

## Creativity Action Research Awards Two (CARA 2) A great opportunity for schools in your area

**Dear Colleague,**

In 2005 CapeUK, on behalf of Creative Partnerships, led and managed the Creativity Action Research Awards – CARA. Schools across the country used these awards to work with external partners and explore aspects of creativity in pupils' learning. This was a large and successful project with 145 schools in 58 Education Authorities. Around 3000 children benefited and some 300 teachers and partners (mainly artists) were supported by a team of 52 mentors to find answers to a wide range of questions, such as:

- Does involvement in a pupil directed project develop decision making skills? (Shirecliffe Junior School, Sheffield)
- Does film-making using role-play and personification enhance pupils' understanding of abstract scientific concepts? (Didcot Girls' School, Oxfordshire)
- How does working with a theatre professional help raise standards in reading by enabling the children to read between and beyond the lines?' (Farnham Royal CEC School)

The findings of the individual projects can be seen on the Creative Partnerships website, with a selection of the project reports on the CapeUK website

[www.creative-partnerships.com/cara](http://www.creative-partnerships.com/cara)   [www.capeuk.org](http://www.capeuk.org)

The report of the CARA programme was published at the end of 2005 and is available on both websites electronically as a pdf – please see 'Building Creative Futures' (also distributed widely since then). The booklet describes the programme, has a number of case studies and summarises the joint learning under five main headings – pupils, adults, partnership, project management and action research, and we commend it to you.

### **We are delighted to announce a second round of CARA – CARA 2!**

During this year, we will establish a new set of partnerships, again with a strong emphasis on action research, each with a **budget of £5000** ready for carrying out the research during the spring term of 2007.

We are working closely with the General Teaching Council's Teacher Learning Academy (TLA) to build in professional recognition from the outset. We hope that all teachers taking part will receive TLA recognition for their work. We are also exploring a similar scheme for external partners to receive professional recognition for CARA 2 through Arts Council England.

**CARA 2 will be advertised in the Times Educational Supplement on Friday 28<sup>th</sup> April and the closing date for applications will be Friday 9<sup>th</sup> June. Applications will have to be from a state school and we will be asking for individual and network**

**applications. Please find attached the information that will be available to applicants from 28<sup>th</sup> April on our websites.**

**I am writing to you in advance, to ask you to alert the schools you are in contact with, to this great opportunity. We want to ensure that all teachers who could benefit from this programme are looking out for the advert and thinking about their ideas for action research into creativity.**

**CARA 1 was a great success for everyone who took part and we are keen to make CARA 2 even better.**

**All further information about the programme and application procedure can be found in the attached guidelines. We are particularly interested to receive applications from teachers from Black and Minority Ethnic backgrounds or partnerships that include BME external partners.**

**Please note that the information attached is still in a draft form. Schools should look on the websites for the up to date version of guidance and application forms from April 28<sup>th</sup>.**

**With best regards,**

**Pete McGuigan**

**CARA 2 Project Manager**

## **Creativity Action Research Awards Two (CARA 2)**

### **Application guidelines**

**CARA 2 will provide successful applicants with resources and also make some demands! Schools can apply individually or as part of a network and each successful school will receive £5000 plus a mentor and CapeUK support.**

- Schools that already receive Creative Partnerships funding via the 35 area partnerships are ineligible.
- Schools that took part in the original CARA project will not be able to apply as part of this group (they have already been contacted and could apply separately for a smaller number of awards, to work in partnership with another school – a ‘double’ partnership).
- You will need an external partner to work with and indicate on the application form the role that the external partner will play. You can work with an external partner already known to you, find a new partner now, or apply for CARA 2 and locate an external partner during the autumn term if your application is successful. In CARA 1, external partners were mainly artists from a wide range of disciplines. In CARA 2, the choice of partner should reflect your enquiry – it may be better to work with a partner from a non-arts background – a scientist or a mathematician – if it suits your enquiry.
- Schools will be expected to commit some of their own resources to the programme – we estimate this will be a minimum of six days teacher release time for each school, over and above any usual PPA time. Headteachers have to be willing to commit to this before we will accept an application. You will not be able to spend the CARA 2 budget on teacher release time.
- We will encourage all partnerships to disseminate and share their work with colleagues locally or wider – this forms part of the criteria for professional recognition through the GTC or Arts Council England.
- We are expecting to make 50 awards to individual schools and use 30 awards to support networks. However, we will be flexible about this and may adjust these numbers depending on the applications. Networks should be a minimum of three schools and a maximum of eight.

**We are particularly keen to receive applications from teachers and external partners from Black and Minority Ethnic (BME) backgrounds (a group significantly under represented in the original CARA programme).**

## **The process**

All applications have come from a state school – for a networked application, one school should be the ‘coordinating school’.

**This stage of the application is NOT about applying to do a project!**

**It IS about describing your area of interest for enquiry / action research and where your thinking is at the moment.**

This is very important from our point of view – we do not want project plans! We are looking to recruit a group of partnerships that are serious about exploring and finding out more about learning for creativity. What does this mean? Well, we are leaving it very open because we want to find out what it is that interests, excites, intrigues or challenges you about creativity in the school context. The original CARA projects tended to focus on the impact that creativity could have on other areas, or on how learning could be made more interesting.

In CARA 2 we are much more interested in you finding out about creativity itself, not simply as a means to an end but as a key component of learning. It may well be that some of the original CARA projects provoked more questions than answers and there are elements from them you would like to explore further. It may be that you want to test out some particular ideas for helping your pupils be more creative, or explore specific elements of the creative process. Perhaps you are interested in studying how creativity, independence and proactive learning are linked. Is there a ‘language’ of creativity that needs to be developed regardless of the subject or task? Is there a difference in the creative process between different subject areas? How can you tell when and how learners are being creative?

We are hoping that by the end of CARA 2, we will have a wealth of information and some real insight from a wide range of individual projects into:

1. what it really means in practice for young people to be creative and how you (and they) know when it is happening
2. what it is that teachers and external partners actually do to encourage and develop that creativity, either working individually or together
3. how the setting and focus of the learning affects creativity both at class and school level.

We have left the application form very open to give scope for your thinking and your questioning. This is difficult to do and you will probably want to talk to colleagues and have a look through some of the work already done in this field –

Building Creative Futures,

<http://www.creative-partnerships.com/resources/resourcefiles/102345?view=Standard>

All our Futures

<http://www.dfes.gov.uk/naccce/index1.shtml>

<http://www.artssmarts.ca/media/en/allourfutures.pdf> (summary)

the Creative Partnerships and CapeUK websites,

<http://www.creative-partnerships.org> , <http://www.capeuk.org>

QCA's Creativity – Find it Promote it materials

<http://www.ncaction.org.uk/creativity/resources.htm>

the work of Anna Craft and Guy Claxton

[http://www.ncaction.org.uk/creativity/creativity\\_report.pdf](http://www.ncaction.org.uk/creativity/creativity_report.pdf)

<http://www.guyclaxton.com/>

There has already been a great deal of thinking done in this area – this may be your chance to take some of it further or look at it in practice. Please do not feel that your enquiry has to be in the context of the arts – we are interested in looking at creativity across and beyond the curriculum.

If you have ideas about what the activities might look like, that is fine, please indicate this on the form but the actual planning will not take place until the full partnership is in place.

When we have selected the partnerships we will match them to a mentor to act as a critical friend and guide to effective action research. CapeUK will also work with partnerships to talk through some of the issues that will impact on project foci and designs.

We will be running development sessions for successful applicants in late September and October (see below for timetable). You will have until the end of 2006 to meet with your mentor and plan your work in detail. Forming the partnership and thinking through the complexity of the issues are crucial parts of the project and should not be underestimated. The 'delivery' of the project will not take place until late autumn 2006 at the earliest, through the spring term and into the early part of the summer term 2007 at the latest.

## **Frequently Asked Questions**

### **How will my school benefit from the project?**

CARA 2 is an action research programme and your professional development is at the heart of it. We hope that you will interest your colleagues in the project and discuss the learning that is coming out of it for pupils and for you. You and your pupils will get a chance to work with some thoughtful and creative people, you can try out ideas and study them carefully and at the end of it you will be able to achieve professional recognition through the GTC's Teacher Learning Academy. Because you and your school will be part of a national research and delivery project, you will be able to share and contribute to the thinking and learning from 120 schools from all phases and regions. In the spring term of 2008, we will be disseminating and celebrating the learning and achievement of the programme nationally and you will have the opportunity to contribute and take part.

Creativity and partnership are currently at the centre of educational debate, both nationally and internationally and action research is a very powerful and empowering way to take part. Your mentor and CapeUK will advise on the action research and act as a good critical friend to your project.

### **How will external partners benefit?**

Many of the benefits for teachers will apply equally to external partners – professional development and recognition (validated through Creative Partnerships and Arts Council England and moderated through the General Teaching Council), a chance to develop thoughtful and embedded practice in school, time to discuss and think, ... and a chance to work with some very exciting and creative people – i.e. you and your pupils!

### **What if I move schools between receiving an award and the start of the project?**

We will deal with this on a case by case basis. However, it would be very useful to have a colleague in your present school who you keep informed and interested in your CARA 2 work. This will also help with refining the thinking and embedding it in the wider context of the school.

### **What are the criteria for selection and who will make the selection?**

We will be trying to balance the nationwide selection by:

- Region – we want an equitable balance of awards across the nine English Regions – probably around 5 or 6 individual projects in each region and perhaps one network project
- Phase – we want a good balance across the phases, so that we have a range of awards, with partnerships working with young people from Nursery to 6<sup>th</sup> Form
- Focus – we want a good spread of foci in the investigations (see below)

CapeUK hopes to work with the Arts Council and Creative Partnerships regionally to sift the applications within this frame, and select partnerships based on the interest of the proposal and depth of thought around learning for creativity in the applications. We will keep the focus on the enquiry dimension, rather than a detailed project plan.

### **Can I apply for a single award and be part of a network application?**

No – we feel that this would create great difficulties for the network and confuse the application process.

### **Can I apply for an award if I was part of an unsuccessful application with an original CARA ‘double’ application?**

Yes – however, if you are basing your application on the original idea, you may want to look very closely at it – for whatever reason, it was an unsuccessful application.

### **Is there a feedback or appeal process?**

There will not be an appeal process but we will offer general feedback on the websites when the selection process is complete. Given the need to balance the selections against so many criteria and the likelihood of a large field, the quality of the application can only be one of the criteria. We know in advance that we are likely to miss some good applications but we will do our best!

### **What are the arrangements for working in a network?**

Working as part of a network could add significantly to your project and you will want colleagues who both share and challenge your thinking. This could mean working with the same or different age groups. Although the network should have the same overall enquiry, each school will likely have a specific focus.

However, we do not expect CARA 2 to be the funding source that helps you set up a network. Our intention is to offer awards to networks that are already established and have a track record of working well together. You will need to nominate one school as the 'coordinating school' – it is up to you how you organise the network and manage the administrative workload, but we need a single point of contact at this stage.

### **How do I go about recruiting an external partner?**

If you need to recruit an external partner, it is important to link with someone who is interested in exploring the ideas and working with you in partnership, rather than simply coming in to deliver some workshops in their specialism. If this is proving difficult, please contact your nearest Creative Partnerships office or if this is not appropriate, it may be possible to network through colleagues in other schools, your Local Authority, or through the many small arts agencies in every area of the country. The National Campaign for the Arts website offers a comprehensive directory -

<http://www.artscampaign.org.uk/campaigns/Esmee%20Brokerage%20Directory.doc>

Personal and professional recommendation is also a very powerful route for recruitment. However you recruit, we advise that you have a fair and open selection process and please bear in mind that we are keen to increase Black and Ethnic Minority involvement in CARA 2.

The important thing is that when the partnership is formed, you all feel you can work as part of a small team, each bringing your own strengths, knowledge and interest to it. All external partners should be subject to your usual Child Protection arrangements and checks.

### **Can pupils be part of the partnership?**

We are very interested to find out how you will involve your pupils in the project. There is an increasing focus on hearing the 'pupil voice' in education, particularly in creativity, where active pupil involvement is crucial. There is space on the application form to show how you will achieve this.



### **How can I spend the award?**

We expect the bulk of the award will be used to fund external partners – we estimate that the award could provide up to 20 days of external partner time (depending on their costs and your focus) for working directly in school. Some funding can also be spent on resources and materials (within reason) – the management of the budget will be up to you.

The award cannot be spent on teacher release time – that is for the school to fund and we estimate it to be a minimum of six days. Teachers will be expected to attend two workshops and have time for planning, reflection, discussion with the mentor and report writing.

### **What do I do next?**

Firstly, are you interested? If you are, you will have to talk to people – your Headteacher, colleagues, external partners – you will need their ideas, support and agreement. You will probably want to do some initial (light) reading to get a sense of the field and some thinking about what both interests you and is important to pupils' learning and creativity. You will then need to download and complete the application, and equal opportunities monitoring forms. A paper copy of the form will need to be signed by your Headteacher and you have until June 9<sup>th</sup> to get three copies of the forms to us.

**We look forward to hearing from you.**

**With best regards,**

**Pete McGuigan.**



Key dates	
<b>28<sup>th</sup> April</b>	<b>CARA 2 advertised in Times Educational Supplement</b>
<b>9<sup>th</sup> June</b>	<b>Closing date for applications</b>
<b>10<sup>th</sup> July</b>	<b>Notification to successful applicants + confirmation postcard to be returned to CapeUK</b>
<b>w/b 4<sup>th</sup> September</b>	<b>Issue contracts to successful schools General feedback posted on websites</b>
Initial planning and development days with CapeUK	
<b>27<sup>th</sup> September</b>	<b>Manchester</b>
<b>4<sup>th</sup> October</b>	<b>Newcastle</b>
<b>6<sup>th</sup> October</b>	<b>Nottingham</b>
<b>12<sup>th</sup> October</b>	<b>London</b>
<b>13<sup>th</sup> October</b>	<b>London</b>
<b>18<sup>th</sup> October</b>	<b>Bristol</b>
<b>November</b>	<b>Planning and budgeting in detail with mentor</b>
<b>From beginning of December 2006 to end May 2007</b>	<b>Project delivery period - to be decided as appropriate by partnerships</b>
<b>April and May 2007</b>	<b>CapeUK led reflection days</b>
<b>End of June 2007</b>	<b>Final date for project reports</b>
<b>From July to October 2007</b>	<b>Submission of reports to GTC Teacher Learning Academy or Arts Council Practitioner Learner Association</b>
<b>Summer and autumn terms 2007</b>	<b>Dissemination of individual projects at local level</b>
<b>Autumn term 2007</b>	<b>Overall project analysis and writing up</b>
<b>Spring term 2008</b>	<b>Regional and national dissemination and publication</b>

Submission information
<p><b>Please send three paper copies (one signed) of the application form to CapeUK, Host Media Centre, 21 Savile Mount, Leeds LS7 3HZ to reach us by Friday 9<sup>th</sup> June 2006</b></p>
<p><b>Please send an electronic copy (email attachment) to <a href="mailto:cara@capeuk.org">cara@capeuk.org</a> also by Friday 9<sup>th</sup> June 2006</b></p>

In 2004 Creative Partnerships initiated the **Creativity Action Research Awards** (CARA), a programme which was designed and led by CapeUK. The brief was simple – to establish a partnership between a teacher and a creative practitioner and come up with an action research based project that investigated an aspect of creativity. The programme ended up running in 145 schools across the country, involving 350 teachers and partners and more than 3000 children and young people. For many of the partnerships, and everyone on the project, it was

a time of rapid learning – how to work together, where to focus, what the evidence was and what it told us – very much in the landscape of action research.



*Photography with thanks to Mount Pleasant, Settlebeck and West End First Schools.*

It highlighted the need to repeat much of the process, to try out learning and embed it in new practice. So, we're going to do it all again – during 2006 CapeUK will again manage the programme for Creative Partnerships using many of the lessons learned during phase 1.

We are asking schools/teachers to apply for the award of £5000, along with an external partner and an area of enquiry. You do not need to have a fully formed 'project plan, this will be developed as part of the CARA process. An advert, with further details of how to apply, will appear in the TES on the **Friday 28<sup>th</sup> April 2006**. The deadline for applications will be **Friday 9<sup>th</sup> June 2006**.

For further information about CARA, please see [www.creative-partnerships.com/cara](http://www.creative-partnerships.com/cara) or the publication, Building Creative Futures.