**Royal Opera House Cultural Champions Programme Design and Impact**

**Aims and Outcomes**

The overall aim of the programme is for teachers to demonstrate cultural learning leadership and to lead change in their settings and localities.

The Outcomes are:

* Participating teachers will increase their confidence, motivation and skills leading on creative and cultural learning in school
* Participating teachers will influence pedagogy and curriculum design within their school
* Senior leaders will actively support and facilitate the training and development of their teachers
* A professional network of teachers will be developed encouraging ongoing mutual support to aid longer-term sustainability

**Design**

The Cultural Champions Programme is designed to provide leadership development to teachers who have the potential or are currently leading creative and cultural learning at their setting. Through innovative, creative approaches the programme is designed to ensure Cultural Champions develop individual knowledge and leadership skills, whilst exploring how the use of a programme (in this example ROH Create Programmes) can be implemented alongside these developed skills, to enable change within their setting. The design of the programme is aligned to the EEF (Education Endowment Foundation) implementation guidance and their approach to effective professional development.

**Impact**

We evaluate the programme through baseline, midpoint and end point surveys, together with teacher focus groups.

22/23 evaluation highlighted teachers made good progress in growing their understanding of creative project planning in the context of school improvement, advocating for the arts, self-reflection, and working collaboratively. The most significant change occurred with impact measurement, with almost all respondents indicating they agreed or strongly agreed with understanding impact measurement and being able to use evidence to advocate for the arts.

Across the year, teachers became more strategic in their thinking, and less delivery focussed. At midpoint the focus was on cross-curricular planning in their lessons, supporting their pupils, and collaborating with others. This shifted to the predominant themes of whole school development, leadership and voice, and networks and community by the end of the year.

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| **Mechanisms of PD** | **Design of the programme** | **Impact quotes from end of year Cultural Champion evaluation 2022/2023 and midpoint 23/24** |
| **Building knowledge** | The programme is designed as building blocks to enhance participant’s ability to revisit prior learning and embed this throughout the following modules. Each module is developed to support the reflection process of the participants whilst building knowledge in small, structured steps. Enhancing their understanding of their current positions and behaviours in their personalise landscape (engage, unite, reflect), participants are invited to use a mixture of both online and on-site activities in a range of groupings, to align knowledge and skill development back to their individual purpose and context. | ‘The Cultural Champions programme is designed to build knowledge of the breadth and depth of creative and cultural learning opportunities that could take place in a school.’  ‘I am able to evidence and advocate for the arts and cultural learning across my school.’  ‘Meeting and sharing ideas with other middle leaders / arts leads has been very valuable.’ |
| Motivating teachers | The programme focuses on individual leadership development and subsequently developing the creative and cultural learning opportunities in the setting.  These areas are developed through themed focused modules, that enable the participants to relate their thinking between the two elements. Also interwoven through the programme, is the trial and test of an ROH Create Programme in singing, dance or design, based on a particular repertoire. This supports participants to reflect on the impact of applying their leadership development at student level too.  Modules are delivered using a range of creative approaches, unlike many other leadership programmes, whilst using a range of current credible research such as The Durham Commission, The Arts in Schools report and other research shared via The Cultural Learning Alliance. | ‘I am more confident enacting and instigating change in my school and advocating for the arts and creativity in school.’  ‘I feel more confident in abilities to explain to other teachers how they be more creative in the class.’  ‘It has reawakened my original passion and interest in cultural learning.’ |
| **Developing teacher techniques** | Whilst we encourage teacher/student activity, by trialling the ROH Create & Programmes delivery, the focus of the Cultural Champions Programme is aimed specifically at middle leaders or those in the position of enabling change within creative and cultural change at the setting. Due to this, the programme focuses on developing middle leadership techniques and processes (Explore, prepare, deliver, sustain), rather than specifically class-based teacher techniques.  Through the Cultural Champions Programme, Cultural Champions (alongside their SLT link) identify a needs led ‘initiative’ based on their School Improvement Plan that connects or aligns to creative and cultural learning. Each module provides Cultural Champions with specific techniques or frameworks which can be tested, reviewed and adopted within their personalised initiative. Modules provide opportunities to rehearse techniques with other participants and also review and monitor these, reflecting on their success and learning. Practical, personalised support or feedback is also available in 1:1 sessions with the Programme Leader.  There is an expectation that the SLT link member of staff will also be providing support during the programme, with a summary module document shared to enable a school-based discussion to take place during the year. | ‘I feel like I am more prepared to guide others about the impact that many forms of cultural teaching and learning can have in our setting and for our children.’  ‘I have a clear understanding of creative project planning in the context of school improvement.’  ‘I have a clear understanding of measuring the impact of creative and cultural learning.’  ‘The opportunity to be a part of this kind of programme is very helpful when you are new to a leadership role.’  ‘The main focus of the programme is not at teacher level but at middle leadership level.’ |
| **Embedding practice** | At the core of the Cultural Champions Programme is developing a range of middle leadership skills that can be embedded into each participant’s practice as they progress further in their experience. Modules such as Planning for Impact and Collaboration, focus on action planning, designing effective delivery plans and evaluation processes.  Homework tasks, planned in line with the themes of each module, are used as cues to helpfully nudge teachers in testing and trialling techniques.  Opportunities to reflect on the use of techniques and new learning are planned in for each module. This encourages self-monitoring (individual), peer to peer dialogue (group) and the development of communication skills such as active listening which are essential when influencing and empowering others.  Summary Module documents also enable participants useful prompts that can be used during and after the programme to remind teachers of possible opportunities to embed techniques in their practice. | ‘It has helped me to find other ways to lead, fresh ideas for getting staff on board and it has been a great sounding board…. More staff are seeing the value in the Arts and the potential opportunities for children.’  ‘We have become much more linked to our local community and community events ‘  ‘I thought the training was excellent ​​and it empowered me to make changes.’ |