

## **REACH (Reconnecting Education, the Arts, Creativity and Heritage)**

### **Towards an Activity Programme: 2019-2020**

#### **Introduction**

The New OFSTED Framework states that school governors and head teachers have a responsibility to look after our young people's spiritual, moral, social and cultural development. They need to develop their wellbeing and ensure they grow into the happy, healthy, successful creative thinkers and problem solvers of tomorrow.

The New OFSTED Framework also points out that including storytelling, art and design, dance, drama and music in the curriculum is both a statutory requirement and hugely important in improving outcomes and enriching the lives of our children and young people. These subjects also provide young people with the opportunity to develop the skills that matter in life, school and the world of work... responsibility, confidence, resilience, communication, teamwork, problem solving, critical thinking, digital skills and creativity. Culture and the arts helps to build the knowledge, skills, understanding and experiences that children and young people need to thrive and succeed in an increasingly complex and challenging world.

We are living in digital times and change is happening at an exponential rate. What is encouraging in these chaotic times, is meeting and working with young people. They are creative, imaginative and passionate about the arts and sports and culture and many are developing the skills that matter; the skills that will give them the edge. The scary thing is that there are more top grade students in China and in India than there are people in this country and, it is more than likely that, someone in China or India can do your work more cheaply than you can. And increasingly, if your work is routine and systematic and organised, a computer can do your work faster, cheaper and better than you can.

“In the past bright young people were encouraged to become lawyers, doctors, accountants and to work in the city moving money around but the age of left-brain dominance is coming to an end. The future belongs to a different kind of young person;

someone with a different kind of mind. The future will belong to designers, inventors, teachers, storytellers... creative and emphatic right-brain thinkers whose abilities mark the fault line between those who get ahead and those who don't."

Drawing on research from around the advanced world, Dan Pink, in his wonderful book 'A Whole New Mind' outlines the six fundamentally human abilities that will be essential for professional success and personal fulfilment in the future and reveals how to master them. He has identified the six things we need to do to thrive and succeed in this new world:

- We need to be designers,
- We need to be storytellers,
- We need to be team-players,
- We need empathy,
- We need to explore and play,
- We need to create meaning in our lives.

We need to work with teachers and schools to create a powerful curriculum offer where every child and young person experiences storytelling, art and design, dance, drama and music! We need teachers and schools that help grow, develop and nurture the designers, coaches, inventors, teachers, storytellers, carers, artisans, artists, dancers, musicians and performers of the future! Strange how in this learning landscape where creativity, imagination and ideas matter, we are still more interested in literacy and numeracy than the arts, which have at their heart the skills and attributes required to thrive and succeed at school, at work and in life. Surely the two should go hand in hand! We need to start by making a series of promises to every child and every young person... a series of promises that ensure they all have access to a rich diet of culture and the arts... whatever it takes!

We need to rethink and reimagine the purpose of education! Currently, our education system is focused on preparing people for jobs, despite the fact that the jobs of tomorrow don't exist yet and are difficult to predict! We don't need to train young people for anything a robot controlled by a computer can do faster, better and more safely! As we move into the future, teachers and schools will need to create the conditions where children can grow and develop the skillset and mindset to be the designers, coaches,

inventors, teachers, storytellers, carers, artisans, artists, dancers, musicians and performers of the future!

The Cultural Learning Alliance has collected and published the evidence about the impact and outcomes engagement with culture and the arts can have:

1. Participation in structured arts activities can increase cognitive abilities by 17%
2. Learning through culture and the arts can improve attainment in Maths and English.
3. Learning through culture and the arts develops skills and behaviour that lead children to do better in school.
4. Students from low-income families who take part in arts activities at school are three times more likely to get a degree.
5. Employability of students who study arts subjects is higher and they are more likely to stay in employment.
6. Students from low-income families who engage in the arts at school are twice as likely to volunteer.
7. Students from low-income families who engage in the arts at school are 20% more likely to vote as young adults.
8. Young offenders who take part in arts activities are 18% less likely to re-offend.
9. Children who take part in arts activities in the home during their early years are ahead in reading and Maths at age nine.
10. People who take part in the arts are 38% more likely to report good health.

[www.culturallearningalliance.org.uk/evidence](http://www.culturallearningalliance.org.uk/evidence)

We have a rich cultural and artistic heritage here in York and a huge number of arts and cultural partners who can link with children and young people in schools to release the magic. As well as a thriving community sector, the city has over 60 professional arts and heritage organisations, as well as over 400 businesses in the arts, heritage and creative industries field. The city also has a wide range of music and theatre venues as well as 17 museum sites, 11 galleries and 5 other venues for arts and heritage activity and 27 regular festival programmes operate in the area of arts and heritage. The city is also home to around 1,500 students studying

arts and heritage related programmes at world class universities. York is also the only UK city with UNESCO City of Media Arts status.

Working with this rich cultural landscape, we need to work with every school in York to encourage them to maintain a broad and balanced curriculum offer that promotes and delivers access to the culture and the arts and make York the first UK city to promise and deliver a cultural entitlement for all its children and young people. We can start by developing some projects and opportunities which will draw creative partners and schools together to help them see what can be achieved through the culture and the arts and the impact this can have on GCSE outcomes.

1. We need to understand what is happening across the City of York:
  - the offer made by heritage, cultural and arts organisations
  - the offer made in schools to children and young people
2. We need to develop a directory of artists, dancers, musicians, storytellers, performers, designers, makers and media-artists who are available to go into schools to excite and inspire young people.
3. We need to develop a set of 'golden tickets' for our children and young people to better market and advertise the rich heritage, cultural and arts offer here in the City of York.
4. We need to develop a cultural pack/profile/passport to develop a progressive cultural skills based pathway to help guide young people through school, college and university and into apprenticeships and the world of work and on to create happy, healthy, creative and successful adults, families and communities.
5. We need to develop a portfolio of evidence, research, case studies and stories about the impact of the culture and the arts on standards and outcomes;
6. We need to have an annual celebration of our children's and young people creative ideas and magic.

#### Abbreviations

GCSE – General Standard of Education

OFSTED – Office for Standards in Education

REACH - Reconnecting Education, the Arts, Creativity and  
Heritage  
UNESCO - The United Nations Educational, Scientific and Cultural  
Organization