Consilium
Research & Consultancy

Evaluation of the Creative Learning Plan

Final Report

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CREATIVE SCOTLAND

ALBA | CHRUTHACHAIL

Contents

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Glossary

ADES   Association of Directors of Education in Scotland

CDN   College Development Network

CfE   Curriculum for Excellence

CLN   Creative Learning Networks

CS   Creative Scotland

ES   Education Scotland

GTCS   General Teaching Council for Scotland

TSF   Teaching Scotland's Future

RFO   Regularly Funded Organisation

SLAED   Scottish Local Authority Economic Development group

SDS   Skills Development Scotland

SQA   Scottish Qualifications Authority

Executive Summary

Introduction and Methodology

In October 2013 Consilium Research and Consultancy (Consilium) and Helix Arts were appointed by Creative Scotland to undertake an evaluation of the effectiveness and impact of the partnership and delivery of the Creative Learning Plan. The evaluation provides an overview of the delivery of the Creative Learning Plan between 2012 and 2014 and signals the completion of this phase of partnership working as well as aiming to inform the next stage of the Plan.

The research methodology involved a number of overlapping stages including a desk-based review, production of a monitoring and evaluation framework, consultation with partners and attendance at scheduled Implementation Group meetings and associated Creative Learning Plan events. Delivery of the evaluation has been supported by contributions from a wide range of stakeholders and their valuable input has been greatly appreciated.

Effectiveness of Partnership Working

The launch of the Creative Learning Plan builds on previous development work by the partner organisations, in particular Creative Scotland and Education Scotland. The Creative Learning Plan represents the first time that each has come together to collaborate specifically on embedding creativity in learning and teaching across Scotland. The significance of publishing the Creative Learning Plan itself should not be underestimated as partners have acknowledged its value in providing a focal point for partnership activity and a clear articulation of the vision for creativity and creative learning.

Each of the partner organisations had different starting points in terms of their involvement and engagement in promoting and supporting creative learning. However it is evident from consultations that the process of developing the Creative Learning Plan has stimulated internal discussion within each of the represented organisations on which commitments and actions they are comfortable signing up to.

Strategic Group

As the lead organisation Creative Scotland has proven effective in bringing partners together and establishing the infrastructure to drive the delivery of the Plan. Coming together as a group has presented an opportunity for partners to share ideas and influence each others delivery plans which in turn support the implementation of the Creative Learning Plan. The delivery of the Plan has highlighted further areas for collaboration and opportunities for joint investment.

As a group of senior representatives from across the partner organisations, the Strategic Group has the potential to make policy changes to facilitate the effective delivery of the Creative Learning Plan. To be truly effective the Strategic Group requires representation at chief officer level from partner organisations. This has, however, generated challenges in convening meetings and various options have been employed to address this including the identification of senior alternates within partner organisations.

As the Strategic Group only met once during the delivery of the evaluation, there is limited documentary evidence of their oversight of the work of the Implementation Group and direction as to future priorities for multi-agency, albeit it is apparent that development work and partnership discussions have progressed outside of formal partnership meetings.

Whilst the lack of Strategic Group meetings in 2014 does not appear to have unduly held up the work of the Implementation Group, it does nevertheless necessitate a rethink as to the role and purpose of this group of senior leaders in supporting the Creative Learning Plan. In particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

In light of the growing maturity of the partnership it is recommended that the Strategic Group should review the existing terms of reference in particular with regards to the content of communications and monitoring updates provided to Scottish Government. This can help to ensure future meetings are used to clearly identify areas where the Scottish Government may be able to provide support to address particular challenges or link with other existing policy and implementation approaches. Based on the themes emerging from consultations it is recommended that the Strategic Group should focus on the following areas:

- Supporting **employability** by developing young people's creativity skills
- Embedding an **assessment of creativity** within the inspection process
- Developing **whole school approaches** to creativity

Subject to the focus of the Creative Learning Plan, the process of refreshing the Strategic Group should also involve a review of membership, in particular to seek greater representation from employers and school leaders. Widening the partnership can help to bring in fresh ideas and establish connections with organisations that have a clear stake in developing creativity skills and/or are in a position to embed creativity at an organisational and workforce level.

The process of refreshing the Creative Learning Plan should also consider which organisation is best placed to take on the lead partner role. To date Creative Scotland has undertaken this role and has been integral to building the partnership and forging stronger strategic and operational links between the arts and education sectors. Given the development of the partnership there is a valid case for another organisation taking on the lead partner role to build on the success and achievements evident during 2012 to 2014 and to meet the needs of the next phase of delivery. The process of handing over the lead partner role to coincide with the next phase of delivery should be viewed as a measure of the strength of leadership and management of the Creative Learning Plan by Creative Scotland to date.

Implementation Group

The Implementation Group has met more frequently than the Strategic Group with the secretariat function provided by Creative Scotland. The agenda for the Implementation Group has been too heavily skewed towards process and monitoring with less time devoted for exploring key themes, discussing barriers faced in delivering the plan and developing further proposals for consideration by the Strategic Group. This has been exacerbated by the considerable list of actions across the four workstreams that were established by partners to support the delivery of the Plan.

The requirement to provide quarterly reports to Ministers on the progress of delivering the Plan has added to a sense that the Implementation Group meetings have become overly bureaucratic and, ironically, not very creative. Moving forward it is recommended that the action plan is streamlined to focus on a smaller number of shared actions. This will free up time at the Implementation Group meetings to discuss challenges, review relevant research and evaluation reports, explore issues in greater depth and develop and deliver proposals following agreement by the Strategic Group.

Delivery of the Creative Learning Action Plan 2012-2014

A broad range of actions and development work has been delivered under the umbrella of the Creative Learning Plan. One of the challenges facing partners in delivering the Creative Learning Plan is ensuring an appropriate level of coherence between initiatives and activities and that actions delivered are aligned to the vision for creative learning in Scotland as stated in the current iteration of the Plan.

A recurrent theme in both the baseline and follow-up consultations completed with partners was the difficulty and complexity associated with measuring the outcomes and impact of the activities and actions. Several partners recognised that there has been a tendency to focus on activities and outputs rather than taking a wider view of what the achievement of the Creative Learning Plan vision will mean and how this would be measured.

The evidence base in relation to outcomes and impacts delivered under the umbrella of the plan has grown during the two years of delivery, most notably through evaluation reports covering various actions and projects delivered by the Creative Learning Plan partners but is also evident in partners organisational plans and commitments.

Workstream 1 - Share our vision of a more creative society and ensure that all partners are committed to its fulfilment

The publication and launch of the Creative Learning Plan and establishment of the Strategic and Implementation Groups has provided the infrastructure to communicate the vision and coherent messages about the importance of creativity to a wide range of stakeholders. The Creativity Across Learning 3-18 Report published in September 2013 was guided by the Implementation Group and provides a valuable resource which defines what creativity is and identifies what part it plays in Scottish education (and wider society).

However, although a commitment was made to establish a plan to agree key messages and disseminate them through partners communication platforms, this does not appear to have been governed by a coordinated communications strategy. As a result, key messages have not been presented as strongly and consistently as partners would have liked (including internal messaging within partner organisations). As a consequence the process of embedding and extending creative learning in school (and other) settings has proven more effective in some areas than others dependent on local leadership and connections with the creativity agenda.

There is scope for members of the Association of Directors of Education in Scotland (ADES) play a stronger role in providing leadership around creativity and creative learning at a local authority level, to influence and support school leadership teams, to promote the Creative Learning Networks (CLNs) and to broker links between a range of stakeholders including schools, employers, career advisers, arts organisations and colleges. Key messages on the importance of creativity could also be more strongly incorporated into the inspection and review process managed by Education Scotland, to ensure that it is embraced in schools across the curriculum.

Workstream 2 - Build capacity and expertise of learning practitioners and creative partners to support the development of creative skills through learning and teaching

A wide range of actions included within the Creative Learning Plan pertain to approaches to build the capacity and expertise of learning practitioners as part of a coordinated and coherent professional development programme. The Emerging Leaders professional development course has provided a useful model of how future leaders can be supported to think more creativity and embrace creative skills. Participants feedback has been positive with the programme seen as offering a fresh approach to training managers, with an emphasis on creativity as a driver for development.

A common theme from the emerging evaluations of professional development activities is the considerable value and benefits derived from learning practitioners and creative partners having the space and time to come together to share practice, engage in dialogue around creativity skills and creative teaching and build communities of practice.

This emphasises the value of the Creative Learning Networks in providing the local, collegiate, relevant and sustained infrastructure to enable learning practitioners, creative partners and other key stakeholders to come together with a shared interest in creativity and creative learning. The Creative Learning Networks share considerable potential to engage the growing number of teachers and leaders in school and colleges with an interest in creativity and to build local and relevant communities of practice around creativity and creative learning.

Workstream 3 - Develop a strategic approach to pathways for lifelong creative learning

The majority of actions included within this workstream have been owned or jointly delivered by Creative Scotland, Education Scotland and the College Development Network. These actions have tended to focus on three areas: firstly providing pathways for young people to obtain skills and experience within the arts and creative industries sector to improve their employability; secondly providing support, guidance and encouragement for young entrepreneurs wishing to establish new business start-ups within the creative sector; and finally to facilitate engagement of target groups, including offenders, people with disabilities and children and young people, in a wide range of creative activities and experiences.

Engaging children and young people in creative processes that develop creativity skills can help to improve their employability and respond directly to the concerns raised by employers. These opportunities should not be restricted to the arts and cultural sector or creative industries. There is a clear rationale for employers being more strongly engaged in the delivery of the Creative Learning Plan to provide opportunities for creative learning across a broader range of sectors and contexts.

Workstream 4 - Develop approaches to the assessment of creativity, including certification

Partners have developed approaches and delivered actions which assess the impact of creative learning on the acquisition of creativity skills. The Creative Learning Plan has helped SQA to crystallise their ideas around curriculum development in this field, particularly the need for qualifications around creative industries and creative subjects, and also embedding creativity across the curriculum, giving learners the opportunity to demonstrate creativity across all subjects.

There is recognition that it may take several years to see whether embedding creativity in the curriculum is having an impact on the creativity skills of children and young people and their outcomes and pathways beyond the school gate. In the interim, partners have a role in measuring the take-up of creative activities and approaches across schools and colleges and learning from practitioners using new approaches to evaluating creative activity.

Key Learning and Recommendations

The Creative Learning Plan represents the first time that each of the partners has come together to collaborate specifically on embedding creativity in learning and teaching across Scotland. Partners have welcomed the opportunity to come together to support the development and delivery of the existing plan. It is evident that links have been established between organisations and services around creativity that were not previously in place. This has provided both the infrastructure and initial momentum to drive forward a programme of actions to support the aspirations outlined in the Creative Learning Plan.

A common theme from the emerging evaluations of professional development activities delivered under the umbrella of the plan is the considerable value and benefits derived from learning practitioners and creative partners having the space and time to come together to share practice, engage in dialogue around creativity skills and creative teaching and build communities of practice.

Moving forward partners should rethink the role and function of the Creative Learning Networks. Consideration should be given to the CLNs operating at two levels: firstly as learning communities for a range of practitioners and stakeholders involved in creativity, and secondly, as mechanisms for strategic planning of creativity in education at a local level (and the wider community).

Recommendations

- An annual joint meeting of the Strategic and Implementation Group representatives should be established to reflect on achievements, identify areas for development and refresh the partnership plan.

- The Strategic Group should discuss and agree another lead partner to take the Creative Learning Plan through its next phase of delivery.

- Partners should rethink the role and purpose of the Strategic Group in supporting the Creative Learning Plan, in particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

- The existing terms of reference for the Strategic Group should be reviewed in particular with regards to the content of communications and monitoring updates provided to Scottish Government.

- The membership of the Strategic Group should be reviewed to ensure representation from school leaders, employers and school inspectors.

- The current action plan should be streamlined to focus on a smaller number of actions to support the next phase of delivery.

- Partners should consider establishing a 'Creativity Mark' to facilitate the process of building capacity and expertise of learning practitioners and embedding creative teaching and learning approaches in schools and colleges.

- Key messages on the importance of creativity should be more strongly incorporated into the inspection and review process to ensure that they are embraced in schools.

- Creative Learning Networks should be refocused at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity and secondly as mechanisms for strategic planning of creativity in education at a local level (and the wider community).

- Further work should be taken forward to showcase to young people that creative skills are actively used and valued in the range of other sectors also covered by Skills Investment Plans.

- Partners should establish a process and framework for measuring the use of creative teaching by practitioners and acquisition of creativity skills by children and young people.

1.   Introduction and Methodology

1.1   In October 2013 Consilium Research and Consultancy (Consilium) and Helix Arts were appointed by Creative Scotland to undertake an evaluation of the effectiveness and impact of the partnership and delivery of the Creative Learning Plan. The evaluation aims to provide a focus on:

- **The effectiveness of partnership working**

- **Delivery of the Creative Learning Action Plan between 2012 and 2014**

- **Capturing key learning and provide recommendations on the ways forward for the partnership and its work**

1.2   This final report provides an overview of the delivery of the Creative Learning Plan between 2012 and 2014 and signals the completion of this phase of partnership working as well as aiming to inform the next stage of the Plan.

1.3   The research team has adopted an action research approach that has involved partners in a process of reflective learning throughout the delivery of the Creative Learning Plan. This approach has enabled the research team to provide regular feedback, guidance and recommendations to partners throughout the duration of the research in order to strengthen partnership working and support the implementation of agreed actions. Delivery of the evaluation has been supported by contributions from a wide range of stakeholders and their valuable input has been greatly appreciated. A full list of stakeholders consulted during the course of the research is provided in Appendix 1.

1.4   The research methodology has included a number of overlapping stages including a desk-based review, production of a monitoring and evaluation framework, consultation with partners, attendance at scheduled Implementation Group meetings and associated Creative Learning Plan events.

1.5   The desk-based review has incorporated an assessment of the minutes of the Strategic and Implementation Groups held between 2012 and 2014, analysis of the quarterly monitoring returns submitted by partners covering January to March 2014, April to June 2014 and July to October 2014 and a review of the quarterly reports submitted to Scottish Government in April 2014, July 2014 and October 2014. The desk-based review has also incorporated analysis of relevant policy documents as well as research and evaluation reports related to projects and activities included under the umbrella of the Creative Learning Plan.

1.6   To support the delivery of the Creative Learning Plan members of the Implementation Group established a detailed Action Plan, which included a series of actions against the four workstreams outlined in the plan (Appendix 2). At the request of the Strategic Group, members of the Implementation Group also produced twelve measures that aimed to articulate what success would look like for the partnership (Appendix 3). These 'success measures' have been incorporated into the monitoring cycle and partners have submitted quarterly updates using the Action Plan as a framework to report progress in delivering the agreed actions and to evidence impact where appropriate.

1.7   Consultations with partners were undertaken in two stages. Baseline consultations were completed between November 2013 and January 2014 in order to gauge partners' views on the structure and purpose of the Creative Learning Plan, to understand their motivations for getting involved and to discuss the process of developing and delivering the agreed actions. Follow-up consultations were undertaken between September and November 2014 to provide an opportunity for partners to reflect on the delivery of the plan between 2012 and 2014 and inform the next phase of delivery from 2015. Consultations were undertaken using a combination of face-to-face and telephone interviews with members of both the Strategic and Implementation Groups.

1.8   Finally, members of the research team attended the Implementation Group meetings held in November 2013 and February, May and September 2014 in order to observe the partnership discussions and provide feedback on the research as appropriate.

2. Effectiveness of Partnership Working

2.1 The launch of the Creative Learning Plan builds on previous development work by the partner organisations, in particular Creative Scotland and Education Scotland. The launch of the Curriculum for Excellence (CfE) in November 2004 presented an opportunity to raise the profile of creativity as a vehicle to support children and young people to acquire the knowledge, skills and attributes they need for learning, life and work in the 21st century.

2.2 The Creativity Across Learning 3-18 Report published by Education Scotland presents an evaluation of current practice in Scotland in the development of creativity skills in children and young people from age 3 to 18, across all curriculum areas[1]. The report highlights that most education leaders and staff agree that children and young people need to develop creativity skills to help them negotiate an uncertain economic future, to become empowered and effective contributors to society and to help them become engaged and successful lifelong learners.

2.3 However the report also concludes that although creativity fits very well within the broad framework of Curriculum for Excellence, the creative process and creativity skills have distinct characteristics that require a specific and discrete range of learning approaches. The report found that generally the profile of creativity as a discrete concept was too low, and there was insufficient planning for its development in schools and pre-school centres. The Creative Learning Plan was established to provide both a source of inspiration and to progress a programme of work to achieve a more creative Scotland.

2.4 Each of the partner organisations had different starting points in terms of their involvement and engagement in promoting and supporting creative learning. However it is evident from consultations that the process of developing the Creative Learning Plan has stimulated internal discussion within each of the represented organisations on what commitments and actions they are comfortable signing up to.

2.5 The Creative Learning Plan represents the first time that each has come together to collaborate specifically on embedding creativity in learning and teaching across Scotland. Indeed the significance of publishing the Creative Learning Plan itself should not be underestimated as partners have acknowledged its value in providing a focal point for partnership activity and a clear articulation of the vision for creativity and creative learning.

2.6 Consultation with representatives from partner organisations at the outset of the evaluation revealed that the majority had a shared understanding of the purpose of the Creative Learning Plan. The 'What is creativity?' publication was referenced as providing a clear statement on the vision for creative learning in Scotland and the contribution that the Creative Learning Plan will provide to achieving it. However these baseline consultations also revealed different levels of understanding of the definition of creativity in the context of the Plan.

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[1] Education Scotland (September 2013)- 'Creativity Across Learning 3-18'.

2.7   As such it has been necessary and helpful to continue to reinforce the objectives and purpose of the Plan to clarify its scope (i.e. creativity across learning which includes but is not restricted to the arts and cultural sector) and the target audiences (i.e. young people, adults, employers, teaching and learning professionals) within the partnership meetings.

Strategic Group

2.8   At a strategic level the baseline consultations revealed that partners were motivated to become involved because their organisation either already had strategic objectives that focused on embedding creativity in teaching and learning or that they were working to develop their policy and workstreams in this area. As the lead organisation Creative Scotland has proven effective in bringing partners together and establishing the infrastructure to drive the delivery of the Plan.

2.9   Coming together as a group has presented an opportunity for partners to share ideas and influence each others delivery plans which in turn support the implementation of the Creative Learning Plan. The delivery of the Plan has highlighted further areas for collaboration and opportunities for joint investment. In this regard the Creative Learning Plan has both influenced and been shaped by partner organisations existing strategic plans.

2.10   The governance arrangements outlined in the Creative Learning Plan state that the Strategic Group meets two or three times a year and has responsibility for overseeing and directing the Implementation Group as well as approving its work. As a group of senior representatives from across the partner organisations the Strategic Group has the potential to make policy changes to facilitate the effective delivery of the Creative Learning Plan. Indeed from the outset it has been recognised that to be truly effective the Strategic Group would require chief officer level representation from partner organisations. This has however generated challenges in convening meetings and various options have been employed to address this including the identification of senior alternates within partner organisations.

2.11   Since November 2012 the Strategic Group has met four times with the most recent meeting held in January 2014. It is apparent from the minutes of meetings that different representatives have attended these meetings, either due to changes in leadership within partner organisations or another member of staff attending in place of the nominated representative. During the course of the evaluation it is acknowledged that some of the partner organisations have undergone a process of internal restructuring and/or have experienced a change in senior leadership.

2.12   Whilst organisational restructuring can provide opportunities to align the strategic objectives more overtly with the vision outlined in the Plan, it can also present a challenge for the future delivery of the Plan due to a loss of focus on creativity and loss of momentum as a consequence of key people leaving the organisation or changing roles. As such it is important that the delivery of the Creative Learning Plan moves away from over-reliance on key individuals and personal relationships as although this can facilitate effective partnership working, it does present risks associated with sustaining the partnership.

2.13 At the commencement of the evaluation, and as noted in the Progress Report submitted to partners on February 2014[2], no terms of reference were in place to clarify the purpose of both the Strategic and Implementation Groups and lines of reporting. These have subsequently been produced[3]. As the Strategic Group have not met since January 2014 there is no documentary evidence of their oversight of the work of the Implementation Group and direction as to future priorities for multi-agency, albeit it is apparent that development work and partnership discussions have progressed outside of formal partnership meetings.

2.14 Whilst the lack of Strategic Group meetings in 2014 does not appear to have unduly held up the work of the Implementation Group, it does nevertheless necessitate a rethink as to the role and purpose of this group of senior leaders in supporting the Creative Learning Plan. In particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

2.15 It is recommended that existing partners represented on the Strategic Group should consider the following questions:

- **What are the current challenges and barriers to achieving the vision set out in the Creative Learning Plan and how can partners work together to overcome them?**

- **What changes are required to ensure that the objectives outlined in the Creative Learning Plan are aligned with and complementary to organisational priorities?**

- **How can senior leaders help the Creative Learning Plan to evolve as their own strategic priorities evolve?**

- **What is the value in senior leaders from across the partner organisations coming together to discuss the Creative Learning Plan?**

- **Is the frequency of meetings sufficient to adequately discharge the agreed governance functions?**

- **How will the senior leaders use the discussions from the Implementation Group to identify and address common issues, delivery challenges and opportunities to support the successful implementation of the Creative Learning Plan?**

2.16 Follow-up consultations revealed a desire amongst representatives of the Strategic Group to refresh the purpose and goals of the partnership and plan. There was an identified need to create more space for dialogue, shared planning and joint investment around developing creativity through learning (which is clearly linked to the frequency of meetings).

2.17 From the perspective of Scottish Government the Strategic Group provides a forum for partners to identify opportunities to align with other areas of policy or national challenges. Importantly it also provides an opportunity to highlight challenges that Scottish Government can help to address or areas where information and advice would support the delivery of the Plan. Whilst the quarterly reporting arrangements to Scottish Government provide a conduit for this, to date these reports have focused on activities and events as opposed to more strategic or policy issues.

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[2] Consilium Research & Consultancy (2014)- 'Creative Learning Plan Evaluation: Progress Report'.
[3] Terms of reference were discussed at the Implementation Group meeting on the 4th February 2014.

2.18   In light of the growing maturity of the partnership it is recommended that the Strategic Group should review the existing terms of reference in particular with regards to the content of communications and monitoring updates provided to Scottish Government. This can help ensure that future meetings are used to more clearly identify areas where Scottish Government may be able to provide support to address particular challenges or to link with other existing policy and implementation approaches.

2.19   Based on the themes emerging from consultations it is recommended that the Strategic Group should focus on the following areas:

- Supporting **employability** by developing young people's creativity skills
- Embedding an assessment of **creativity within the inspection process**
- Developing **whole school approaches** to creativity

2.20   The final report of the commission for developing Scotland's Young Workforce[4] makes a number of proposals on how employers can become more involved to the benefit of themselves and the education system. In the context of the Creative Learning Plan, a continuing focus around employability and creativity may require help from Scottish Government to broker links with employer representative bodies, local enterprise networks, and the Scottish local authority economic development group (SLAED).

2.21   It may also be appropriate to engage the Cabinet Secretary for Finance, Employment and Sustainable Growth who, alongside the Cabinet Secretary for Education and Lifelong Learning and the Cabinet Secretary for Culture and External Affairs, can help to promote a stronger, more consistent message around the importance of creativity for the nation and facilitate engagement of employers.

2.22   Subject to the focus of the Creative Learning Plan the process of refreshing the Strategic Group should also involve a review of membership. Although to date an expansion of the membership of the group has been resisted, largely given the logistical challenges of convening meetings, widening the partnership can help to bring in fresh ideas and establish connections with organisations that have a clear stake in developing creativity skills and/or are in a position to embed creativity at an organisational and workforce level. Consideration should be given to inviting the following partners to the group:

- **Employers in Scotland**
    - CBI Scotland
    - Federation of Small Businesses
    - Scottish Chambers of Commerce

- **School Leaders**
    - Association of Headteachers and Deputes in Scotland
    - Educational Institute of Scotland
    - School Leaders Scotland
    - Scottish College for Educational Leadership

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[4] Scottish Government (June 2014)- 'Education Working For All! Commission for Developing Scotland's Young Workforce Final Report'.

2.23   Whilst partners generally felt that having separate Strategic and Implementation groups was the right structure, the lines of communication between the two groups could be strengthened to ensure that the partnership is consistently moving in the same direction. It is fair to suggest that members of the Implementation Group should also be connecting with the Strategic Group representative from their own organisation to seek guidance and shape actions. However there is clearly merit in coordinating discussion at a group level as well as on an individual basis. An annual joint meeting of the Strategic and Implementation group representatives would be advantageous to reflect on achievements, identify areas for development and establish a partnership plan.

2.24   From a Strategic Group perspective it has taken longer than envisaged to receive fully worked up proposals from the Implementation Group. This in turn has delayed the process of convening a meeting of strategic partners in order to consider the proposals and ensure the effective use of time of senior leaders.

2.25   Proposals have subsequently been drafted by Education Scotland and the College Development Network for consideration by the Strategic Group, with both focusing on responding to the challenges outlined in the Commission for Developing Scotland's Young Workforce final report[5]. This represents a positive step and can provide a focal point for both Strategic and Implementation Groups to evidence the contribution that the Creative Learning Plan can make and is currently making to address national priorities.

2.26   The process of refreshing the Creative Learning Plan should also consider which organisation is best placed to take on the lead partner role. To date Creative Scotland has undertaken this role and has been integral to building the partnership and forging stronger strategic and operational links between the arts and education sectors. Given the development of the partnership there is a valid case for another organisation taking on the lead partner role to build on the success and achievements evident between 2012 and 2014 and to meet the needs of the next phase of delivery. The process of handing over the lead partner role should coincide with the next phase of delivery and should be viewed as a measure of the strength of leadership and management of the Creative Learning Plan by Creative Scotland to date.

2.27   Continued effort is required by all partners in the next phase of delivery to broaden and deepen the embedding of creativity in a wide variety of contexts and to reinforce the messaging that creativity skills and creative learning are not fostered solely within the arts and cultural sector. Changing the lead partner, refreshing the group's membership and focusing on a smaller number of areas can assist with providing a more consistent message about the importance of creative learning and creativity on a broader societal level. It will also help to share capacity requirements associated with managing the partnership across partner organisations. It is recommended that the Strategic Group should discuss and agree another lead partner to take the Creative Learning Plan through its next phase of delivery.

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[5] Creativity for Employability: Proposal to Creative Learning Plan Strategy Group

2.28   It is the view of the research team that Education Scotland is currently best placed to take over the lead partner role for the next phase of delivery. Their commitment to creativity has recently been evidenced by their decision to take on an Education Officer and Development Officer on a permanent basis and they are well placed to continue to embed creativity across the learning and teaching sector. Both posts were previously jointly funded by Creative Scotland. Partners may wish to consider the merits of rotating the lead partner role following an agreed term both to share the management workload and to help partners in communicating key messages within their respective workforce.

Implementation Group

2.29   The Implementation Group have met more frequently that the Strategic Group with the secretariat function provided by Creative Scotland. The terms of reference for the Implementation Group indicate that the agenda items for the meetings are directed by the Strategic Group and agreed with the Chair in advance. However as the Strategic Group has met only once during 2014 less direction and guidance on agenda items has been forthcoming than envisaged.

2.30   In addition to some tasking on reporting arrangements to Scottish Government, the main tasks allocated by the Strategic Group involved the organisation of an event on Employability and Creativity which was held in May 2014[6] and a request for the Implementation Group to prepare a proposal in connection to employability[7]. Follow-up consultations with partners indicated that notwithstanding these tasks the agenda for the Implementation Group has been too heavily skewed towards process and monitoring with less time devoted for exploring key themes, discussing barriers faced in delivering the plan and developing further proposals for consideration by the Strategic Group. This has been exacerbated by the considerable list of 65 actions across the four workstreams that was established by partners to cover delivery of the plan with further actions added during the course of 2014.

2.31   The requirement to provide quarterly reports to Ministers on the progress of delivering the plan has added to a sense that the Implementation Group meetings have become overly bureaucratic and, ironically, not very creative. This is not levelled as a criticism of the management of the Implementation Group as responsibility for monitoring against the agreed action plan and providing contributions to quarterly reporting to Ministers is clearly outlined in the terms of reference.

2.32   Moving forward it is recommended that the action plan is streamlined to focus on a smaller number of shared actions. This will free up time at the Implementation Group meetings to discuss challenges, review relevant research and evaluation reports, explore issues in greater depth and develop and deliver proposals following agreement by the Strategic Group.

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[6] Taken from the minutes of the Strategic Group held on the 16th January 2014.
[7] Creativity for Employability: Proposal to the Creative Learning Plan Strategy Group submitted by the Implementation Group.

2.33   Consideration should be given to inviting guest presenters/speakers to the Implementation Group meetings to provide different perspectives on developing creativity and the delivery of the Creative Learning Plan (e.g. Local Authority Quality Improvement Officers, School Leadership Team, Career Advisors and School Inspectors).

2.34   The secretariat function and role of chair should be clearly separated to reflect the different skills required for each and also to alleviate capacity pressures on one individual delivering both.

Summary

2.35   The Creative Learning Plan represents the first time that each has come together to collaborate specifically on embedding creativity in learning and teaching across Scotland. During the delivery of the Plan is has been necessary and helpful to continue to reinforce the objectives and purpose of the Plan in particular to clarify its scope.

2.36   The significance of publishing the Creative Learning Plan itself should not be underestimated. Partners have acknowledged its value in providing a focal point for partnership activity and a clear articulation of the vision for creativity and creative learning across Scotland.

2.37   Since November 2012 the Strategic Group has met only four times with the most recent meeting held in January 2014. Whilst the lack of Strategic Group meetings in 2014 does not appear to have unduly held up the work of the Implementation Group, it does nevertheless necessitate a rethink as to the role and purpose of this group of senior leaders in supporting the Creative Learning Plan, in particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

2.38   In light of the growing maturity of the partnership it is recommended that the Strategic Group should review the existing terms of reference in particular with regards to the content of communications and monitoring updates provided to Scottish Government. This can help to ensure that future meetings are used to more clearly areas where Scottish Government may be able to provide support to address particular challenges or to link with other existing policy and implementation approaches.

2.39   Subject to the focus of the Creative Learning Plan the process of refreshing the Strategic Group should also involve a review of membership. It is also important that the delivery of the Creative Learning Plan moves away from over-reliance on key individuals and personal relationships.

2.40   Given the development of the partnership there is a valid case for another organisation taking on the lead partner role, in particular as this can help to emphasise that creativity skills and creative learning are not fostered solely within the arts and cultural sector but in a wide variety of contexts. It will also help to share capacity requirements associated with managing the partnership across partner organisations. Changing the lead partner, refreshing the group's membership and focusing on a smaller number of areas can assist with providing a more consistent message about the importance of creative learning and creativity on a broader societal level.

Recommendations

- An annual joint meeting of the Strategic and Implementation Group representatives should be established to reflect on achievements, identify areas for development and refresh the partnership plan.

- The Strategic Group should discuss and agree another lead partner to take the Creative Learning Plan through its next phase of delivery.

- Partners should rethink the role and purpose of the Strategic Group in supporting the Creative Learning Plan, in particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

- The existing terms of reference for the Strategic Group should be reviewed in particular with regards to the content of communications and monitoring updates provided to Scottish Government.

- The membership of the Strategic Group should be reviewed to ensure representation from school leaders, employers and school inspectors.

- The current action plan should be streamlined to focus on a smaller number of actions to support the next phase of delivery.

3.   Delivery of the Creative Learning Action Plan 2012-2014

3.1   This section of the report provides commentary on the delivery of the Creative Learning Plan 2012-2014 and is based on consultation with partners as well as a review of documentary evidence including minutes of meetings, evaluation reports and monitoring information. A member of the evaluation team also attended the Implementation Group meetings held in February, May and September 2014 as well as a 'Brainstorming' session held in November 2013.

3.2   As outlined in the interim report submitted in August 2014[8], a broad range of actions and development work has been delivered under the umbrella of the Creative Learning Plan. One of the challenges facing partners in delivering the Creative Learning Plan is ensuring an appropriate level of coherence between initiatives and activities and that actions delivered are aligned to the vision for creative learning in Scotland as stated in the current iteration of the Plan.

3.3   A recurrent theme in both the baseline and follow-up consultations completed with partners was the difficulty and complexity associated with measuring the outcomes and impact of the activities and actions. Several partners recognised that there has been a tendency to focus on activities and outputs rather than taking a wider view of what the achievement of the Creative Learning Plan vision will mean and how this would be measured.

3.4   Although some work has been undertaken by the Implementation Group in the production of the 'success measures' (Appendix 3), further work is required during the next phase of delivery to establish procedures to measure outcomes and impact in the medium to long-term. Partner organisations existing review, consultation and inspection mechanisms may be able to produce some of the evidence required to measure the impact of the Creative Learning Plan. However further discussion is required to explore the gaps where existing systems are unable to evidence changes in the outcomes delivered for learners and to establish a baseline position from which progress will be measured.

3.5   For example, several of the actions in the Plan relate to workforce development for teaching and learning professionals or organisational change. However, the intended outcomes from these investments are to enable and empower these professionals to improve the outcomes achieved for their learners. Consequently workforce development represents a necessary step to achieve this but the true measure of success may require a longitudinal assessment of the achievements of learners across Scotland.

3.6   The evidence base in relation to outcomes and impacts delivered under the umbrella of the plan has grown during the two years of delivery, most notably through evaluation reports covering various actions and projects delivered by the Creative Learning Plan partners[9] but also evident in partners organisational plans and commitments.

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[8] Consilium Research & Consultancy (August 2014)- 'Evaluation of the Creative Learning Plan: Interim Report'.
[9] Includes Education Scotland: Creativity Portal, Creative Conversations, Benchmarking Creativity, NCLN. CDN: Emerging Leaders and Creative Scotland: YMI, DCiTPL, Cashback, Arts and Criminal Justice, Luminate.

3.7   However the size of the current action plan makes it difficult to assess the extent to which the plan has provided 'added-value' or whether partners would have delivered many of the actions regardless of the plan and partnership working. Commentary is provided below on the delivery of the plan against the four workstreams, highlighting notable achievements, learning points and areas requiring further action.

Workstream 1- Share our vision of a more creative society and ensure that all partners are committed to its fulfilment

3.8   The publication and launch of the Creative Learning Plan and establishment of the Strategic and Implementation groups has provided the infrastructure to communicate the vision and coherent messages about the importance of creativity to a wide range of stakeholders. The Creativity Across Learning 3-18 Report published in September 2013 was guided by the Implementation Group and provides a valuable resource which defines what creativity is and identifies what part it plays in Scottish education and wider society.

3.9   However although a commitment was made to establish a plan to agree key messages and disseminate them through partner's communication platforms this does not appear to have been governed by a coordinated communications strategy. As such key messages have not been presented as strongly and consistently as partners would have liked (including internal messaging within partner organisations). As a consequence the process of embedding and extending creative learning in school and other settings has proven more effective in some areas than others dependent on local leadership and connections with the creativity agenda.

3.10   During the follow-up meetings a number of partners indicated that further work was required to increase the awareness and influence of the Creative Learning Plan at a local and community level. Directors of Education and School Leadership Teams need to be actively engaged in the creativity agenda and reinforce the key messages from the Creative Learning Plan to their respective workforce. This is necessary to encourage and support teachers in using creative teaching in the classroom and developing their own creative thinking skills[10].

3.11   ADES have been represented on the Strategic Group since its formation and have a key role in championing creativity and creative learning across local authorities. The launch of the Creative Learning Plan in 2013 coincided with the ADES Conference 2013 and was promoted by the Strategic Group Chair Ruth Wishart who was one of the speakers. However although the Creative Learning Plan has been discussed at the ADES Executive Committee and Lifelong Learning Network, it is unclear to what extent individual Directors of Education have championed the plan and creativity within their local authority area.

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[10] Creative thinking skills was identified as one of the key features of good teachers in Teaching Scotland's Future.

3.12   There is scope for ADES members to play a stronger role in providing leadership around creativity and creative learning at a local authority level, to influence and support school leadership teams, to promote the Creative Learning Networks and to broker links between a range of stakeholders including schools, employers, career advisers, arts organisations and colleges.

3.13   Key messages on the importance of creativity could also be more strongly incorporated into the inspection and review process managed by Education Scotland, to ensure that it is embraced in schools and colleges across the curriculum. The combination of more effective promotion by Directors of Education, support from Quality Improvement Officers and inclusion within the inspection regime has the potential to substantially increase the engagement of teachers and practitioners in the creativity agenda. This should also extend to initial teacher education with creativity forming part of the Teacher Induction Scheme.

3.14   The evaluation of the Developing Creativity in Teachers' Professional Learning (DCiTPL) programme presents some promising evidence on the impact of the programme on Initial Teacher Education course design and teachers' professional development[11].

3.15   Creative Learning Networks also have the potential to facilitate dialogue about the development of creativity skills in children and young people at a strategic level, although this is likely to require some direction and support from Education Scotland given their predominantly operational focus to date.

3.16   For the partner organisations represented at the Strategic Group there is general consensus that positive progress has been made in raising awareness of the importance of creativity and creative learning across their respective workforce. One partner suggested that the Creative Learning Plan is high-level enough to influence the whole organisation without lots of people needing to know about it explicitly. In other words, partners wider workforces need to embrace the key messages rather than the detail of every element and action of the plan.

3.17   There are a number of examples of how this has been taken forward by partner organisations. Creative Scotland has included creative learning as a connector theme in their 10 year plan for the arts, screen and creative industries in Scotland[12]. Within Education Scotland a fifth of staff have participated in some form of 'Creative Conversation', which has been designed to develop understanding around creativity and build confidence in applying it. The Emerging Leaders professional development programme delivered by the College Development Network has supported three cohorts of participants, including future leaders of Scotland's colleges, thus building capacity and understanding at a middle management level.

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[11] Broad, S. (April 2014)- 'Developing Creativity in Teachers' Professional Learning: Programme Evaluation:
[12] Creative Scotland (2014)- 'Unlocking Potential, Embracing Ambition'

3.18   These are promising developments, however continuing efforts are required to improve internal advocacy and engage more staff with the key messages about the importance of creativity and creative learning. This in turn will help to cascade these messages further and deeper into the teaching and learning sector and society. Partners may consider adopting a similar approach to the Creative Conversations delivered by Education Scotland as a mechanism for engaging their respective workforce.

3.19   Finally it is important to acknowledge that the partnership work supporting the Creative Learning Plan has been recognised outside of Scotland. The Creative Learning Plan is specifically referenced in the independent report on Arts in Education in the Schools of Wales and subsequently in the interim response from the Welsh Government which confirmed their intention to form a 'National Plan of Creative Learning'.

3.20   As part of the British Council India programme Creative Scotland hosted a high level delegation from Indian Education and Culture Ministries who were keen to learn more about the Creative Learning Plan partnership. Creative Scotland has also delivered a presentation at a Creative Industries policy dialogue in Karachi at the invitation of the British Council which focused on skills development in schools.

3.21   Such recognition and interest from other countries highlights the positive role that the partnership is playing in placing Scotland at the forefront of policy makers, government agencies and educators that are aiming to build more confident and creative societies.

Workstream 2- Build capacity and expertise of learning practitioners and creative partners to support the development of creative skills through learning and teaching

3.22   A wide range of actions included within the Creative Learning Plan pertain to approaches to build the capacity and expertise of learning practitioners as part of a coordinated and coherent professional development programme. The previously referenced DCiTPL programme aimed to contribute to the need identified in the Education and the Arts, Culture and Creativity Action Plan (EACC)[13] to '*build capacity, skills and expertise of learning providers and creative professionals to support creative learning and teaching*', taking as a key reference the major review of teacher education in Scotland completed by Graham Donaldson in 2010, Teaching Scotland's Future (TSF)[14].

3.23   The evaluation report concludes that there is clear evidence that the programme has contributed to the recommendations of TSF and that Creative Scotland's investment has added value to institutional responses to TSF, both by facilitating developmental work that might not otherwise have occurred, and also in shaping the nature of the responses by for example particularly promoting partnerships with schools and individual artists.

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[13] The EACC was launched in 2010 in a joint initiative by the Cabinet Secretaries for Education and Lifelong Learning, and Culture and External Affairs,

[14] Donaldson, G. (December 2010)- 'Teaching Scotland's Future: Report of a review of teacher education in Scotland'.

3.24   The Emerging Leaders professional development course has provided a model of how professionals and future leaders can be supported to think more creativity and embrace creative skills. Participants feedback has been positive with the programme seen as offering a fresh approach to training managers, with an emphasis on creativity as a driver for development. Participants report that the course has provided them space to reflect on the challenges they face in their role and how to address them. It has provided participants with an opportunity to establish links with other professionals with evidence that several joint training and development initiatives have been established as a result of the course.

3.25   The Emporium of Dangerous Ideas held in June 2014 included 25 events delivered across Scotland in partnership with a diverse range of education and arts organisations and attracted over 1,500 participants. The Emporium is designed as an opportunity to capture people's ideas, take people out of their comfort zone and plan and create the educational experiences that can build creativity skills.

3.26   A common theme from the emerging evaluations of professional development activities is the considerable value and benefits derived from learning practitioners and creative partners having the space and time to come together to share practice, engage in dialogue around creativity skills and creative teaching and build communities of practice. This is wholly consistent with one of the conclusions outlined in Teaching Scotland's Future:

'We have increasing evidence about what forms of CPD are likely to make the biggest difference. The impact of one-off courses or events, however stimulating, tends to dissipate on return to the realities of the classroom. The most powerful forms of development are local, collegiate, relevant and sustained'.

'In looking at the ways to improve CPD, the main avenues for development lie in establishing communities of practice which operate locally but which, crucially, have access to the kind of external support and challenge which can be provided by dedicated local or national organisations or universities'.

3.27   This emphasises the value of the Creative Learning Networks in providing the local, collegiate, relevant and sustained infrastructure to enable learning practitioners, creative partners and other key stakeholders to come together with a shared interest in creativity and creative learning. The Creative Learning Networks have considerable potential to engage the growing number of teachers and leaders in schools with an interest in creativity and to build local and relevant communities of practice around creativity and creative learning.

3.28   As evidenced in the Leading Creatively event for CLN coordinators, and consistent with the feedback from the Emerging Leaders professional development course, participants value hearing new ideas and learning techniques for developing creativity skills. Having the ability to network and discuss ideas with other practitioners provides participants with greater confidence to apply some of the ideas and approaches as part of their work which, in turn, has the potential to meet outcomes for learners across Scotland.

3.29   Although the Creativity Portal[15] remains a valuable resource for teaching and learning practitioners, local networking and joint professional development opportunities provide the strongest prospects of changing practice within the classroom. This is evident in the CLN national progress reports covering 2012-13 and 2013-14 and based on the feedback from the Leading Creatively' event for CLN coordinators held in June 2014.

3.30   Moving forward partners should rethink the role and function of the Creative Learning Networks. In particular consideration should be given to the CLNs operating at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity (including for example teachers applying for Professional Recognition in Creative Learning as part of their Professional Update). Secondly as mechanisms for strategic planning of creativity in education (and the wider community) at a local level. Given the intention to merge the CLNs operated by Education Scotland and the College Development Network then this is an opportune moment to refocus and in some areas reinvigorate the CLNs as essential local infrastructure which underpins the delivery of the Creative Learning Plan vision.

3.31   As part of the process of rethinking the role and function partners should consider the following:

- **What is the profile of participants actively engaged in the CLNs? Who is missing?**

- **What is the status of the CLNs in the 9 local authority areas that have not received funding in 2013/14?**

- **What is the current role of ADES and inspectors in promoting the CLNs? What could their role be?**

- **How can employers and local enterprise networks contribute to CLNs as part of a broader objective to strengthen links between schools and employers.**

- **What is the most appropriate approach for CLNs to demonstrate their impact on learners?**

- **How can CLNs be linked to the Professional Recognition for Creative Learning as this is rolled out across Scotland?**

3.32   It is important for CLNs to be refocused and rebranded in a way that embraces the definition of creativity that is included in the Creativity Across Learning 3-18 Report. They should become communities of practice that are able to clearly articulate and demonstrate that creativity is wider than expressive arts and creative industries (albeit these remain valuable contributors). By engaging and supporting teachers the CLNs can also help to alleviate concerns reportedly evident in some schools that creative learning and creative teaching may not be compatible with efforts to raise attainment levels. Engaging children and young people in creative activities can build their confidence, motivation and ability to think creatively, outcomes which are wholly consistent with the objectives of the Curriculum for Excellence to create confident learners.

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[15] Consilium Research & Consultancy (May 2014)- 'Independent Evaluation of the Creativity Portal'.

3.33   The CLNs can also provide a vehicle for generating practical resources, case studies and toolkits which in turn can provide content for the Creativity Portal and the range of communication channels used by partners (including for example the Teaching Scotland magazine). They can also provide a forum to stimulate further discussion and reflection from future cohorts completing the Emerging Leaders professional development course or those participating in the Emporium of Dangerous Ideas. The CLNs can become the essential infrastructure to connect the Creative Learning Plan at a national level into local practice.

3.34   The most recent national progress report covering the 2013-14 CLN Programme[16] provides evidence that some of the CLNs are making progress at both strategic and operational levels. Notable highlights include:

- *The work undertake by Fife's Creative Learning Network (FCLN) in reviewing the structure and strategic positioning of the network. This has led to an increased awareness of and support from senior managers across Fife's Cultural Trust and Fife Council's Education, Community Learning and Development team for the Creative Learning Network. A joint service Service Level Agreement is in development which will drive forward the Creative Learning Network within Fife.*

- *Scottish Borders has successfully advocated the CLN to Senior Management Team to increase its recognition and value as a network and are working closely with Senior Education Officers to draft a plan, 'Implementing Creativity Across Learning 3-18', which strategically maps out the intended development of the CLN over the next three years. Implementation of the plan will ensure that creativity and its practical application as a higher order thinking skill across Curriculum for Excellence is a priority for Education and Lifelong Learning.*

- *In Edinburgh Creative Learning features in the Children and Families high level service plan. Edinburgh's Arts and Creative Learning Team has been running Creative Conversations[17][18] since February 2012. The overall aim of Creative Conversations is to develop creative leaders and practitioners, contributing to improved outcomes for children and young people. Each Creative Conversation has a high-level theme, which has included creative approaches to self- evaluation and inspection, flipped classroom, creative leadership and the role of the arts in creativity. The number of teachers and practitioners that have requested invitations to participate in the Creative Conversations has increased and since February more than 600 people have now attended. More schools are also requesting support around creativity which provides evidence of an increasing use of creative approaches by teachers.*

3.35   To facilitate the process of building capacity and expertise of learning practitioners and embedding creative teaching and learning approaches in schools and colleges, partners may consider establishing a 'Creativity Mark'. This could be awarded to schools and colleges that have established a whole school or college approach to creativity and be recognised as part of the inspection process.

Workstream 3- Develop a strategic approach to pathways for lifelong creative learning

3.36   The majority of actions included within this workstream have been owned or jointly delivered by Creative Scotland, Education Scotland and the College Development Network. At their core these actions have tended to focus on three areas: firstly providing pathways for young people to obtain skills and experience within the arts and creative industries sector to improve their employability; secondly providing support, guidance and encouragement for young entrepreneurs wishing to establish new business start-ups within the creative sector; and finally to facilitate engagement of target groups, including offenders, people with disabilities and children and young people, in a wide range of creative activities and experiences. The extent to which the actions included within this workstream are fully coordinated as part of a strategic approach across partners is unclear and should be reviewed as part of the proposed refresh of the Creative Learning Plan.

3.37   The monitoring updates provided by partner organisations evidence progress against the wide range of actions incorporated in this workstream, including the delivery of relevant and related strategies by Creative Scotland, namely Time to Shine (Scotland's first National Youth Arts Strategy)[19], the Cashback for Creativity Programme[20] and the Youth Employment Programme[21].

3.38   These have provided opportunities for target groups to develop their creativity skills through their participation in a wide range of activities and initiatives outside of formal educational settings[22]. Going forward Creative Scotland has an opportunity to ensure that organisations in receipt of funding, including regularly funded organisations (RFOs), support both the employability agenda as well as creating opportunities for more people from defined target groups to engage in creative activities.

3.39   A wide range of employers value creativity skills. The most recent CBI Skills survey[23] reveals that the most important factors employers weigh up when recruiting school and college leavers are their attitudes to work (85%), their general aptitudes (63%) and literacy and numeracy (44%). These rank well ahead of formal academic results (38%). In addition many businesses are not satisfied with the attitudes and skills of school leavers in important areas including teamwork (36%), basic numeracy (38%), problem solving (50%) and communication skills (52%).

3.40   Engaging children and young people in creative processes that develop creativity skills (Appendix 4) can help to improve their employability and respond directly to the concerns raised by employers. These opportunities should not be restricted to the arts and cultural sector or creative industries.

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[19] http://www.creativescotland.com/resources/our-publications/plans-and-strategy-documents/national-youth-arts-strategy

[20] http://www.creativescotland.com/what-we-do/major-projects/creative-learning-and-young-people/cashback-for-creativity

[21] http://www.creativescotland.com/what-we-do/major-projects/creative-learning-and-young-people/youth-employment-programme

[22] Arrivo Consulting (July 2013)- 'Cashback for Creativity: Interim Evaluation Report'.

[23] CBI (2014)- 'Gateway to Growth: The CBI/Pearson Education and Skills Survey

3.41   There is a clear rationale for employers being more strongly engaged in the delivery of the Creative Learning Plan in particular to provide opportunities for creative learning across a broader range of sectors and contexts (see Figure 1).

Figure 1: Key Stakeholders in Developing Creativity at a Local Level
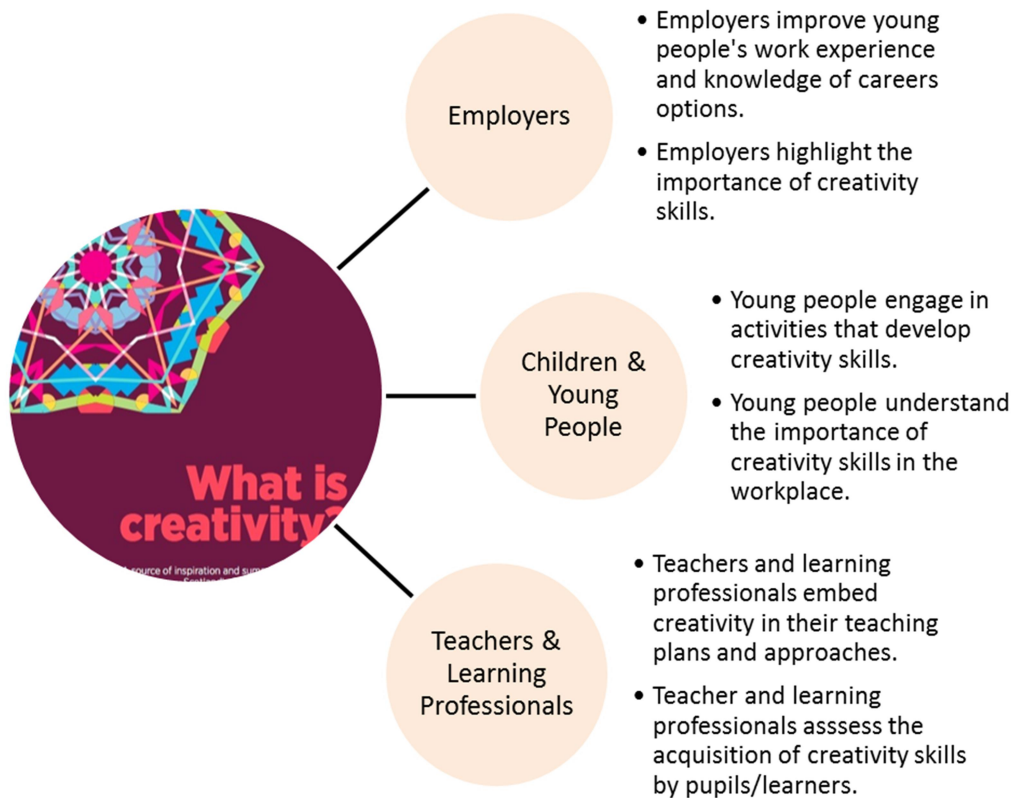
3.42   This will directly support many of the recommendations included in the final report of the Commission for Developing Scotland's Young Workforce[24] and also send out a clearer message that the remit of the Creative Learning Plan is wider than the arts and cultural sector. The Creativity, Employability and Enterprise Event held in May 2014 provided an opportunity for partners to shape their thinking and coordinate a response in relation to the employability challenges facing young people across Scotland.

3.43   Skills Development Scotland's career advisers also have an important role to play in emphasising the importance of creativity skills in the workplace to young people (and their parents) and encouraging them to engage in creative learning activities in order to develop these skills and consider creative career options.

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[24] Scottish Government (June 2014)- 'Education Working For All! Commission for Developing Scotland's Young Workforce Final Report'.

3.44   The Creative Industries Skills Investment Plan developed by Skills Development Scotland in partnership with employers will underpin the growth and development of the creative sector and provide future pathways and opportunities for young people. Further work should be taken forward to showcase to young people that creative skills are actively used and valued in the range of other sectors also covered by Skills Investment Plans[25].

Workstream 4- Develop approaches to the assessment of creativity, including certification

3.45   Partners have delivered a range of actions to develop approaches to assess the impact of creative learning on the acquisition of creativity skills. In the Creative Learning Plan the Scottish Qualification Authority (SQA) outlines a commitment to developing and awarding qualifications that promote creative thinking and that value the creative industries contribution to Scotland's economy. The plan has helped SQA to crystallise their ideas around curriculum development in this field, particularly the need for qualifications around creative industries and creative subjects, and also embedding creativity across the curriculum so giving learners the opportunity to demonstrate creativity across all subjects.

3.46   SQA continue to focus on higher order skills development, including creativity skills and creative thinking, within their support for new qualifications. Qualification Support Notes for all subjects promote higher order skills where appropriate and encourage practice which allows learners to build on problem-solving, exploratory and collaborative learning approaches and develop creativity skills while preparing for National Qualifications. SQA report that a significant number of locally devised and creative assessment activities have been sent for SQA's prior verification to ensure that learner needs are met while standards are maintained.

3.47   There is recognition that it may take several years to see whether embedding creativity in the curriculum is having an impact on the creativity skills of children and young people and their outcomes and pathways beyond the school gate (further education and employment). In the interim partners have a role is measuring the take-up of creative activities and approaches across schools and colleges (which could be supported by a Creativity Mark) and learning from practitioners using new approaches to evaluating creative activity.

3.48   Tracking the number and profile of teachers applying for Professional Recognition in Creative Learning as part of their Professional Update can provide a useful proxy for assessing the extent to which creativity is being embedded in the curriculum, in particular given the requirement for teachers to evidence the impact on pupils, their own professional practice and that of their colleagues in order to achieve the recognition.

3.49   An Assessing Creativity Pilot Project is underway as a partnership between Education Scotland, the College Development Network and TagAssessment. The pilot involves a number of CLN Coordinators and College CLN Creative Catalysts in developing criteria and frameworks for assessing creativity in learning.

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[25] Skills Investment Plans cover the following sectors: Creative Industries, Chemical Sciences, Highlands & Islands, Engineering, Life Sciences, ICT & Digital Technologies, Finance, Tourism, Food & drink sector and the Energy sector.

3.50 An evaluation working group has been established to develop tools to help CLN coordinators to evaluate the impact of their work in unlocking learners' creativity skills and it is envisaged that these tools will be developed for use by learners and practitioners.

3.51 These are useful developments, however further work is required by partners to establish a process and framework for measuring the use of creative teaching by practitioners and acquisition of creativity skills by children and young people to enable them to become increasingly:

- motivated and ambitious for change for the better, including in their own capabilities;
- confident in the validity of their own viewpoint;
- able to apply a creative process to other situations; and
- able to lead and work well with others, where appropriate[26].

Summary

3.52 The evidence base in relation to outcomes and impacts delivered under the umbrella of the plan has grown during the two years of delivery, most notably through evaluation reports but also evident in partners organisational plans and commitments. However the size of the current action plan makes it difficult to assess the extent to which plan has provided 'added-value' or whether partners would have delivered many of the actions regardless of the plan and partnership working.

3.53 Based on the follow-up consultations conducted between October and November 2014 key messages on the importance of creativity and creative learning have not been presented as strongly and consistently as partners would have liked. As a consequence the process of embedding and extending creative learning in school (and other) settings has proven more effective in some areas than others dependent on local leadership and connections with the creativity agenda.

3.54 Directors of Education and School Leadership Teams need to be actively engaged in the creativity agenda and reinforce the key messages from the Creative Learning Plan to their respective workforce. Key messages on the importance of creativity could also be more strongly incorporated into the inspection and review process managed by Education Scotland, to ensure that it is embraced in schools across the curriculum.

3.55 A common theme from the emerging evaluations of professional development activities delivered under the umbrella of the plan is the considerable value and benefits derived from learning practitioners and creative partners having the space and time to come together to share practice, engage in dialogue around creativity skills and creative teaching and build communities of practice.

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[26] Taken from the Creativity Across Learning 3-18 Report.

3.56   Moving forward partners should rethink the role and function of the Creative Learning Networks. In particular consideration should be given to the CLNs operating at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity and secondly as mechanisms for strategic planning of creativity in education (and the wider community) at a local level.

Recommendations

- Key messages on the importance of creativity should be more strongly incorporated into the inspection and review process to ensure that they are embraced in schools and colleges

- Partners should consider establishing a 'Creativity Mark' to facilitate the process of building capacity and expertise of learning practitioners and embedding creative teaching and learning approaches in schools and colleges.

- Creative Learning Networks should be refocused at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity and secondly as mechanisms for strategic planning of creativity in education (and the wider community) at a local level.

- Further work should be taken forward to showcase to young people that creative skills are actively used and valued in the range of other sectors also covered by Skills Investment Plans.

- Partners should establish a process and framework for measuring the use of creative teaching by practitioners and acquisition of creativity skills by children and young people.

4.   Key Learning and Recommendations

4.1   The Creative Learning Plan represents the first time that each has come together to collaborate specifically on embedding creativity in learning and teaching across Scotland. During the delivery of the Plan is has been necessary and helpful to continue to reinforce the objectives and purpose of the Plan in particular to clarify its scope. Partners have welcomed the opportunity to come together to support the development and delivery of the existing plan. It is evident that links have been established between organisations and services around creativity that were not previously in place and this has provided both the infrastructure and initial momentum to drive forward a programme of actions to support the aspirations outlined in the Creative Learning Plan.

4.2   The significance of publishing the Creative Learning Plan itself should not be underestimated. Partners have acknowledged its value in providing a focal point for partnership activity and a clear articulation of the vision for creativity and creative learning across Scotland.

4.3   In light of the growing maturity of the partnership it is recommended that future Strategic Group meetings are used to more clearly identify opportunities and challenges and communicate these to Scottish Government representatives. The Strategic Group should also review the existing terms of reference in particular with regards to the content of communications and monitoring updates provided to Scottish Government. This can help to ensure that future meetings are used to more clearly identify areas where Scottish Government may be able to provide support to address particular challenges or to link with other existing policy and implementation approaches.

4.4   Subject to the focus of the Creative Learning Plan the process of refreshing the Strategic Group should also involve a review of membership, in particular to secure representation from school leaders and employers. It is also important that the delivery of the Creative Learning Plan moves away from over-reliance on key individuals and personal relationships.

4.5   Given the development of the partnership there is a valid case for another organisation taking on the lead partner role to build on the success and achievements evident during 2012 to 2014 and to meet the needs of the next phase of delivery. Continued effort is required by all partners to broaden and deepen the embedding of creativity in a wide variety of contexts and to reinforce the messaging that creativity skills and creative learning are not fostered solely within the arts and cultural sector. The Strategic Group should discuss and agree another lead partner to take the Creative Learning Plan through its next phase of delivery.

4.6   Since November 2012 the Strategic Group has met only four times with the most recent meeting held in January 2014. Whilst the lack of Strategic Group meetings in 2014 does not appear to have unduly held up the work of the Implementation Group, it does nevertheless necessitate a rethink as to the role and purpose of this group of senior leaders in supporting the Creative Learning Plan, in particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

4.7   The evidence base in relation to outcomes and impacts delivered under the umbrella of the plan has grown during the two years of delivery, most notably through evaluation reports but also evident in partners organisational plans and commitments. However the size of the current action plan makes it difficult to assess the extent to which plan has provided 'added-value' or whether partners would have delivered many of the actions regardless of the plan and partnership working.

4.8   Whilst key messages on the importance of creativity and creative learning have been cascaded through the partnership, these have not been presented as strongly and consistently as partners would have liked. As a consequence the process of embedding and extending creative learning in school (and other) settings has proven more effective in some areas than others dependent on local leadership and connections with the creativity agenda.

4.9   Directors of Education and School Leadership Teams need to be actively engaged in the creativity agenda and to reinforce the key messages from the Creative Learning Plan to their respective workforce. Key messages on the importance of creativity could also be more strongly incorporated into the inspection and review process managed by Education Scotland, in particular to ensure that it is embraced in schools across the curriculum.

4.10   A common theme from the emerging evaluations of professional development activities delivered under the umbrella of the plan is the considerable value and benefits derived from learning practitioners and creative partners having the space and time to come together to share practice, engage in dialogue around creativity skills and creative teaching and build communities of practice.

4.11   Moving forward partners should rethink the role and function of the Creative Learning Networks. In particular consideration should be given to the CLNs operating at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity and secondly as mechanisms for strategic planning of creativity in education (and the wider community) at a local level.

Recommendations

- An annual joint meeting of the Strategic and Implementation group representatives should be established to reflect on achievements, identify areas for development and refresh the partnership plan.

- The Strategic Group should discuss and agree another lead partner to take the Creative Learning Plan through its next phase of delivery.

- Partners should rethink the role and purpose of the Strategic Group in supporting the Creative Learning Plan, in particular to address common issues, delivery challenges or opportunities identified by Implementation Group members.

- The existing terms of reference for the Strategic Group should be reviewed with regards to the content of communications and monitoring updates provided to Scottish Government.

- The membership of the Strategic Group should be reviewed to ensure representation from school leaders, employers and school inspectors.

- The current action plan should be streamlined to focus on a smaller number of actions to support the next phase of delivery.

- Key messages on the importance of creativity should be more strongly incorporated into the inspection and review process to ensure that they are embraced in schools.

- Partners should consider establishing a 'Creativity Mark' to facilitate the process of building capacity and expertise of learning practitioners and embedding creative teaching and learning approaches in schools and colleges.

- Creative Learning Networks should be refocused at two levels. Firstly as learning communities around creativity for a range of practitioners and stakeholders involved in creativity and secondly as mechanisms for strategic planning of creativity in education (and the wider community) at a local level.

- Further work should be taken forward to showcase to young people that creative skills are actively used and valued in the range of other sectors also covered by Skills Investment Plans.

- Partners should establish a process and framework for measuring the use of creative teaching by practitioners and acquisition of creativity skills by children and young people.

Appendix 1- List of Contributors

The following is a list of people the research team interviewed to discuss their views on the delivery of the Creative Learning Plan between 2012 and 2014. Please note that due to the duration of the evaluation a number of the contributors listed below have since changed the roles.

Name	Role	Organisation
Alastair Delaney	Strategic Director - Families, Inclusion and Local Authorities	Education Scotland
Chris Gosling		Scottish Government
Diane Greenless	Director of College Development	College Development Network
Glenise Borthwick	Head of Communications	GTC Scotland
Janet Brown	Chief Executive	Scottish Qualifications Authority
Jean Tsang		Scottish Government
Joan Parr	Portfolio Manager: Education, Learning and Young People	Creative Scotland
Julia Fenby	Education Officer, Creativity	Education Scotland
Karen Lawson	Advisor	College Development Network
Lena Gray	Head of Service, Policy, Assessment, Statistics and Standards	Scottish Qualifications Authority
Leonie Bell	Director of Arts & Engagement	Creative Scotland
Lesley Brown	Assistant Director	Education Scotland
Lesley Wheelan	Manager	College Development Network
Linda Lees	Arts and Learning Manager	Edinburgh City Council
Maria Walker	Director of Education, Learning and Leisure	Aberdeenshire Council & ADES
Mike O'Donnell	Head of Partnerships - National Training Programmes	Skills Development Scotland
Petrea Cooney	Development Officer and Chair of Implementation Group	Creative Scotland
Ron Cowie	Senior Education Officer	Education Scotland
Ruth Wishart	Chair of Strategic Group	Creative Scotland Board Member
Sheila Page	HM Inspector of education	Education Scotland
Stephen Bullock	Development Officer, Creativity	Education Scotland
Sue Langlands	Curriculum Unit	Scottish Government

Appendix 2- Creative Learning Plan Monitoring Framework

The Creative Learning Plan: 2012 - 2014							
Workstream	What do we want to do? (Aim)	How are we going to do it? (Action)	Lead Partner	Dependencies	Progress to date / evidence of achievement	Target Date for Achievement	Contribution to Success Measures 1-12
Workstream 1. Share our vision of a more creative society and ensure that all partners are committed to its fulfilment							
1.1	Develop a shared vision for creativity within learning and teaching in CfE & lifelong learning						
1.2	Raise awareness of the value of the arts in learning and teaching within CfE and						
1.3	Engage with international developments in creative learning and teaching raising awareness of Scottish success and learning from good practice elsewhere						
1.4	Develop an understanding in arts and creative organisations of key educational developments and national priorities						
1.5	Encourage older peoples involvement in a wide range of arts programmes						
1.6	Remove barriers to engagement and increase participation in creative activity and high quality artistic work, supporting projects that target people from communiites who are under-represented						
1.7	Working with Scotland's key dance organisations, development officers and artists in residence national network for skills sharing and develoment						
1.8	Disseminate key messages about development through 'My World of Work' and undertake staff awareness across SDS at all levels						

	Workstream 2. Build capacity and expertise of learning practitioners and creative partners to support the development of creative skills through learning and teaching						
2.1	Promote the importance and develop the capacity of creative skills in Initial Teacher Education and early years workforce						
2.2	Develop a national strategic approach to professional development for artists						
2.3	Continue to support and develop a national infrastructure to build capacity for creativity in learning across Scotland						
2.4	Develop joint CPD opportunities for artists, creative practitioners and learning						
2.5	Support a strategic approach to film education						
2.6	Support the implementation of education or lifelong learning actions from CS supported organisational Art Form reviews						
2.7	Develop learning resources to support practitioners to develop creativity skills in learners						
2.8	Support understanding of the Creative Industries' skills requirements across learning practitioners through 'My World of Work'						

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Workstream 3. Develop a strategic approach to pathways for lifelong creative learning for all							
3.1	Develop the Creativity Portal as a one stop illustrating the education offer available						
3.2	Develop resources to promote good practice in Moving Image Education (MIE)						
3.3	Share good practicein creativity skills development across college sector						
3.4	Develop the Children and Young People's Arts Strategy						
3.5	Support the development of the Youth Music sector for the benefit of young people						
3.6	Disseminate Cashback for creativity funds						
3.7	Implement CS' Youth Employment Plan						
3.8	Ensure emerging Creative Industries Skills Investment Plan (SIP) guides our strategic actions and commitment to this industry sector- this would include supporting the education and FE sector around immediate and emerging industry skills needs						
3.9	Work with Justice sector partners to ensure that creative learning opportunities are a valued option for offenders						
3.1	Develop pathways for young people with disability						

Workstream 4. Develop approaches to assessment of creativity, including certification							
4.1	Ensure and support teachers in Scotland apply for Professional Recognition in Moving Image Education						
4.2	Profile MIE in all GTCS channels of communication						
4.3	Promote approaches to creative thinking of learners within qualification development for the senior phase						
4.4	Ensure flexibility in assessment methods of National Qualifications to encourage creativity in learning and teaching						
4.5	Support the development and implementation of the new Scottish Baccalaureate in Expressive Arts						
4.6	Investigate the options for the development of a dance PGDE in partnership universities/colleges/private dance schools						
4.7	Promote certificated/employer endorsed work experience via Certificate of Work Readiness						
4.8	Support practitioners to identify and evaluate the development of skills in creativity and their impact across lifelong learning						
4.9	Promote the use of the creativity measuring tool (Brewstometer) for all learners and organsiations to evaluate creative activity						

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Appendix 3- Success Measures

What success will look like;

1. Increased evidence of creativity in teaching and learning.

2. Educators will report increased confidence in using creative approaches and in supporting the development of creativity skills in learners.

3. Increased readiness for employment of young people and all learners

4. All partners contribute to the implementation and vision of the Creative Learning Plan through their Corporate Plans.

5. There will be clear links between the plans developed by all partners and the vision statement.

6. There will be regular joint discussions between partners to review progress, evaluate impact and agree any necessary amendments to plans.

7. Increase in the number of opportunities within ITE and CPD that develop creativity in teaching and learning and support the development of creativity skills in learners.

8. Opportunities for joint CPD for artists and learning providers (e.g. ArtWorks and CLNs) resulting in skills and knowledge exchange between practitioners focused on creativity across learning in the context of CfE.

9. Practice developed in tracking and measuring the development of creativity skills in learners.

10. Positive feedback from regular (independent) evaluations in the following key areas of all partnership projects (e.g. Creative Learning Networks; Festival of Dangerous Ideas; YMI; Creative Identities and others.

    -   Consistent and enthusiastic participation in partnership activities
    -   Increased interest in the relevant creative activities
    -   Evidence of impact on achievement and attainment
    -   Increased resilience and confidence in learners

11. All LAs contribute to the implementation of the vision and work streams of the Creative Learning Plan.

12. Flexibility in assessment methods of National Qualifications to encourage creativity in learning and teaching.

Appendix 4- Creativity Skills

Creativity Skills			
Constructively inquisitive	**Open-minded**	**Able to harness imagination**	**Able to identify and solve problems**
- being curious - registering patterns and anomalies - making use of previous knowledge - researching productively - forumlating good questions	- using lateral thinking - using divergent thinking - hypothesising - exploring multiple viewpoints - being flexible, adaptable and functioning well with uncertainty	- exploring, synthesising and refining multiple options - generating and refining ideas - inventing	- understanding and defining problems - crafting, delivering and presenting solutions - demonstrating initiative, discipline, persistence and resilience - evaluating impact and success of solutions - identifying and implementing next steps in refinement or development process