Theory of Change

Challenges	Key Elements	Actions	Outputs	Outcomes		
Lack of 'purpose' for educators in reality of 2022

Rapidly changing world - climate crisis / hyperchange.

There is a recognition that more needs to be done to support all children to achieve 'success'. The forgotten third outlines challenges in the current system.

The pandemic has provided a space in which leaders have begun to question and reevaluate the conceptualisation of a "good life"

Too many teachers are leaving the profession

Mental health issues have been exacerbated by COVID for children and parents.

It is recognised (ref) that creative and cultural activity plays a crucial role in maintaining positive social, emotional, cognitive and psychological health for all. (happiness in school)

Disconnect between school , community and the world of work.

New and innovative approaches are needed to ensure creativity and culture maintain a central position within the minds of educators.

Current focus on knowledge based curricula driving inspection / system reforms. | Strong governance and leadership around creativity

Shared understanding around definition and importance of creativity

Buy in from leaders across schools

Partnerships embedded across networks | Stakeholder groups established (Steering / Research / Student / industry / Community)

Research and implementation methodology developed around clear theories of change.

Evaluation/impact strategy- Research Cycles

Conference and engagement events to explore creativity and concept in school.

Knowledge activation activities

Knowledge exchange opportunities set out throughout project

Networks activated and connected through programme design

Rethinking assessment project

Collective training opportunities for leaders/teachers/pupils

Assessment/observation framework exploring and clarifying creativity in the classroom

Partnerships with external cultural partners created

Specialist Leader in Creative Education/Creativity Champions in place | Shared and agreed understanding of creativity.

Clarity of purpose and focus for each setting

Clear lines of inquiry & theories of change defined for all schools involved

Established and agreed protocols for working.

New understanding around dispositions and curriculum design

Schools guide to creativity

New understanding around dispositions and curriculum design

Expansive assessments to capture 'success' at all costs

Digital portfolios

Mentoring / coaching opportunities

Learning ecosystems defined for each school / community

Direct outputs

Blogs / podcasts at end of research cycles

Academic papers

Curriculum models

Policy development

New networks | **Short term (Nov 22)**

Teachers are confident to lead practitioner inquiry around creativity and classroom practice.

Creativity is recognised as a key priority across all schools (Teachers / leaders / governors)

Shared understanding and language around creativity and teaching for creativity (leaders and school staff)

Understanding of mindset and safe space to fail (leaders and school staff)

Network wide conditions established for creative and collaborative learning

Curriculum intent redefined around creativity, across schools in the collaborative

Pupils feel they have a greater voice to influence the curriculum / learning opportunities

Pupils can talk about learning in a more explicit way (Learning dispositions etc.)

Schools understand and can define the conditions needed for creativity

Networks for creative partnerships explored | **Mid term (Nov 23)**

Teachers who are confident at teaching for creativity

A broader curriculum offer which has increased opportunities for experiences inside and out of school for pupils

Increased use of technology to support creative practices

Happier staff - rediscovery of purpose

Signature pedagogies used across schools

Learner profiles captured in digital portfolios

Greater awareness for pupils of career pathways in culture and arts

Improved behaviour / attendance

Schools are better connected to their community, including strong partnerships with cultural organisations that improve creativity | **Long term (July 24)**

Improved retention rate for staff

Better mental health for everyone

Happier children that attend school regularly

Improved career choices for young people

Reduced inequalities across all groups (DA)

Improved academic outcomes

Children, parents, teachers and the wider system recognise success beyond academic achievement.

Shared understanding of success across sectors

Strong partnerships between schools, where best creative practices are shared |