that a curriculum can successfully be interpreted to sit **more authentically with the lived experience** of the people delivering it (teachers), where they deliver it (locality), and who they deliver it to (pupils and wider community).

Impact: The effects of strategically repositioning the curriculum as a lived experience, and empowering teachers and learners to interpret it around their own lives have produced extraordinary results. Hidden Giants can share these case studies in presentations and CPD activities. We have more to say about this in SAIL (below).

Outside the lines

When a curriculum becomes more of a lived-experience, it unleashes 'affects': embodied feelings and emotions. Hidden Giants encourages teachers and learners to 'attend' to these moments, which may extend across, through and beyond what may have been 'intended' to happen. These affects can be harnessed as productive energy and momentum.

Impact: Most certainly, learners who can influence the shape, pace and content of their learning become better learners. Teachers who facilitate this sort of pupil agency become better teachers. Leaders who embrace the positive forces of 'affect' lead better schools.



Authentic participation and leadership across all levels

Hidden Giants has contributed to published research that explores the link between authentic pupil participation in school and achievement & attainment (CYPCS 2015). Authentic pupil participation involves influence on decisions around pedagogy & governance with genuine responsibilities and consequences. This creates a sense of agency: potency. (Pupil participation is 'token' when agendas and outcomes may be pre-determined and heavily influenced by adults.)

Impact: The benefits of authentic participation extends to the relations between teachers and school leaders. Teachers who are encouraged to exercise their professional judgement feel empowered with a greater sense of agency. Research indicates that teachers who feel trusted are more disposed to trust their pupils. Hidden Giants have witnessed authentic participation as a self-perpetuating cycle, benefiting pupils, teachers, and the leaders who choose to nurture an authentically participatory culture.

SAIL™

Drawing upon years of experience, Hidden Giants developed the simple acronym SAIL – **Situated Attentive Immersive Learning**. This combines the main themes and theories under-pinning Hidden Giants methods and practices.

Situated: learning and teaching situated authentically in the real world.
Attentive: responding to what happens in learning situations.
Immersive: learning as an immersive, lived experience unleashes affects.
Learning: a non-hierarchical focus on equitable learning before teaching.

In summary: what you will see

- Specific areas of school improvement/attainment identified and addressed
- Introduction, implementation and evaluation of innovative ideas & methods
- Teachers individually and collegially motivated to consistently develop their practice
- Pupils motivated & engaged in learning with increased awareness of how they learn
- Increased awareness of creativity and employability skills across the school
- Parents engaged through innovative classroom based projects
- Pupils and teachers authentically challenged through disruptive thinking

Integrating creativity and innovation into your school

Your creative partnership with Hidden Giants will last a minimum of 3 years. We understand that sustainable and manageable cultural change takes time, and relies on a **robust and transparent process**. We will offer 10 days each year, which will include: strategic meetings, CPD sessions, one to one sessions with individual teachers, practitioner enquiry groups, targeted evaluation, and action-based research projects.

Our partnership will focus on four clear strands:

1. How creativity can enhance and deepen learning within the curriculum
2. Where creativity supports teacher's pedagogy and practice
3. How to increase authentic participation across your school community
4. How to promote and awareness of creativity skills amongst the pupils

A **bespoke programme** will be tailored to your school but we expect it will contain some of the following events:

- A commitment from Hidden Giants to input into CAT/In-service sessions
- Classroom based projects looking at a specific part of the curriculum. These will be delivered in partnership with Hidden Giants and delivered by the classroom teachers. These projects will focus on teacher pedagogy through a **practitioner enquiry model**
- Full school project that progresses teachers understanding of creativity
- Work with the SMT to establish a pupil-led task force to address the forth stream (creativity skills) to provide them with agency to engage the wider school community
- Ongoing dialogue with the SMT to explore the role of creativity within leadership & management, family learning and successes & achievements
- Benchmarking key outcomes/statistics including: pupil and staff absences, family engagement, national testing and attainment figures, happiness and wellbeing
- Hidden Giants publish a final evaluation of the benchmarks of key outcomes/statistics including: pupil and staff absences, family engagement, national testing and attainment figures, happiness and well-being

Costings

The cost to your school is £5000 +VAT each year of the three year partnership.

In addition to the work highlighted above Hidden Giants have a bank of associates that can deliver specific one off projects. These associates have undergone training delivered by Hidden Giants and are highly skilled within their specific area of work.

For further information please contact Hidden Giant's Creative Director
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Key Areas of Interest from the Scottish Attainment Challenge: Learning and Teaching Toolkit

Collaborative learning

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone **to participate on a collective task** that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.

Social and emotional learning

Interventions which target social and emotional learning (SEL) seek to improve attainment by **improving the social and emotional dimensions of learning**, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:

1. Universal programmes which generally take place in the classroom;
2. More specialised programmes that are targeted at students with particular social or emotional problems;
3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

Meta-cognition and self-regulation

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means **managing one's own motivation towards learning**. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

Feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. **Feedback redirects or refocuses** either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

