Delivering Creative Digital Media to CYP in a Socially Distanced World Summary Document

This document has been created to provide details of the main points raised and discussed during the online conversations with Curious Minds on 15/07/20.

Foreword

Since the instigation of lockdown, it seems evident that in difficult times connecting through art, culture and creativity becomes more important in people's lives. For some, the move online has resulted in a democratising effect on culture, with many experiences that would often be beyond people's reach and income being made available for free, such as the National Theatre livestreaming of shows, and world-famous museums digitally opening their doors. However, this has also starkly bought into focus the digital inequalities that exists for a large number of children and young people who don't have access to good Wi-Fi or the equipment to access these opportunities.

As we slowly move towards the reopening of the country and in particular schools, there are a number of questions with which the education and cultural/creative sectors are grappling. With Covid restrictions in place, how do we navigate our way back to delivering participatory arts? How can we support children, young people and staff who may have faced loss and isolation? How do we keep a cultural sector alive that has been financially decimated? How do we plan for what seems like endlessly changing scenarios?

With all of this in mind Curious Minds, as an Arts Council England Sector Support Organisation, convened a series of open cross-sector discussions in order to allow space for people to share their challenges and solutions, to try to get an overall understanding of what was happening in the different sectors. With so many variables and the constantly changing guidance it has been impossible to come up with a concrete plan, though there is consolation in understanding that a constant state of uncertainty appears to be the position that everyone is in. The education and cultural sectors have been incredibly creative and resilient in responding to the educational, social and sector needs that have arisen due to the pandemic.

One overarching theme that has emerged is that responses are polarised across both the education and cultural sector, and that there is no one solution or answer to any of the issues that have arisen. For every school that says they are letting creative practitioners back in the autumn term and focusing on the arts as a way of re-engaging, there is a school

that will say they have been told that there will be no visitors until January or March at the earliest. Some schools have found that moving to online has increased engagement and improved the quality of learning, whereas others have found the opposite. This means there will be no silver bullet and that schools and cultural organisations will need a much more bespoke and personalised approach to delivery. There is definitely no one-size-fits-all approach.

This document shares some of the responses that came out of the discussion and any links or resources that were shared. We are considering convening more discussion/sharing events in the autumn term, when we hope that there may be more clarity for the education and cultural sectors.

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The initial provocations for the discussions were:

- How do things look in your sector – education/culture?
- How have you been delivering Creative Digital Media during lockdown and what will you keep using?
- What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?
- In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?
- In what ways can you imagine the education and the cultural sector working together over the next year?

Discussion Responses:

1. How do things look in your sector – education/culture?

- Most freelance professionals have experienced loss of work, however some have been able to continue working remotely on projects with young people.
- There are concerns around access and digital poverty for some young people.
- Certain groups of young people e.g. PRU students, have found remote teaching a challenge.
- There has been higher engagement from some young people who historically have low engagement or attainment. The digital element can help some young people feel more comfortable as opposed to physical group sessions. One to one Zoom sessions have also been particularly successful for young people with Autism.

- Most organisations haven't re-opened yet and are currently planning how they can safely re-open to the general public, including scenario planning, toilets, one way system etc.
- There are teacher concerns around safeguarding online.
- Some professionals report that lockdown initially suspended work, but workload has steadily increased over the past few months.
- Relief funding had been welcome to help organisations survive, but there is still concern around future survival moving forwards.

2. How have you been delivering Creative Digital Media during lockdown and what will you keep using?

- Freelance professionals and schools have been utilising Zoom, Google Hangouts, Microsoft Teams and other video platforms for remote working.
- Many freelancers and teachers have continued to learn new digital skills during this time and have created online content, which they will continue to use in the future.
- Creative packs have been sent out to many young people who don't have access to digital facilities. This will continue with the 'Let's Create' initiative.
- Many arts and cultural professionals, as well as teachers have been using this time to plan for the future. Lockdown provided more time and space to do this.
- Some organisations have worked for big groups online. They will continue to put content for groups online free of charge and then will follow up with private paid sessions.
- Some organisations have connected individuals using Facebook groups.
- Some practitioners have been working with young people to create their own films, which they have uploaded. As a practitioner working with lots of different schools remotely can be challenging, as schools use different remote platforms.

3. What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?

- When spaces and venues are re-opened, it will be important to consider how experiences can be delivered safely – what safety measures are required, risk assessment etc.
- Some organisations are considering to offer pre-recorded lessons from a safety perspective.
- Some settings and organisations are interested in keeping an online element whilst transitioning back to physical spaces.

- Some organisations are looking to combine digital and physical participation for the future.
- Organisations are considering different times and strategies for re-opening. For example, one organisation is not looking to start fully programming again until Spring 2021, whereas another organisation is hoping to implement a phased return in September 2020.
- There was concern that moving forward, too much emphasis could be placed on digital and online delivery. As previously noted, some young people do not have digital access. It is therefore important to insure that there is a diverse offer which will include: online, face to face, outdoors, on the doorstep, offline etc.

4. In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?

- Some professionals have considered the importance of cross-curricular delivery as part of a Recovery Curriculum.
- In addition to wellbeing of young people, it is important to consider the long-term effects of the pandemic on the health and wellbeing of teachers, and to think about what can be put in place to support them.
- There is an emphasis on supporting young people with life skills such as resilience, teamwork etc.
- Some professionals that have worked with young people with poor mental health have highlighted the importance of play.
- Some have noted that creative subjects are unlikely to be prioritised on return to school in September, in order to focus on core subjects. It has been highlighted that the arts will play a key role in a Recovery Curriculum as they support health and wellbeing.
- The outdoors and the environment may well have an important part to play in providing a Recovery Curriculum.
- It will be crucial for teachers to continue to advocate for the arts and the important role it has for health and wellbeing.
- Teachers are exploring how they can involve creative ideas within their lesson plans.
- Some schools are looking at an emphasis on bespoke intensive curriculum days. For example, taking classes to the cinema or a music studio.
- Some teachers have explained that they will utilise their existing skills and strengths to deliver a Recovery Curriculum.
- Some professionals are looking to incorporate Arts Award for the first time as part of a Recovery Curriculum.
- Teachers and creative professionals are exploring how their work can transfer outdoors instead of indoors to support a Recovery Curriculum.

- Schools will take into consideration the use of mindfulness and sharing experiences.
- Teachers, organisations and freelance professionals agree that future plans should include youth voice.
- Some schools are looking for a creative approach to all subjects in the Autumn Term.
- As young people will be used to using digital, this could be included as part of the Recovery Curriculum.
- Some schools are using their Artsmark journey to support health and wellbeing. They are creating a focus on how the Arts can provide young people more life opportunities and also increase Cultural Capital.
- Some colleges are looking to use a Recovery Curriculum to focus on reducing pressure for young people whilst in college and after they leave. They will look at theme-based learning – taking experiences from Covid-19 and incorporate it into their projects, use it as a driving force e.g. activism, encouraging deeper thought etc.
- Some practitioners have commented on the importance of considering the mental health of vulnerable adults, parents etc. connected to young people. Is there a way in which they can be supported?

5. In what ways can you imagine the education and the cultural sector working together over the next year?

- By working on creative projects together. This can include schools working towards their Artsmark with the support from external partners to enrich the school's journey.
- Continued cross sector conversations over the next year, to understand the ever changing landscape and how they can create a collaborative response.
- Providing safe cultural spaces for young people will be a positive experience after the lack of opportunities to physically engage this year.
- Some school settings may begin to work with external practitioners they already have an existing relationship with, in the first instance.
- Organisations will listen to what teachers need and will respond by making resources more accessible.
- Some young people are worried about their employability. Organisations and schools can work together to consider new work experience opportunities. For example, one organisation has opened their work experience programme up online with digitised talks. This has reached more young people than it would have done pre-lockdown.
- There was some concern about how schools might approach travel to venues and activities. One solution is to use arts and cultural venues and providers nearby.
- There has been discussion around the possibility of offering up spaces in cultural venues as classrooms.
- There was some concern around funding moving forward. Schools and organisations could work together on funding bids for collaborative projects.

- Schools and Organisations can work together in the coming months to support those young people who have not had digital access during lockdown.

Links to resources or organisations that may be of interest:

Covid Guidance:
DFE – Guidance for full opening of schools
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Cultural Learning Alliance - Synopsis Government Guidance for the arts
https://culturallearningalliance.org.uk/reopening-schools-and-out-of-school-settings-what-government-guidance-says-about-the-arts/

ACE COVID Guidance
https://www.artscouncil.org.uk/covid-19/covid-19-government-reopening-guidance

Curious Minds:
Curious Minds **-** Arts Council England (ACE) Sector Support Bridge Organisation for the North West Region – dedicated to improving the lives of children and young people through great art and culture – supporting education and the cultural sector.
https://curiousminds.org.uk/

The Culture Hub – Curious Minds Online portal for schools and cultural organisations schools and cultural organisation or practitioners can create a profile for free.
https://www.theculturehub.online/

Curious Minds Padlet- curated training opportunities and information from across the region and nationally: https://padlet.com/curiousminds1/hv0urlj87c86yz9

Artsmark – Arts Council England schools quality mark for arts and cultural education. Curious Minds delivers this training and support for the North West region which will be online until April 2021.
https://www.artsmark.org.uk/

Artsmark Partnership Programme – for cultural organisations and freelance practitioners. Curious Minds delivers this training and support for the North West region which will be online until April 2021.
https://www.artsmark.org.uk/artsmark-partnership-programme

Arts Award - Arts Award is a national qualification delivered by Trinity College London. It inspires young people to grow their arts and leadership talents children a young people's qualification for ages 5 – 25. Teachers and creative practitioners can train to become an advisor training is now online.
https://www.artsaward.org.uk/

Recovery Curriculum and Wellbeing:
Recovery Curriculum – Evidence for Learning - this is where the term originates from, but schools are approaching it in many different ways.
https://www.evidenceforlearning.net/recoverycurriculum/

A Recovery Curriculum for Schools: A PowerPoint from Elaine Rees, Liverpool Learning Partnership, outlining how we can best support our pupils returning to school in Liverpool:
https://www.liverpoollearningpartnership.com/resources-to-help-during-social-distancing-and-self-isolation/

The Warwick Edinburgh Mental Wellbeing Scales:
https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs

British Red Cross Teaching Resources: https://www.redcross.org.uk/get-involved/teaching-resources/smsc

Culture and Wellbeing Alliance: https://www.culturehealthandwellbeing.org.uk/

The Social Prescribing Network: https://www.socialprescribingnetwork.com/

Creative Care Kit: https://www.greatermanchester-ca.gov.uk/media/3020/creative-care-kit-young-people.pdf

Resilience Framework Blackpool: https://www.boingboing.org.uk/resilience-revolution-blackpool-headstart/

BoingBoing Resilience Framework: https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/

5 Creative Habits of Mind:
https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/the_creative_habits_of_mind_assessment_wheel_final_june_2013_colour.pdf

Into Film Wellbeing Article: https://www.intofilm.org/news-and-views/articles/wellbeing-returning-to-school

A New Direction – 7 Ways to Teach a Recovery Curriculum:
https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum

Policy:
Cultural Learning Alliance - June Policy and Practice Round Up
https://culturallearningalliance.org.uk/policy-and-practice-round-up-june-2020/

Cultural Learning Alliance – The Summer Landscape 2020:
https://culturallearningalliance.org.uk/the-cultural-learning-landscape-summer-2020/

Ofsted's Autumn 2020 plans: https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans

Articles:
Schools using Cultural Venues to boost space:
https://www.tes.com/news/coronavirus-national-plan-needed-more-school-space-say-teachers

https://www.tes.com/news/coronavirus-dont-use-community-halls-boost-space-schools-told

https://www.thestage.co.uk/opinion/arts-can-help-reopen-schools-working-across-the-curriculum

Stage Presence: How drama schools adapted to the age of social distancing:
https://www.theguardian.com/stage/2020/apr/17/stage-presence-how-drama-schools-adapted-to-the-age-of-social-distancing

Observer manifesto for change:
https://www.theguardian.com/commentisfree/2020/jun/20/the-observer-view-on-a-manifesto-for-change-as-a-generation-of-britains-children-faces-crisis

The Guardian:
https://www.theguardian.com/commentisfree/2020/jul/05/our-school-systems-are-broken-lets-grab-this-chance-to-remake-them

Advocacy / Campaigning:
Big Education is about a big ambition. To bring together the energy and spirit of our schools, teachers, and communities to deliver a bigger and bolder vision of what education can be about - you need the Arts and the Arts need you. This is the time not to ditch the Arts, but to put them at the centre of a Recovery Curriculum: https://bigeducation.org/lfl-content/you-need-the-arts-and-the-arts-need-you/

The Arts Index is a snapshot report of the health of England's arts and culture provision.
https://forthearts.org.uk/publications/arts-index-2007-2018/

SHAPE - Social Sciences, Humanities for the Arts for People and the Economy:
https://thisisshape.org.uk/

https://www.theguardian.com/education/2020/jun/21/university-and-arts-council-in-drive-to-re-brand-soft-academic-subjects

Platforms:

Bandlab: https://www.bandlab.com/

Cakewalk: http://www.cakewalk.com/

SeeSaw app: https://web.seesaw.me/

Flipgrid app: https://info.flipgrid.com/

Google Jamboard : https://jamboard.google.com

Padlet: https://en-gb.padlet.com/

Waklet: https://wakelet.com/

Zoom: https://www.zoom.co.uk

Nearpod: https://nearpod.com/

Canvas: https://www.instructure.com/canvas/

Scratch Junior: https://www.scratchjr.org/

Dojo: https://www.classdojo.com/

Singup: https://www.singup.org/singupathome

Discord Application: https://discord.com/new

Loom: https://www.loom.com/

Miscellaneous

Camden Cultural Commissioning Model:
https://static1.squarespace.com/static/572b07492b8dde0c526a8c85/t/5746efb2f850826c48f9d8c5/1464266675699/Camden+Spark+Annual+Report+2015.pdf

Proud Trust Manchester Safeguarding Resources: https://www.theproudtrust.org/digital-youth-work-hub/

Daresbury Laboratory Interactive Zoom: https://www.youtube.com/watch?v=_bxRI9MnuNI

PRSP Wirral Unplugged Project: https://www.youtube.com/watch?v=OmVTiL5K9yc

Arts Award Blog by Formby High School – Supporting Children of Key Workers to stay Creative: https://blog.artsaward.org.uk/supporting-the-children-of-key-workers-to-stay-creative

Arts Council – Let's Create: https://www.artscouncil.org.uk/letscreate

Expansive Education Network: http://www.expansiveeducation.net/default.aspx