Creative Partnerships East Lancashire - Creative Practitioner and Creative Agent National Competency Framework

Introduction

Defining creative practitioner and agent competence to work in educational settings is a complex business. The full range of tasks involved in establishing effective partnerships with schools is at times daunting and helping to bring about change requires a broad knowledge and skills base.

This competency framework is therefore a long and complex document and we make no apologies for that. It seeks to recognise and respect the huge portfolio of skills that creative practitioners bring to educational settings – a recognition that rarely occurs when creative practitioners work in schools.

This is an attempt at drawing up a four-level competency framework for Creative working in East Lancashire. It is anticipated that this framework will be used as the basis for all planning related to practitioner learning in the future. Please note it is offered as a 'work in progress'.

This competency framework together with a modular plan for training delivery has been designed with an ambition to accredit training at Postgraduate level, eventually leading to the award of an MA. We anticipate that practitioner competence will be demonstrated through Creative Practitioners building a **Personal Creative Learning Portfolio** in relation to tasks outlined in taught modules**.** Portfolios will be made up of a variety of forms of evidence that demonstrate competence in relation to a number of areas of practice or themes. Evidence can take the form of journals, reports of projects, DVDs, audio recordings, photographs or indeed anything that an assessor could use to assess practitioner competence.

We see competence being demonstrated in three main areas – **knowledge and understanding** - a sound theoretical base, underpinning practice; **skills & abilities** – the ability to carry out key processes; and **behaviours, attitudes and values** – essential qualities which underpin all our work.

We anticipate **practitioner learning** to be defined in a number of ways including:

➢ The accreditation of prior learning – many practitioners will be readily able to demonstrate competence as a result of previous training as a teacher, youth worker, community artist or similar professional

➢ Attendance at courses – provided by CP and others.

➢ Personal study – through reading books and journals and use of the Internet.

➢ Action research – a key element of 'on-the-job' learning undertaken during projects

➢ Mentored activity – structured learning supported by an experienced mentor, either within a CP system or otherwise.

We anticipate that some practitioners may spend up to three years completing their portfolio and achieving a qualification at postgraduate certificate, diploma or MA level. For more experienced practitioners the portfolio could be completed in a shorter time period, taking prior learning into consideration.

We expect that the Creative Practitioner Competency Framework will act as an important mechanism within **quality assurance strategies** and that used diagnostically will enable us to plan training and learning activities that are appropriate and targeted.

It is also important to acknowledge that some practitioners may feel this framework is an anathema to their practice and will not wish to engage with this thinking. We hope that these practitioners would nevertheless be seen as potential assets within the CP programme, contributing their distinctive, if at times anarchic contribution to this work.

As is the case with all our fledgling ideas, feedback, robust criticism and suggestions for improvements are greatly valued. In sharing this with colleagues we fully anticipate many changes based on the wonderful diversity of perspectives that co-exist within this 'learning organisation'. Feel free to make use of anything that is useful to you.

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How the Competency Framework is structured

Competence - *The quality of being adequately qualified physically or intellectually.*

The structure of this competency framework for Creative Practitioners and Agents corresponds to the structure of the training we are developing for Creative Practitioners and Agents. Training is modular based and is delivered via taught sessions, group tutorials, one-to-one sessions and programmes of self directed action research. A programme of seminars will be integrated into the structure of the training and these seminars will be designed to offer a range of learning opportunities for Creative Practitioners who may wish to dip in and out of the programme rather than commit to a long-term programme of study.

The framework is divided into 17 competency units, which are broken down into four progressing levels of competence – Trainee Practitioner, Experienced Practitioner, Lead Practitioner and Creative Agent. We anticipate that practitioners will carry out a personal training needs assessment when they first engage with the programme in order to ensure training provision is matched appropriately to learning needs.

Each competency unit describes the knowledge and understanding; skills and abilities and attitudes and behaviours the practitioner needs to demonstrate at each level. For some competencies knowledge is particularly important, for others skills or attitudes are highlighted. These differing levels of importance will be reflected in the course programme.

The Creative Practitioner and Creative Agent Competency Framework

Level 1				
Module 1				
THEME		**LEVEL 1** **The Trainee Practitioner**	**LEVEL 2** **The Experienced practitioner**	**LEVEL 3** **The Lead Practitioner**	**LEVEL 4** **The Creative Agent**
Unit 1. **Understanding** **of Creative** **Partnerships**	Knowledge & Understanding	• Has basic knowledge of Creative Partnerships' mission and values.	• Has knowledge of CP locally – its remit, focus and main operational procedures.	• Has broad knowledge of CP locally, regionally and nationally, understanding operational procedures and main strategy themes.	• Has knowledge of the background to and establishment of Creative Partnerships and its evolution to the organisation it is today. • Understands the organisational structures and systems that operate for practitioners locally, regionally and nationally, e.g. recruitment, reporting mechanisms, finance arrangements.
	Skills and abilities	• Able to provide basic information about Creative Partnerships' mission and values.	• Able to apply knowledge and understanding of CP mission and values to everyday practice.	• Able to apply knowledge and understanding of CP mission and values to longer-term project development.	• Is confidently able to communicate the Creative Partnerships philosophy to a range of audiences in ways that are appropriate and persuasive.
	Attitudes, behaviours and values	• Believes in the value of partnership approaches to teaching and learning. • Subscribes to the CP values	• Works with a consistently positive approach to partnership development. • Proactively promotes CP values	• Encourages colleagues and teams in the development of positive approaches to partnership development • Ensures projects are developed in line with	• Consistently convinces others with the power of own belief in CP values and the power of creative approaches to teaching and learning. • Models CP philosophy at all times.

		statement		CP values	
Unit 2. Developing and managing effective relationships with schools	Knowledge & Understanding	• Understands that positive working relationships are the basis for successful programme and project development. • Understands the importance of professional conduct and standards in the workplace	• Demonstrates knowledge of a variety of elements of relationship management. • Takes an analytical view of own professional conduct and adapts behaviour to meet agreed standards.	• Demonstrates detailed understanding of the complex dynamics of developing and managing effective relationships with education partners. • Understands the need to develop professional behaviours throughout a team and has the required knowledge to achieve this.	• Understands the complexity of relationship management with a broad range of partners involved in the creative learning agenda and the importance of good working relationships as a basis for growth and change. • Has a high degree of understanding of the importance of high standards of professional conduct for self and staff teams and extensive knowledge of the mechanisms to achieve this.
	Skills and abilities	• Is able to develop positive working relationships with pupils , teachers and other education partners on a day-to-day basis.	• Develops positive relations with a range of school partners, taking a flexible and sensitive approach to relationship development within projects. • Works effectively as a team member, enabling the development of positive relationships between others and assisting in the resolution of conflict.	• Communicates effectively with school partners, demonstrating an awareness of educational issues, structures and systems. • Develops relationships based on trust, collaboration and genuine partnership working.	• Demonstrates a high degree of interpersonal skills, developing positive and professional working relationships with people from a wide range of disciplines and backgrounds • Is able to challenge and stretch the school while demonstrating strong communication, thinking, interpersonal and organisational skills. • Is able to act decisively, making use of a broad perspective and available data when weighing up options. • Is able to balance short-term decision making with the longer term strategic objectives of the

					• programme. • Manages complex networks of relationships within schools, helping others develop potential connections and collaborations. • Is skilled in generating the school's ownership of change processes and the development of an environment that supports creative learning in the long term.
	Attitudes, behaviours and values	• Works in a way that respects and values diversity and differences of opinion. • Acts in a professional manner with regard to timekeeping, record keeping and general conduct. • Works positively as a team member. • Responds positively to leadership and acts appropriately within management	• Generates a positive interpersonal atmosphere within projects by modelling a commitment to the development of good working and social relationships. • Committed to developing a high degree of professionalism throughout own work. • Works in a supportive manner to colleagues and partners. • Demonstrates potential for leadership development.	• Models and encourages a range of positive behaviours across teams which contribute to the development of positive relationships throughout projects. • Enables and encourages others to develop high professional standards throughout their work. • Acts confidently in a leadership role	• Is a highly credible presence within the school and is perceived to act in a professionally competent way. • Models high standards of professionalism at all times while demonstrating a consistently strong set of interpersonal skills. • Behaves in ways that consistently enable the development of positive relationships throughout the programme. • Works in an empowering manner, assisting the development of the skills of a broad range of partners and colleagues through a combination of guidance and support and encouraging a positive and valuing culture throughout the programme. • Is self-managing, self-reliant and capable of taking the initiative in difficult situations. • Demonstrates inspirational creative

		structures.			leadership.
Unit 3. Celebrating achievement	Knowledge & Understanding	• Understands the importance of celebrating the achievements of all partners. • Demonstrates knowledge of simple formats for celebrating achievements.	• Demonstrates knowledge of a variety of approaches to celebrating achievements.	• Understands the need to work towards and achieve purposeful outcomes for learners. • Understands the importance of celebration as a key aspect of valuing pupils' and partners' contribution and achievements	• Has an in depth understanding of the place and role of celebrating achievements within the broader programme. • Understands the psychological benefits arising from celebration and links this to programme planning.

Module 2					
Unit 4. Developing creative & collaborative pedagogy with school staff	Knowledge & Understanding	• Understands that CP is a programme based on collaborative practice between school staff and creative practitioners	• Understands the principles of developing creative and collaborative enquiry-based practice defined within CP's mission and values statement.	• Demonstrates knowledge of methodologies involved in developing creative and collaborative pedagogy with creative practitioners and school staff.	• Understands the use of reflective practice as the foundation of all learning. • Understands the crucial importance of reflective practice at all levels within the organisation and has extensive knowledge of the means of encouraging reflective practice.
	Skills and abilities	• Participates collaboratively in creative teaching and learning activity.	• Generates imaginative and constructive dialogue with partners about aspects of teaching and learning for creativity. • Constantly develops and refines practice as a result of	• Encourages and enables project partners to participate constructively in the exploration of creative and collaborative pedagogy • Is skilled in creating the conditions where dialogue and collaboration can	• Skilled at motivating reflection among a broad range of partners in a planned and systematic manner. • Experienced in a making use of a range of approaches to reflective practice.

			• dialogue and collaboration. • Reflects on the nature and quality of own collaborative practice.	thrive.	
	Attitudes, behaviours and values	• Models creative collaboration.	• Demonstrates a valuing of all partners' contributions to dialogue and collaboration. • Models an attitude of 'constant curiosity' about the nature of creative and collaborative pedagogy.	• Models a range of behaviours which indicate a positive valuing of collaboration and dialogue between creative practitioners and schools. • Encourages and enables teams and colleagues to behave in ways that promote the development of a creative and collaborative programme of enquiry.	• Generates a non-judgemental atmosphere as a basis for encouraging reflective practice. • Values and rewards achievements, generating a positive climate for reflectiveness to flourish in an atmosphere of honesty and trust.
Module 3					
Unit 5. Project planning	Knowledge & Understanding	• Understands basic activity and workshop planning systems	• Understands the importance of systematic and professional planning as a key aspect of school-based practice	• Demonstrates in-depth knowledge of formal planning mechanisms used by CP. • Has detailed knowledge of the relevant legal aspects associated with project development including health and safety,	• Has in-depth knowledge of a range of approaches to project planning, working systematically to ensure focus is maintained.

				insurance, risk assessment, child protection.	
	Skills and abilities	• Devises simple and effective activity plans • Communicates effectively with project partners during planning processes	• Agrees aims and objectives for projects through collaboration with all partners • Plans projects with a clear focus on intended learning outcomes • Balances the need for persuasive learning outcomes with the development of impressive end products. • Plans the effective use of resources – space, materials, etc • Develops activities which allow for pupil progression • Plans within the budgetary limits of projects. • Plans the documentation of projects	• Devises conceptual frameworks for projects in the light of previous experience and a broad awareness of possibilities • Establishes appropriate longer term timescales and milestones • Plans the involvement of other practitioners and the associated deployment procedures • Builds integrated evaluation systems into the fabric of the project • Is able to plan flexibly and responsively acknowledging a range of partner perspectives. • Is able to produce overall project budgets and monitor expenditure in relation to activity using appropriate reporting mechanisms.	• Takes a long-term view of programme planning, balancing short term and longer-term objectives. • Is able to provide guidance about the appropriate level of project complexity to match the school's readiness for challenge. • Sets objectives through negotiation with a broad range of partners ensuring expectations are appropriately managed. • Ensures that an appropriate schedule for meetings is established in order that practitioners and teachers maximise collaborative working. • Makes best use of available resources creating added value through collaborative working. • Is highly skilled in managing multi-stranded complex project budgets, creating budget management systems where necessary.

				• Is skilled in identifying sources of additional funding and making applications to appropriate bodies.	
	Attitudes, behaviours and values	• Demonstrates a positive attitude to systematic planning within projects	• Models good practice in planning, involving others appropriately in tasks.	• Encourages and enables others to develop good practice in planning.	• Approaches programme development in such a way that a positive and professional approach to planning is demonstrated by everyone involved.
Unit 6. The delivery of face-to-face activities	Knowledge & Understanding	• Has knowledge of a range of activities appropriate to creative learning environments.	• Has a realistic understanding of the practicalities and challenges of working within the classroom • Understands the importance of an inspirational content within activities.	• Has in depth understanding of the practicalities and challenges of working within the classroom • Has broad knowledge of the opportunities available through use of existing classroom resources – e.g. Interactive Whiteboard	• Has expert knowledge of a broad range of activity options, grounded in over 5 years of experience of project delivery.
	Skills and abilities	• Is able to participate actively and creatively in the delivery of project activity. • Works to include all participants and maximise active participation	• Is able to excite and inspire project participants and teachers with the quality of their own creative approach. • Is able to bring fresh ideas and perspectives to situations, challenging conventional	• Manages groups and uses a range of group work techniques to maximise participation. • Structures activities appropriately in relation to the available time. • Ensures a range of abilities are catered for within activities. • Ensures that an	• Able to develop a creative vision across programmes for the use of a broad range of inspirational activities that meet the needs of the programme • Skilled in deploying and managing teams of practitioners across a range of projects. • Skilled in motivating others and generating feelings of positivity and excitement about creative learning.

			• thinking and working outside traditional boundaries. • Communicates effectively with all project partners in ways that are creative and professional.	appropriate 'match' is achieved between activities and needs.	
	Attitudes, behaviours and values	• Demonstrates an infectious enthusiasm for activities which encourages others to participate.	• Models inclusive and valuing behaviours which encourage the active participation of others.	• Encourages teams and colleagues to develop attitudes and behaviours which promote inclusive participation in activities.	• Develops programmes in ways that maximise the active participation of a broad range of partners in a truly inclusive manner, inspiring others to do likewise.
Level 2					
Module 4					
Unit 7. Creative Learning and its place within contemporary educational theory	Knowledge & Understanding	• Understands the basic principles of creative learning.	• Has a clear understanding of creative learning and how it is facilitated in the classroom.	• Relates a clear understanding of creative learning to project development, effectively linking theory to practice.	• Understands DCFS position on creativity, QCA curriculum guidance related to creativity & Ofsted approaches to creativity. • Has informed knowledge of contemporary thinkers and writers on creativity eg: Craft, Gardner, Claxton, Robinson, CAPE
	Skills and abilities	• Is able to work effectively as a team member within creative learning projects	• Can explain the distinctiveness between traditional 'arts education' and creative learning and applies this understanding to	• Develops projects that are informed by an understanding of creative learning. • Shares knowledge about creative learning with colleagues with	• Is able to develop long-term programmes of activity that are grounded in an informed understanding of contemporary creative learning theory. • Is able to express ideas and theories about creativity using

			project work.	confidence.	accessible language.
	Attitudes, behaviours and values	• Believes in the value of creative approaches to teaching and learning.	• Models a creative approach to teaching and learning in all work.	• Encourages the development of creative approaches to teaching and learning in teams and colleagues.	• Demonstrates commitment to continuous enquiry about creative teaching and learning grounded in sound research practice. • Believes passionately in the value of Creative Learning and its distinctive contribution to education. • Believes in the particular added value creative practitioners bring to education.
Unit 8. Developing the school as a supportive context for creative learning	Knowledge & Understanding	• Understands the need to constantly develop increased knowledge of school contexts as a basis for activity development. • Understands that change is a constant feature of educational improvement.	• Understands the importance of developing an analytical understanding of school contexts among creative practitioner teams. • Has a working knowledge of successful factors in bringing about change in schools.	• Understands the Creative School Development Framework and its use in the development of 'whole school creative learning'. • Understands the use of the school improvement plan, the SEF, Ofsted reports and LEA reports. • Demonstrates a confident understanding of a broad range of factors involved in bringing about change in schools.	• Has a detailed understanding of 'next steps' planning in relation to the Creative School Development Framework self-assessment process. • Understands the complexity of schools' organisational structures and the structural challenges facing schools. • Demonstrates in-depth knowledge and understanding of the complex nature of enabling change in school environments using creative approaches.
	Skills and abilities	• Able to work with an awareness of	• Able to work longer-term with partners, in	• Skilled in developing schools' understanding	• Skilled in developing programmes that take full account of the

		the operational and organisational challenges that characterise session delivery. • Able to suggest changes to practice in a manner in which change is welcomed.	a variety of settings with an awareness of the operational and organisational challenges that characterise project delivery. • Able to encourage and promote change within the practice of teams and with partners.	how CP can impact upon a broad range of developmental initiatives and priorities. • Able to match project design to the developmental and learning needs of the school. • Skilled in bringing about and embedding change at all levels of practice across projects and programmes.	organisational challenges facing schools. • Able to analyse and respond to key factors such as leadership and authority, the readiness to embrace risk and change and schools' resistance to change. • A highly skilled 'agent of change', capable of inspiring colleagues and partners to welcome and embrace change as part of an approach to continuous improvement.
	Attitudes, behaviours and values	• Respectful of the challenges and complexities of educational settings.	• Operates with a flexible and responsive attitude, accommodating the demands of the setting.	• Encourages teams and colleagues to develop flexible and responsive approaches within complex educational settings.	• Has a highly credible educational persona within the school while maintaining appropriate levels of challenge and commitment to change.
Module 5					
Unit 9. **The relationship between the Creative Practitioner's own creative practice and the creativity of others.**	Knowledge & Understanding	• Understands that the continuous development of the practitioner's creativity is a lifelong commitment. • Understands nature of own creative practice and the	• Understands detailed definitions of creative skills and behaviours and how they relate to personal experience.	• Has an in depth understanding of own creative practice and that of others and of the steps that can be taken to extend this.	• Integrates in depth understanding of personal creative practice with broader knowledge of creativity theory. • Demonstrates sound analytical knowledge of others' creativity and the means to extend this.

		influences acting upon it.			
	Skills and abilities	• Trained to degree level in a creative discipline (or equivalent experience) • Able to assist the development of creativity in children and young people.	• Able to articulate own creative practice in relation to broader thinking about creative learning. • Able to balance the expression of personal creativity with enabling the development of others creativity. • Able to inspire, enthuse and excite others through the excellence of own work.	• Skilled in developing and extending the creative practice of others. • Skilled in extending the boundaries of own creative practice through collaborative approaches. • Able to work with very inexperienced participants and partners to maximise opportunities for their creative development.	• Highly skilled and experienced in facilitating and enabling the development of creativity and creative practice in others. • Skilled in the development of long-term programmes that combine excellence in the work of practitioners with powerful creative outcomes for participants and partners.
	Attitudes, behaviours and values	• Demonstrates a range of creative behaviours throughout their work.	• Models a positive set of creative behaviours throughout their work that others respond to positively.	• Encourages others to demonstrate creative behaviours and creates the conditions for these behaviours to thrive.	• Acts as an inspirational role model of a 'creative leader' – creating contexts and conditions where creativity can flourish.
Unit 10. Encouraging and developing reflective practice	Knowledge & Understanding	• Understands the importance of reflecting on own practice as a basis for improvement and learning.	• Understands in detail how reflective practice contributes to the development of high quality practice. • Has knowledge of a	• Understands the importance of developing personal reflective practice in others as a foundation for effective creative learning.	• Understands the use of reflective practice as the foundation of all learning. • Understands the crucial importance of reflective practice at all levels within the organisation and has extensive knowledge of

			• variety of methods of developing reflective practice.	• Has broad knowledge of the use of a variety of tools and models for reflective practice with others.	the means of encouraging reflective practice.
	Skills and abilities	• Is able to reflect on personal experience and plan improvements.	• Regularly reviews own performance and identifies short and long-term strategies for improvement.	• Able to develop reflective practice across teams and between colleagues leading to improvements in process and outcomes.	• Skilled at motivating reflection among a broad range of partners in a planned and systematic manner. • Experienced in a making use of a range of approaches to reflective practice.
	Attitudes, behaviours and values	• Demonstrates personal commitment to reflecting on practice.	• Works with others to develop shared reflective approaches, incorporating learning into improved practice.	• Encourages colleagues and teams to develop personal and shared reflective practice, generating ownership of reflective processes in others.	• Generates a non-judgemental atmosphere as a basis for encouraging reflective practice. • Values and rewards achievements, generating a positive climate for reflectiveness to flourish in an atmosphere of honesty and trust.
Unit 11. Children and young people as co-participants at the core of everything CP does	Knowledge & Understanding	• Understands that CP works to place children and young people at the heart of decision-making within education.	• Understands the centrality of this concept within CP philosophy • Demonstrates personal understanding of the practitioner's own 'image of the child' – their philosophy and values about the education and care of children.	• Understands the importance of co-participation as a key strategy in developing creative learners within creative learning theory.	• Has an informed understanding of pupils as co-participants in learning, pupil voice and child centred learning. Understands the need to develop programmes that are truly learner focussed.

	Skills and abilities	• Able to work in a pupil centred manner.	• Able to articulate their vision for the realisation of all children's potential and how this vision relates to their own practice.	• Able to communicate how project development relates to children as co-participants in learning.	• Skilled in developing programmes which place children and young people at the core of activity and which value their status as co-participants in learning.
	Attitudes, behaviours and values	• Believes in the rights of young people, particularly the right to achieve their creative potential.	• Models behaviours that value children and young people as co-participants at all times.	• Encourages positive attitudes in others about the rights of young people and the benefits of collaborative approaches to learning	• Campaigns actively throughout the programme for the rights of children and young people to achieve their creative potential.
Module 6					
Unit 12. Evaluation	Knowledge & Understanding	• Understands the importance of regular participation in evaluation processes.	• Demonstrates knowledge of the use of evaluation methodologies with teams. • Understands the distinction between evaluation of process quality and evaluation of the impact on learners	• Demonstrates knowledge of a range of approaches to evaluation in creative learning settings. • Understands the rationale underpinning the development of effective evaluation practice.	• Has broad knowledge of a range of approaches to evaluation and reflective practice gained from several years of working in educational settings. • Understands the importance of providing robust evaluation material which supports the long-term advocacy and development aims of the organisation.
	Skills and abilities	• Able to carry out a range of tasks associated with evaluation processes – including documentation	• Makes effective use of CP evaluation procedures and those of partners. • Encourages active participation of others in evaluation	• Effectively supports others in the achievement of evaluated objectives, using a range of management techniques to improve	• Is skilled at agreeing shared project and longer term objectives with partners and associated measures of success. • Is able to shift the focus of projects when necessary in order to maximise the use of resources and

		(making learning visible)	processes. • Skilled in use of creative approaches to documentation	quality of delivery and maximise impact on learners. • Encourages and enables colleagues and teams to make use of creative documentation techniques as a pedagogical resource.	achieve objectives • Confidently gathers evidence of impact and measures quality of process, reporting findings in a persuasive manner. • Is highly creative in generating positive approaches to evaluation while encouraging others to develop their own creative approaches. • Makes use of the learning arising from evaluation processes in order to plan future activities and embed effective creative learning practice. • Highly skilled in the use and interpretation of documentation techniques as a pedagogical resource.
	Attitudes, behaviours and values	• Demonstrates a positive attitude to evaluation processes.	• Encourages others to participate positively in evaluation processes and models a positive personal approach.	• Behaves in ways that engender a consistently positive approach among team members towards evaluation.	• Inspires others to engage actively in evaluation processes, demonstrating the benefits by behaving in ways that embody dynamic reflective practice.
Level 3					
Module 7					
Unit 13. The social contexts in which CP operates	Knowledge & Understanding	• Demonstrates knowledge of basic principles of social inclusion, how	• Demonstrates a confident understanding of a range of issues relevant to the	• Demonstrates detailed knowledge of social inclusion issues particular to the area in which the practitioner	• Demonstrates extensive knowledge of the range of organisations and networks with whom CP works or could work and their significance in addressing

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		• education contributes to social inclusion. • Demonstrates knowledge of the basic principles of Every Child Matters.	social inclusion agenda and the role education plays in addressing social exclusion.	is working. • Demonstrates knowledge of the wider school community and the range of agencies and organisations with whom the school works	social exclusion. • Has broad knowledge of policy and practice relevant to the social inclusion agenda.
	Skills and abilities	• Able to enter into discussions about social inclusion and the Every Child Matters agenda.	• Able to discuss a range of issues relevant to the social inclusion agenda with a range of partners.	• Able to articulate personal understanding to peers and external audiences in a persuasive manner.	• Able to form effective collaborative partnership work with a broad range or partners and organisations across the social inclusion agenda.
	Attitudes, behaviours and values	• Demonstrates a positive attitude towards increased social inclusion.	• Demonstrates a proactive stance towards social inclusion issues.	• Persuades others with the strength of own beliefs in relation to social inclusion.	• Models inclusive behaviour at all times and exhibits an explicit commitment to social justice and inclusion.
Unit 14. **The cultural contexts in which CP operates**	Knowledge & Understanding	• Has a basic knowledge of local cultural provision.	• Has up to date knowledge of a broad range of cultural provision, locally and further afield.	• Understands the role of Arts Council England, local authorities and the private sector in developing cultural provision	• Has detailed knowledge of policy and strategy affecting cultural development locally & regionally including Local Authorities, ACE & DCMS
	Skills and abilities	• Participates collaboratively with a range of cultural practitioners, actively extending own cultural	• Is able to proactively make connections with a range of cultural practitioners and form positive working relationships.	• Is able to develop projects in a way that demonstrates broad understanding of local cultural contexts and connectivity within networks. • Is able to hold	• Is able to align programme development in a way that is informed by broader understanding of cultural contexts and the changing nature of those contexts. • Understands the role of the creative industries in the CP area's

		awareness.		discussions with schools that are informed by varied professional cultural practice.	social and economic development, together with related employment and training progression routes.
	Attitudes, behaviours and values	• Demonstrates a positive attitude towards cultural diversity. • Participates actively in a broad range of cultural opportunities in work and leisure time	• Demonstrates a proactive stance towards cultural diversity.	• Proactively promotes cultural diversity and inclusive working practice.	• Models a positive and proactive valuing of cultural diversity at all times. • Demonstrates a varied interest in cultural practice and networks proactively with cultural professionals, constantly extending the strength of these networks.
Unit 15. **The educational contexts in which CP operates**	Knowledge & Understanding	• Demonstrates basic understanding of educational contexts, based mainly on personal experience of education. • Has a basic understanding of the National curriculum and its role in schools.	• Demonstrates understanding of a variety of educational contexts based on working in a variety of settings over a number of years. • Understands the National Curriculum in greater detail and has some specialist areas of curriculum knowledge. • Understands broader curriculum issues in schools i.e. non subject	• Demonstrates knowledge, based on practical experience, of different types of schools and their structures e.g. nursery, primary, secondary, tertiary, SEBD, PRUs, EOTAS, special education, academies, specialist colleges. • Demonstrates knowledge of key initiatives within education that impact on classroom practice e.g. Personalised learning, formal	• Demonstrates knowledge of current education policy and initiatives impacting on the creative learning agenda and CP. • Demonstrates knowledge of local authority organisational structures and how they relate to schools in which CP operates. • Has an informed understanding of philosophies and models of education that relate strongly to CP practice, e.g. Reggio Emilia, Multiple Intelligence Theory, social constructivism, emotional literacy, learning styles theory, brain science. • Demonstrates broad awareness of particular area or region

			curriculum	assessment, assessment for learning, national primary and secondary strategies.	educational priorities or initiatives.
	Skills and abilities	• Is able to work professionally in a way that respects the structures and systems of educational contexts.	• Is able to adapt own work to meet the varied demands of a variety of educational contexts. • Exhibits professional strengths in specialist working in particular settings.	• Is able to structure projects in ways that respect the formal structures and initiatives that shape day-to-day school life. • Develops projects in ways that are informed by personal specialist strengths	• Is able to oversee programme development in a range of settings, making use of specialist areas of knowledge while responding sensitively to the particular needs of settings in detail. • Is able to work in a way that underpins project activity with sound educational theory.
	Attitudes, behaviours and values	• Demonstrates a positive attitude towards the value of education and the work of schools	• Behaves in an encouraging and supportive manner with school-based colleagues, valuing and acknowledging their work.	• Creates a positive atmosphere around projects which is highly valuing of school-based partners' work.	• Creates a highly affirmative atmosphere throughout programmes, based on a genuine valuing of the work of educational partners. • Believes in the transformative power of education and the ability of schools to deliver positive outcomes for children and young people.
Module 8					
Unit 16. Developing and delivering creative learning programmes in schools	Knowledge & Understanding	• Understands that activity delivery takes place within projects and that projects are often a component of long-term	• Understands how project activity is structured within longer-term programmes and how progression is developed.	• Has broad knowledge of different types of creative learning programmes developed in a variety of contexts to address a range of needs.	• Has in depth knowledge of creative learning programme development gained from several years experience of developing and delivering programmes in a variety of settings.

		programmes within CP.			
	Skills and abilities	• Participates in the delivery of elements of creative learning projects in schools	• Is responsible for delivering complete creative learning projects in schools and acting in a leadership role. • Devises, with colleagues, projects that are aligned with individual or group learning needs.	• Is responsible for co-ordinating projects within broader creative learning programmes in schools • Devises, with colleagues, needs-based programmes of activity that are aligned with individual or group learning needs or broader developmental issues in the school. • Generates highly imaginative and creative responses to school and pupil needs • Devises programmes which address learning needs across a broad range of curriculum areas.	• Devises with colleagues, a broad range of needs-based programmes of activity that are aligned with the individual or group learning needs or broader developmental issues in the school. • Is able to demonstrate high order analytical thinking as a basis for programme planning. • Is able to work at a strategic level without becoming preoccupied with operational detail. • Is able to generate school ownership of the programme's enquiry and research focus.
	Attitudes, behaviours and values	• Demonstrates a positive attitude to all aspects of creative learning.	• Is personally committed to principles of creative learning and actively encourages others to develop similar commitment.	• Actively promotes a 'learning culture' throughout projects among participants and staff teams.	• Consistently models and encourages a range of attitudes and behaviours that enable a 'learning culture' to flourish across programmes.

Module 9					
	Skills and abilities	• Able to celebrate achievement within projects using a range of simple techniques.	• Skilled in enabling others to devise appropriate ways of celebrating achievement and share ownership of these processes.	• Skilled in devising and managing the delivery of appropriate celebrations of participants' achievements across projects using a broad range of techniques.	• Able to develop long-term programmes that take full account of the importance of working to purposeful outcomes and celebrating achievement. • Skilled in developing shared ownership of this process among a range of partners.
	Attitudes, behaviours and values	• Behaves in ways that are encouraging and praising of others' achievements throughout project delivery.	• Models encouraging and praising behaviours in ways that encourage similar behaviour across teams.	• Encourages teams and colleagues to work in an encouraging and praising fashion, actively seeking opportunities to share achievements to a wider audience.	• Behaves at all time in ways that encourage celebration of all partners' contributions and achievements. • Works systematically across the programme to ensure this process is inclusive and fair.
Unit 17. Communication & Advocacy	Knowledge & Understanding	• Understands the need to participate in advocacy plans and communicate clearly	• Demonstrates knowledge of a range of techniques that can be used within an advocacy strategy	• Understands the need to base advocacy on evidence gathered through the thorough evaluation of CP projects.	• Understands the importance of advocating for the wider use of creative learning methodologies with key partners of influence. • Demonstrates extensive knowledge of advocacy techniques and target audiences.
	Skills and abilities	• Expresses own points of view with clarity. • Keeps accurate and accessible records. • Communicates effectively on	• Able to facilitate discussion between partners who may need assistance in communicating effectively. • Able to make use of project experiences	• Skilled in conflict resolution and solving communication difficulties within teams. • Is a capable presenter, skilled in communicating ideas and concepts in an	• Is an empathic communicator, valuing and respecting the opinions of others even when in direct opposition to their own position. • Is able to influence others while demonstrating a high degree of persuasiveness, basing their own

	paper. • Able to work with others to produce advocacy materials.	and outputs to develop persuasive advocacy materials in a range of formats. • Able to involve participants appropriately in these processes. • Able to participate effectively in networking activity.	engaging and accessible manner • Communicates effectively using a range of written formats, presenting information in a clear, persuasive and accessible manner • Able to manage teams to produce a range of high quality advocacy materials in a variety of formats. • Skilled in the management of project participants' contribution to advocacy materials and programmes. • Develops and extends networks.	position on research, evidence and personal conviction. • An experienced presenter with a high degree of skill in constructing persuasive verbal communications about complex ideas using a variety of media. • Skilled in the development of high quality and persuasive advocacy campaigns which maximise the active involvement of programme participants at all stages in the process. • Is skilled at advocating within networks, making full use of collaborative approaches to achieve strategic objectives.
Attitudes, behaviours and values	• Works with a positive attitude about creating useful advocacy materials	• Proactively seeks opportunities to develop effective advocacy materials in collaboration with others.	• Encourages and enables colleagues to work collaboratively and positively within more complex advocacy plans	• Acts as a positive role model, inspiring teams to create powerful and persuasive advocacy materials.

The distinctive behaviours that creative partners bring to the collaborative partnership
A belief that creative learning is the most effective way to learn
The predisposition to seek out collaboration and engage dynamically in partnerships
An approach to working with children and young people as co-participants in an exploratory process
The habit of looking at things in unconventional ways from unusual perspectives
The status of being an outsider – someone fresh to the school
The skill of making connections with the creative and cultural sector – building creative networks
The predisposition to challenge convention
The habit of thinking divergently
A heightened imagination and sense of possibilities
The confidence and desire to express oneself and communicate creatively and imaginatively
High level creative expertise which is impressive and inspirational

Creative Partnerships
exciting minds