

Cultural Match: Supporting teacher wellbeing and development

Speakers:

Sarah Hudson – Creative Producer

Rachel Adam – Peer Learning facilitator

Philippa Wellden – Cultural Match teacher



What we'll cover

- What is Cultural Match?
- What is the learning journey for ECTs and their mentors?
- What is the impact on teacher wellbeing and development?
- What can be applied in your school and partnerships?



Cultural Match Aims

1. To connect children and young people, schools and communities with art and cultural opportunities and experiences in response to their needs.
2. To increase the participation of pupils in cultural activities, enable them to visit cultural venues, and increase cultural capital.
3. To identify and develop creative responses to key issues faced by schools.
4. To connect with ECTs and build their confidence in working in partnership with cultural organisations.
5. To include opportunities for ECTs to share the learning with their wider staff teams in school.
6. To culminate in the sharing of learning in participatory pupil events.
7. To enable NECA and NEM to further identify and understand the current key issues faced by schools, support schools to respond to this, and roll out findings.



Cultural Match Delivery

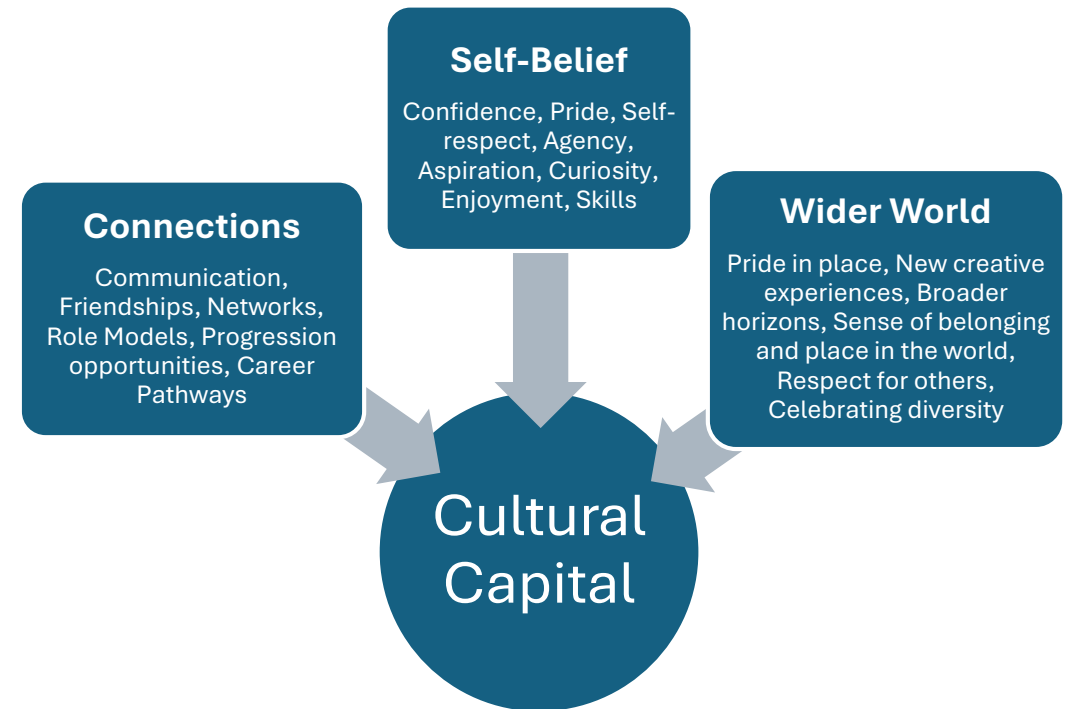
- 12 - 15 schools each year (now in third year)
- Each school identifies the need they want to address
- Each school matched with a cultural venue and £3K budget
- Year long programme managed by ECT with mentor support
- Support from Creative Producer
- Four peer learning sessions for all schools
- Evaluation of progress towards the seven aims



Learning journey for ECTs and mentors

Peer Learning:

- Exploration of Capital Capital
- Project planning
- Working with cultural organisations and artists
- Share successes and challenges
- Legacy planning



Learning Journey for ECTs and mentors

Practical and logistical delivery of a project over a year:

- Deciding on venue match, meetings and bespoke project development
- Management of external school visits
- Organising workshop programmes
- Sharing learning amongst staff and wider community
- Delivery of a celebration event



Challenges

Time

The most significant challenge is probably managing time and general teaching duties. As an ECT1, I am still getting the hang of being fully in charge of my class and the planning/resourcing/marking etc.

Co-ordination

Being aware of all the different parts that are needed and making sure they are done by a deadline (evolve forms, risk assessments, staffing ratios for trips) is the biggest challenge so far, as there's a lot of plates to spin.

Budget

The most significant challenge I have faced so far has been wanting every child to have the experiences we have planned to offer and trying to stretch the budget to accommodate this.



Impact on teachers

Themes from evaluation:

- Confidence
- New Skills
- Deepened relationships
- Accelerated career development



Impact - Confidence

I'm definitely more confident working with cultural organisations and have booked a trip outside of Cultural Match

From this I feel confident to source my own writer for the creative writing workshops I want to run. I feel confident about what questions to ask and have booked the artist.

My confidence in art has grown massively as it is not my area of expertise.

My confidence has grown exponentially, as I had to speak to colleagues I was unfamiliar with, organize school trips and lead them and organize a whole school celebration event.



Impact – New Skills

Now I know how to write contracts for artists and to reach out to a venue and discuss a project and a budget.

It's given me more leadership skills as this project is one of the first times I have been involved in organising something rather than just participating.

I have given creativity more consideration and have looked for ways to link creativity across the curriculum.

I've learned so many skills and surprised myself with what I've been able to do as a first year ECT.

I've developed project management skills and improved my ability to multitask and prioritise.



Impact – Deepened relationships

We have ideas of where to go and links already for next year that we wouldn't have had otherwise.

I have more of an idea of local museums etc to work with.

Hearing from other teachers and supporting other schools has been a big part of the success.

Confidence to create projects like this and the connections to enable me to do it in the future.

Having a project to work on together has strengthened the relationship with my ECT, meaning that we were able to have more meaningful conversations about wider elements of their journey.



Impact – Accelerated career development

It's been amazing to watch my mentee grow in confidence.

Status wise they get to step up from being perceived as a junior member of staff to having real responsibilities. Career wise it's great because they're managing budgets, in this case, whole school initiatives.

We started with a blank piece of paper and created something real -that's not always something ECTs get to do.

It's given me more leadership skills as this project is one of the first times I have been in charge of organising and executing something rather than just participating.



What can be applied?

5 min conversations in pairs:

What can be applied in your school and partnerships?



Thank you!

For further information about Cultural Match contact:

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