



Louise Alyward
How can we promote
educational and cultural
encounters that truly value
diverse bodies and minds?
Rainhill High School



SLICE 2018

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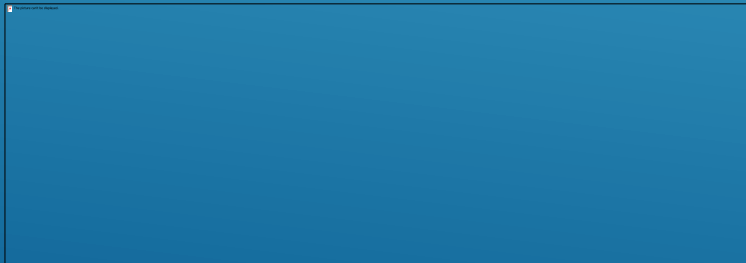


- ▶ **How can we promote educational and cultural encounters that truly value diverse bodies and minds?**

RESEARCH QUESTION

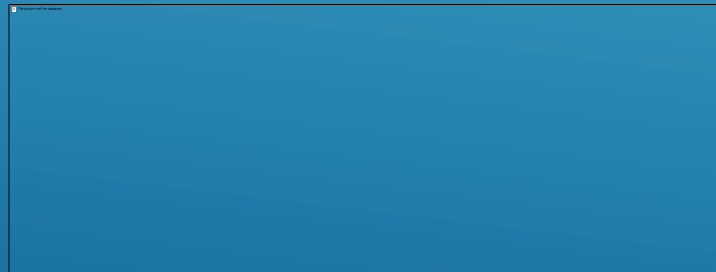
LEAD SLiCE School

- ▶ 11-18 non selective mixed gender school
- ▶ 1525 pupils
- ▶ 29% Pupil Premium
- ▶ Multi Academy Trust with a strong commitment to the Arts across all Key Stages.
- ▶ All students at KS4 must choose an Visual, Performing or Media Arts option. Arts Academy offer for KS5 students.
- ▶ OFSTED “Good”, 2014. Arts provision identified as a “strength of the schools” HMI Brian Padgitt



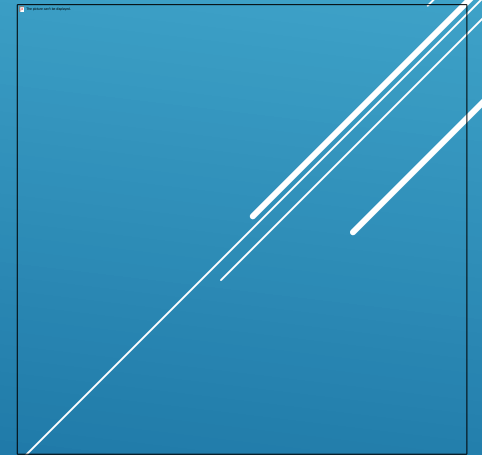
Participating School

- 11-16 non selective mixed gender school
- Part of the Dean Academy Trust
- 843 pupils
- Proportion of pupils who receive support through the pupil premium funding and SEN is more than double the national average
- OFSTED “Requires Improvement”, 2017. Arts provision offered to students through a range of Performing and Visual Arts disciplines.



Participating School

- 11-16 non selective mixed gender school
- 1190 pupils
- Proportion of disadvantaged pupils is lower than national average.
- OFSTED “Requires Improvement” 2017. Arts provision offered at to varying year groups.



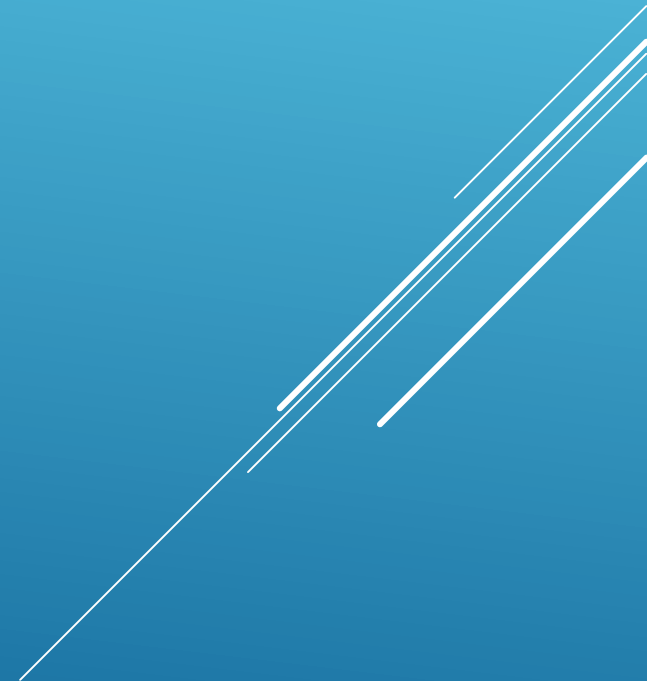
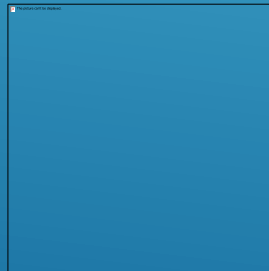
Participating School

- 11-16 non selective mixed gender school
- 1597 pupils
- Part of the Wade Deacon Trust
- Proportion of pupils who receive support through the pupil premium funding and SEN is lower than National.
- OFSTED "Outstanding", 2011. Arts provision offered to students through a range of Performing and Visual Arts disciplines.



Alliance School

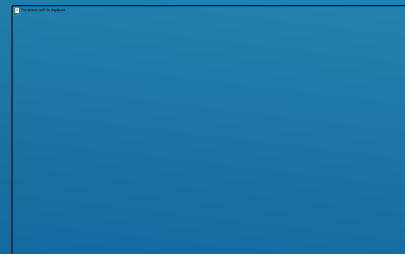
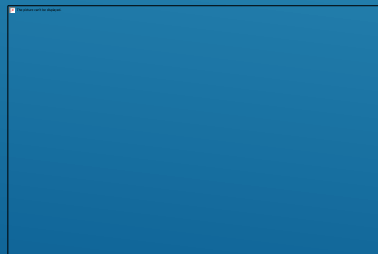
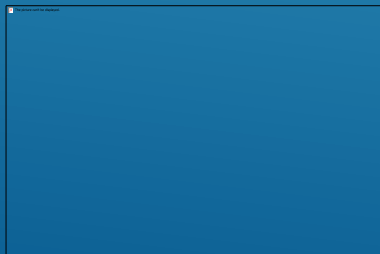
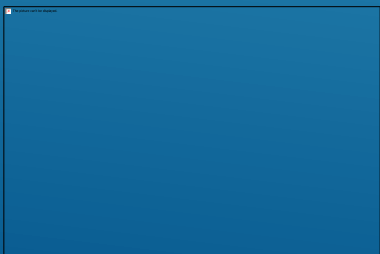
- 5 -11 non selective mixed gender school
- 420 pupils
- Proportion of disadvantaged and SEN pupils is lower than national average.
- OFSTED "Outstanding" 2014. Arts provision offered at to varying year groups.





- ▶ Company Chameleon produces inspiring and original dance theatre productions in Manchester, which tour across the UK and the world.
- ▶ Company Chameleon started when Anthony Missen and Kevin Edward Turner met at Trafford Youth Dance Theatre in the mid-1990s. Two ordinary lads from Manchester, they shared an ambition to dance professionally for a living. After developing their talent at Trafford, they trained at the Northern School of Contemporary Dance, and after graduating travelled extensively to work with some of the most innovative dance companies and choreographers in the world.
- ▶ They returned home to Manchester in 2007, to achieve their goal of setting up their own dance company, and Company Chameleon was born. Today, Company Chameleon tour internationally to wide acclaim and perform over fifty indoor and outdoor performances a year. Everywhere they perform, they lead a dance class or workshop. As a result, they've introduced thousands of young people, from countries all over the world, to a different side of dance and movement
- ▶ Our Contact- Sam Broadbent, Learning and Participation Officer
- ▶ <http://www.companychameleon.com/>

THE CULTURAL PARTNER.



- ▶ Audit and discussion with staff and students within participating schools about how arts and cultural engagement is promoted taking into account the Inclusion Agenda. High majority of responses showed that arts and inclusion was approached in two ways:
 - ▶ Through specific delivery for marginal groups.
 - ▶ Teacher led workshops, trips, activities.
- ▶ 300 students across the schools were surveyed. The student range included equal proportions of students with and without additional needs.
- ▶ 86% of the students stated that they had never been given the opportunity to lead an activity and often were overlooked for leadership roles in creative settings.
- ▶ 72% said they had never engaged directly with a cultural organisation.

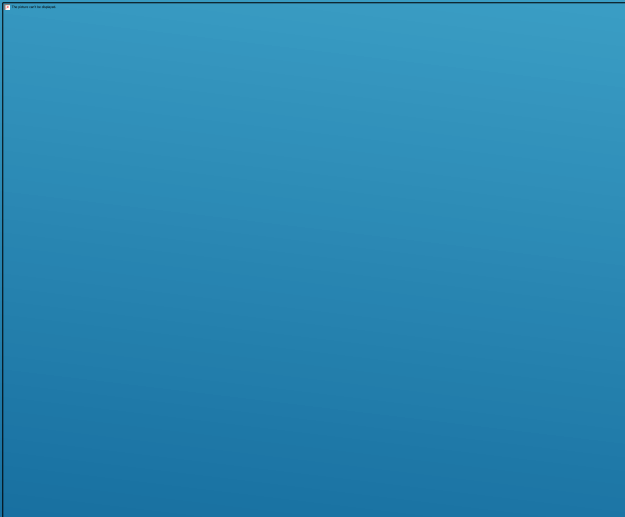
REVIEW - HOW CAN WE IMPROVE?

- ▶ Discussions with Company Chameleon as our cultural partner on innovative and exciting ways ensure inclusivity and engage students in a way that would have a long lasting impact on themselves, their school and their understanding and experience of Arts and Culture.
- ▶ It was evident that students had a desire to take leadership roles where previous inclusive practice had not given them opportunity to do this.
- ▶ This became a key focus for the project:
 - ▶ It was decided that we would work with Year 5, Year 10 and Year 12 students across the schools.
 - ▶ The research project would be based on a student led dance commission in association with Company Chameleon.
 - ▶ A select number of identified students would work together to create a bespoke Dance piece on the theme of inclusion. This Dance piece would then be shared by the students across a number of schools.
 - ▶ The students across the schools would then take the set work and develop to their own “Inclusive” response. Accompanying the set work would be a tutorial video (performed by the student choreographers), teachers guide and audio guide.
 - ▶ The project would culminate in a celebration and sharing of work between all schools, networking of staff and feedback from the cultural partner. INSET would be given to staff and ITT students at all schools to promote further networking practice.

NEXT STEPS WITH CULTURAL PARTNER

We created a long term overview of learning for the project. This would track the development of the learners and ensure sufficient levels of challenge for each individual through Cultural Arts, in this case specifically Dance choreography and performance.

Using Spencer, Lucas and Claxton existing research on assessing creativity. We implemented this methodology on the assessment of learner progress throughout the project to gauge their individual development.



Inquisitive (wondering and questioning, exploring and investigating, challenging assumptions)

Persistent (sticking with difficulty, daring to be different, tolerating uncertainty)

Imaginative (playing with possibilities, making connections, using intuition)

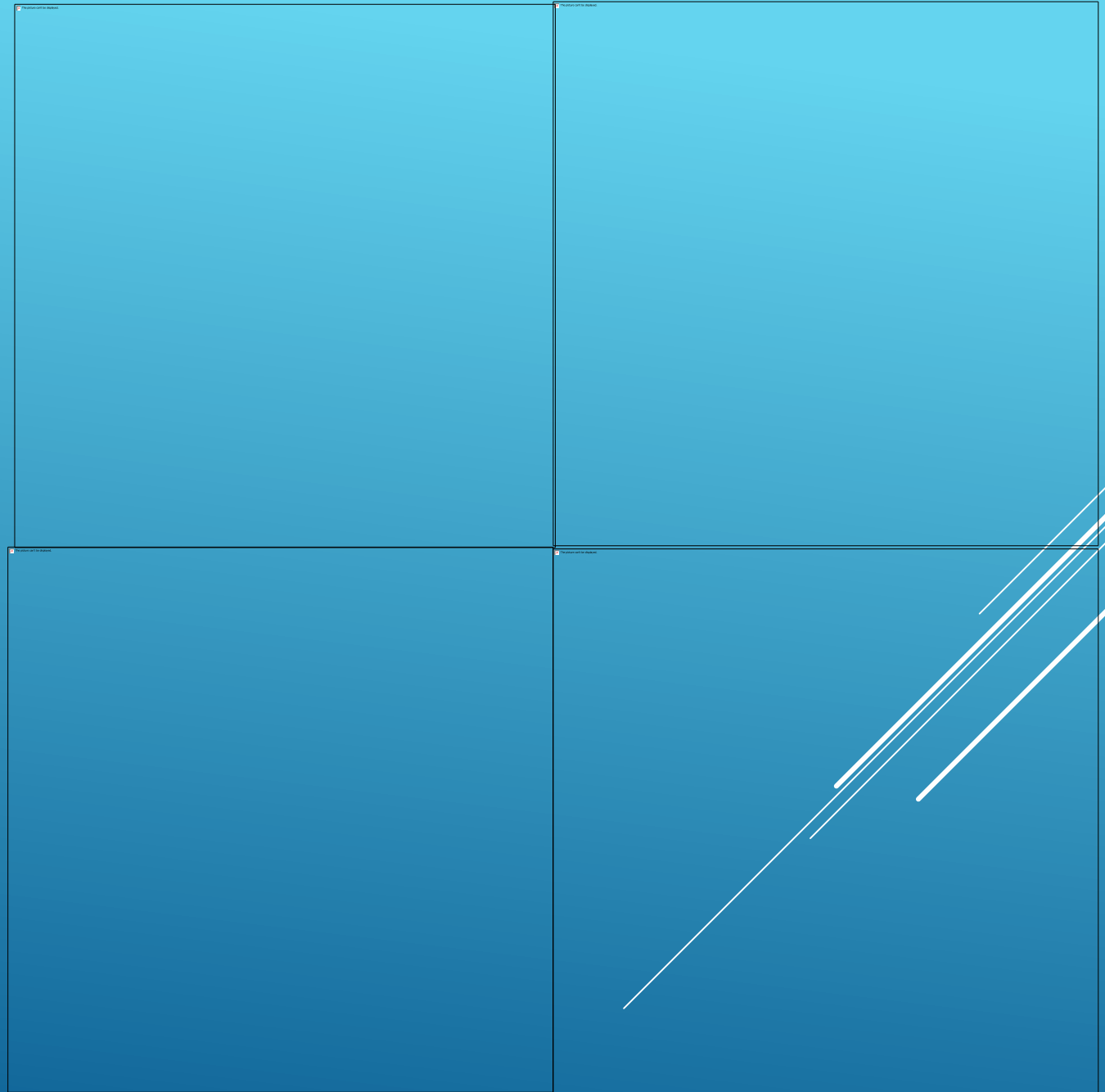
Collaborative (sharing the product, giving and sharing feedback, cooperating appropriately)

Disciplined (developing techniques, reflecting critically, crafting and improving)

<http://www.creativitycultureeducation.org/wp-content/uploads/Progression-in-Creativity-Final-Report-April-2012.pdf>

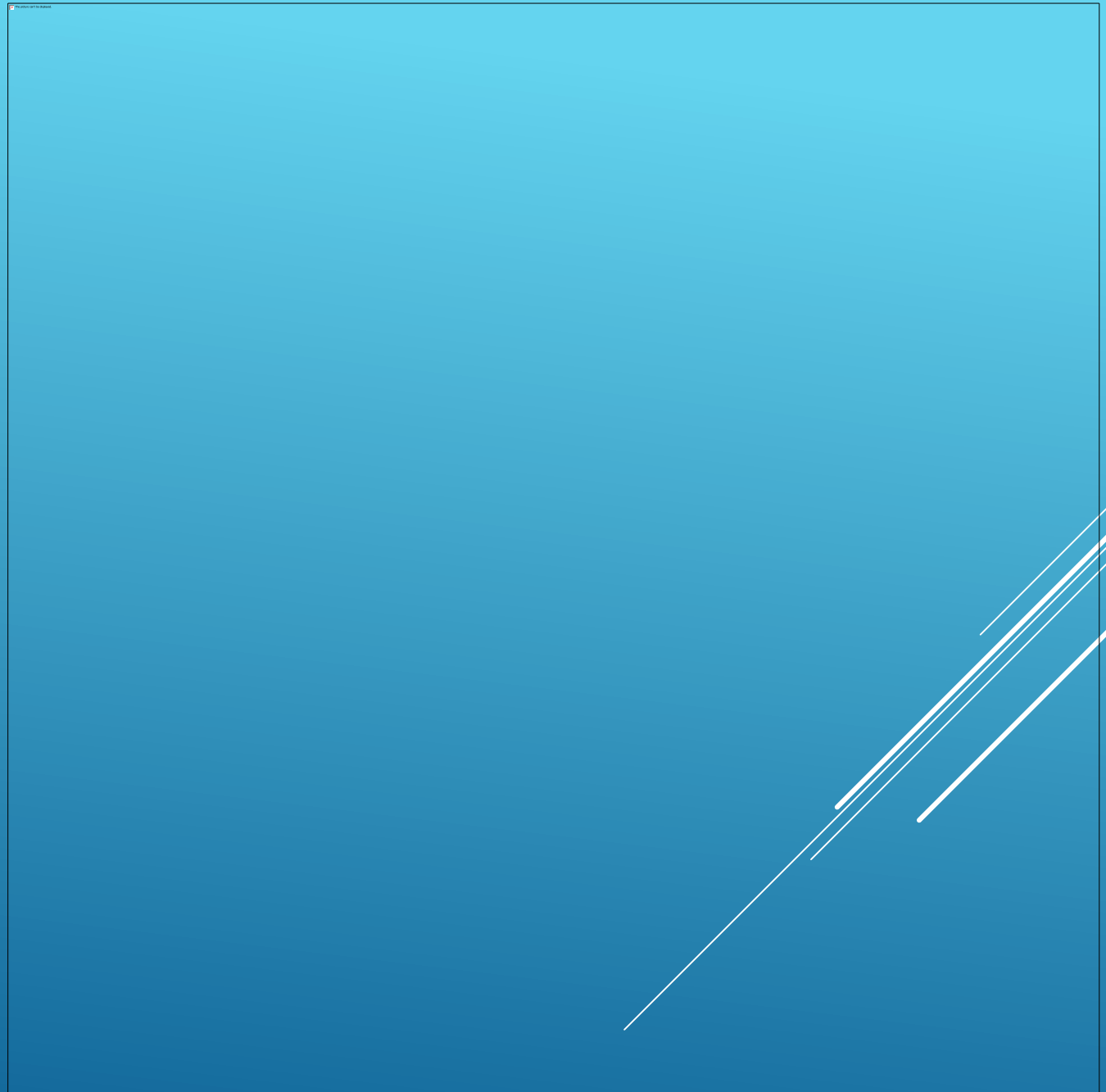
- ▶ The dance company delivered a provocation session so the students could experience the workings of creating professional dance. Teachers observed this practice for CPD.
- ▶ In subsequent workshops with 2 students from each participating school the students lead the creation of the set work, supported by Company Chameleon.
- ▶ The students then led subsequent sessions and discussed a range of ideas and musical accompaniment that they would use to create the set work.
- ▶ The students had to work to a tight time frame in order for the set work to be completed and shared within their own settings.
- ▶ Following the final workshop and creation of the set work the students had 6 weeks to share and develop the work within their own setting. The students were responsible for leading this work.
- ▶ As SLiCE I did a number of visits to the schools and Company Chameleon also delivered a review session with the Primary school.


NEXT STEPS.....



- ▶ The 6 week development phase that the students undertook was essential to the project and supporting inclusive practice (however it was touch and go at times!).
- ▶ The next time we would see the set work performed was when the original student choreographers and the students they had developed and shared the work with would be together.
- ▶ We had to put our trust in these students to lead the development of the work.....

TIME TO LET GO!






“I loved working with Company Chameleon. It was a privilege to work with them and creating our own dance that we would then teach to other students was an amazing experience. Working with the Company and doing this project has taught me that I can believe in myself and rely on myself more than I normally would. I now take more responsibility for the things I do and push myself to try new experiences. ”
Rainhill Student - Alicia Y12

PARTICIPATION & STUDENT RESPONSE

▶ “Im usually the person that doesn't put myself forward for things or doesn't get asked to do something like this. I love Dance but had never worked with a Dance Company before. I was really anxious at the start and worried a lot about if I could do this but I got a lot of support form the other students, Sam and Anthony and kept going when before I may have stopped. The biggest thing I have learnt is that I can do anything and there is no limit to what I can achieve. When we taught the dance to the other students it felt so good teaching them the steps that we had created ourselves. It was also really good to see how shocked and proud our teacher was at what we had done.

LDA Student - Adele Y10

PARTICIPATION & STUDENT RESPONSE



I struggle working with others for lots of different reasons so its not often I can do things in a group. I was asked to learn the dance by some of the other girls in my class and my teacher thought it would be really good for me. They taught me a dance and it was about how you feel when you are included and also how you could feel when you are isolated. I am not very good at dance and find it hard to remember the steps and sometimes get frustrated. I said this to the others in the class and then we used this as some movement to show how that sometimes makes me feel isolated from others. Although it was scary I really enjoyed performing the dance in front of the other people and that Sam thought we had worked really hard to make our own dance up from what we had been taught.

St Anns Student - Ava Y5

PARTICIPATION & STUDENT RESPONSE

- ▶ *“SLiCE offers schools and cultural organisations the opportunity to launch deeper, meaningful relationships and the chance to develop valuable partnerships. Through participation in the SLiCE project we were able to collaborate with the school and its young people, creating a project that we were all equally invested in”*. – Sam Broadbent, Learning & Participation Officer, Company Chameleon
- ▶ A huge positive to come out of the programme is working with the young people as the ‘creative’. This project really pushed the young people out of their comfort zones to absorb an idea, be involved in its early stages, take it through a creative process and achieve a final product. This was a new way of working for the young people and whilst you could sense the challenge at the beginning, the experience of having creative ownership over the work, allowed us to witness an incredible amount of growth and confidence in all the participants involved.
- ▶ Working closely with a teaching school alliance allowed us to gain a deeper understanding of the school system, policies and curriculum, including what is of value to schools when it comes to arts provision and how we as a cultural organisation can strengthen our offer to be more desirable to schools and teachers. Our relationship with the SLiCE Fellow has been instrumental to this learning and it was invaluable to sit down and plan a project having the school’s voice and perspective so present, as opposed to us creating a project then sourcing a school/s to take part.
- ▶ The SLiCE model excites us as a cultural organisation as we are always aiming to develop long term partnerships and collaborative relationships with schools where we are able work together to strengthen the arts offer, enabling more and more young people to access high quality arts provision both within and outside of school hours. Having now been through a SLiCE process, we feel the model can really support us to achieve this.
- ▶ Our involvement in this year’s SLiCE has encouraged wider thoughts around inclusion and we appreciate that inclusion can be applied to entire models of working, learning environments and creative practice and thought. Through participation in this year’s SLiCE project we have been encouraged to assess our own learning and participation work and address its inclusivity and what can be done to improve this.

FROM OUR CULTURAL PARTNERS
PERSPECTIVE.

Across the schools it was reported that:

- ▶ **Attitude/Effort for Learning** – A/ETL scores have increased in students that received scores lower than expectation prior to participation in the project.
- ▶ **Wellbeing** – Students commented on a number of positive aspects to participation including increased confidence and self esteem, developing friendships and positive mind-set.
- ▶ **Transferable skills** – Teachers commented that students transferred skills developed and assessed through Claxton wheel of creativity were evidence in other subjects and areas across the school.
- ▶ **Active participation** – Student involved in the provocation workshops began to take a more active role within the life of their school.
- ▶ **Teaching Practice** – Staff involved in the project have developed their teaching methods to allow all students opportunity to take the lead and giving them time to make and learn from mistakes before stepping in....they discovered that they are more capable than they thought.
- ▶ **Teacher networks** - have developed and schools have engaged in a wider number of subsequent cultural opportunities after taking part in the SLiCE project.
- ▶ **Creative Practice** – Students and staff reported being more confident in experimenting with their creative practice following working with Company Chameleon.

CURRENT FINDINGS

- Students understanding of careers in the creative industry increased as a direct response of the involvement of the Cultural partner. Company Chameleon shared their experience of life as a professional dancer, choreographer, direction Arts officer broadening the horizons of the students that took part in the project.
- Schools developed a partnership with Disability Arts Warrington and have carried this working practice through the next academic year, performing dance works in one another's showcases
- The Lead school engaged with 4 other secondary schools to support the delivery of cultural education due to the SLiCE project.
- Teachers involved in the SLiCE project felt that it was excellent form of CPD and developed their teaching, subject pedagogy and inclusive practice. This led to promotion for 3 teachers involved in the project.
- All schools involved are going to continue to deliver the project to subsequent groups and in some cases encompassing additional art forms.



UNEXPECTED OUTCOMES!