

Partnership working at **local**
level to provide a
meaningful cultural
experience for Children and
Young People

A briefing for Trustees and the Museum and
Archive workforce in the East of England

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Beverly Jones

Background

These slides capture the messages and discussion that was part of 4 workshops delivered from November 2011 – March 2012 across the East Region.

All of the delegates reported that the events had improved their knowledge of current ways of working in and around schools and academies. This slide set provides an introduction to the work of schools and academies in 2012.

Purpose of the presentation

- Confirm the relevance of a cultural experience for the work of schools and academies in the East of England
- Disturb your established ways of working to ensure your approach reflects change
- Signpost useful sources of information and advice

Adults from museum and archives working with children and young people remains important.



Museums and Archives need to focus on their **Local** Schools and Academies. To date national targets have been achieved by working with schools who have been open and accessible and willing to travel. Funding and practice is now **Local**.

**Education provision is now designed at a local level. The school or academy determine the provision. The Local Authority are engaged as a partner by choice, not necessity.
The LA retain powers of intervention for underperformance.**

“There is a fundamental disbelief within the coalition government that the best education system can be designed centrally.”

“It believes that head teachers, parents, and pupils know local educational needs better than Whitehall.”

“Therefore, by devolving power to the groups they will be able to design a more effective education system.”

**Institute for Government, NESTA and the Design Council
seminar : the future of education in light of the Big Society , July 2010**

How to work with schools in 2012?

The Past: Relationships dependent on face to face meetings and contact with a teacher. Usually a subject leader. Communication through receptionist or Head.

The present: Key staff contact in school will not necessarily be a qualified teacher. E-mail or phone contact supports effective time management.

New and recently qualified teachers are active users of ICT.

Blend :Face to Face;E-mail; Paper;Telephone.

The Importance of Teaching, November 2010: “allowing all schools to choose for themselves how best to develop”

This is the list of Government priorities:

- Teaching School
- Academy
- Free School
- Behaviour – training and development
- Curriculum Change
- Accountability: transparency, Ofsted
- School Improvement
- School Funding

www.education.gov.uk

The key aims of the governments plans for schools

- raise the bar on teacher quality
- improve behaviour
- free teachers from constraint and improve their professional status
- raise the standards set by the curriculum and qualifications
- increase freedom and autonomy
- hold schools to account
- support the school system to become self-improving
- ensure there is more funding for the most disadvantaged

500 Teaching Schools across the country by 2014. 200 Teaching Schools from September 2012

Teaching schools will :

1. Offer training and support for themselves and the group of schools they are in an alliance with.
2. Identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:
 - **train new entrants to the profession** alongside other partners, including universities
 - **lead peer to peer learning**
 - **spot and nurture leadership potential**
 - **provide support for other schools**

Web link for more information:

<http://www.nationalcollege.org.uk/docinfo?id=155519&filename=teaching-schools-map-cohort-1-designation.pdf>

Ofsted judgements and length of service are the threshold criteria to become a Teaching School

Designation criteria:

a clear track-record of successful collaboration with other schools

Ofsted outstanding for overall effectiveness, teaching and learning and leadership and management

consistently high levels of pupil performance or continued improvement

an outstanding headteacher with at least three years headship experience, and outstanding senior and middle leaders with capacity to support others

Alliance Schools do not need to comply with the above criteria. It is beneficial for a school to be part of the alliance.

Specialist Leaders of Education will be managed by the Teaching Schools

SLEs will be outstanding in a particular specialist area; for example:

- a subject specialism
- inclusion
- performance management
- early years
- behaviour
- school business management

They may have been Advanced Skills teachers, but not necessarily. It is for the Teaching School to broker the relationship between a school in need and an SLE.

<http://www.nationalcollege.org.uk/index/professional-development/specialist-leaders-of-education-programme.htm>

Academies, Teaching Schools, Federation and Alliance requires Partnership with other organisations.

Definition of partnership:

An association between people in business where the risks and benefits are shared

A relationship between people (as in marriage, games-playing and dancing)

Are you ready to be a good partner to your local schools and academies?

Research, Plans, Relationships to incorporate the Cultural Offer

- Research the school and academy status. Look at websites to identify staff who engage with activity outside the classroom, it might be sport and contact them.
- Once you know the local picture you can create a **plan** or menu of the cultural offer that complements the work locally.
- The area with the most resource is disadvantage and disaffection. Are you working with these groups?

What to research in your local area

- The Local Strategic Partnership for the area where you are located.
- This link describes what a Local Strategic partnership is:

<http://www.idea.gov.uk/idk/core/page.do?pagelId=1174195>

Large counties have area plans within the LA.

- Do your plans reflect the priorities for the area? This may help you attract additional resource.

What to research in your local area

- Do you have a Teaching School?
- Which schools are academies? The arrangements for academies have changed.
- Who is the sponsor for the academies?
- Where are the National Leaders, Local Leaders and Specialist Leaders? Do you already know them?
- Are there any projects for disaffected and disadvantaged children and Young people that you could contribute to?
- Are your trustees on the Governing Body of schools and academies? Are they promoting your cultural offer?

Relationships are the platform

Projects fail or they are not sustained because the work starts with a plan before the Relationships are built and possibilities explored. Did you find out what is needed first?

The recommended process in steps:

Relationships>Possibilities>Plans>Activity>

Outcomes>Impact

You must demonstrate impact to secure resource.
Always get feedback and record.

The key Relationships

- 5 x core subject leads in schools
- National Leaders of Education; Local Leaders of Education; Specialist Leaders
- Schools attracting Local Authority support and intervention as a result of OFSTED judgments or not meeting 35% A-C at GCSE Level
- Community Leaders- Strategic Partners
- Teaching School alliance
- Governors

Plan to promote why culture has a positive impact on Children and Young People and the adults working with them

The messages that all schools and academies want to hear:

- An inspiring learning environment for Children and Young People
- New and different people to meet
- Adults for school staff to work with
- Celebration of identity and community
- Lifelong learning

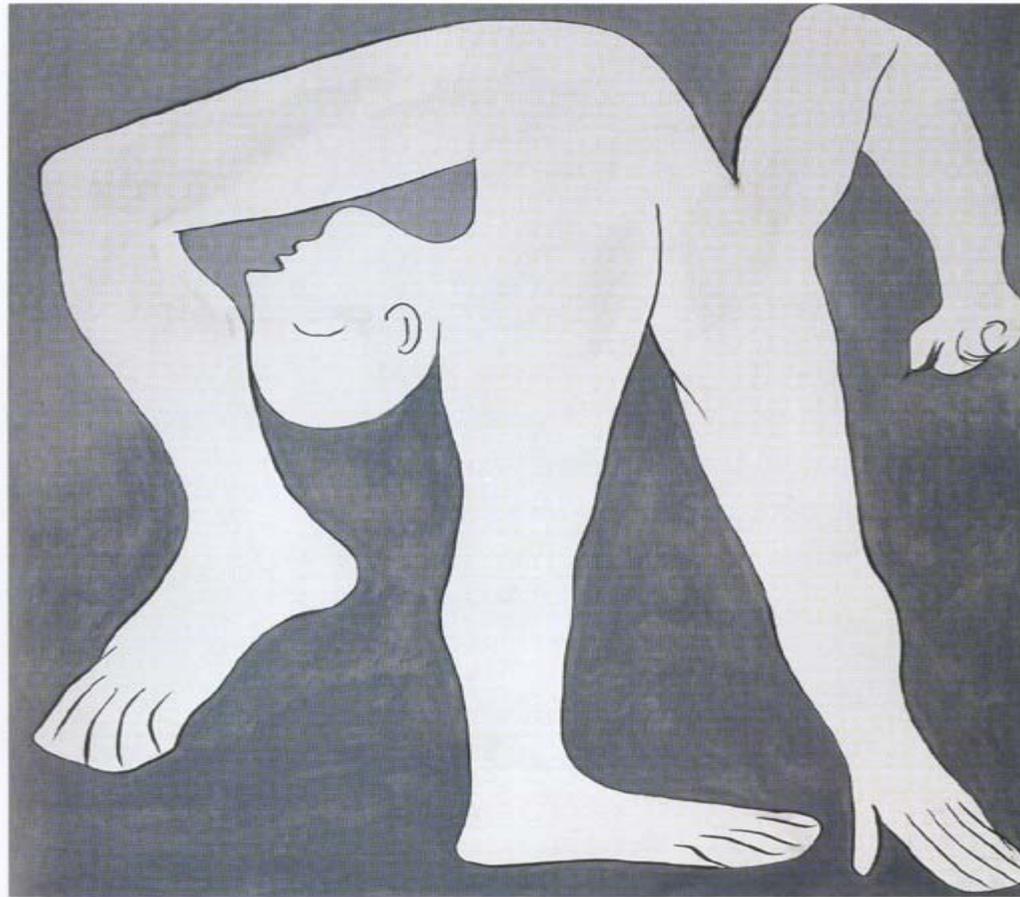
Review the way your setting works to celebrate the full range of staff activities, not just the contact with staff and children and young people

- Research Time
- Plan the key relationships for your setting
- Communicate your work to reflect both subject knowledge and learning for life
- Know what the Local context is and link to it: migration, unemployment, gifted & talented
- Demonstrate impact at all times

Next Steps of Action

- Think local
- How can your museum be part of changes in your area?
- What partners in your area will be able to open doors for you?
- What is it that you are offering?
- How will you know if your offer has been successful?

Embrace the opportunity and
Good Luck!



beverly@achieveimpact.com