Thomas Tallis School was designated one of thirty national Schools of Creativity in June 2008. One of our first tasks was to co-ordinate a highly successful series of Shine Week celebrations, including a visit from the Prime Minister. The school received considerable national and local publicity related to the week’s activities and featured in a newspaper supplement about the festival. We then set about employing a new Creative Communities Development Officer to liaise more effectively with our community partners. We appointed Lisa Sproat during the summer and she has proved to be a fantastic addition to the team.

In September we received an Ofsted inspection visit related to creative learning. The resulting report makes some very favourable comments about our current strategies and useful recommendations for future development. Particularly noteworthy was the school’s commitment to providing students with opportunities to contribute to whole school developments and in the value of creative learning strategies at KS3. The ability of students to think for themselves and work independently was also praised and there was considerable evidence of risk taking and the active inclusion of students with a wide range of learning needs.

In October, JN and RT attended a conference in the Midlands launching the SoC national network. A London Schools of Creativity group has been established supported by A New Direction. This group has met once at Jubilee Primary School and JN has created a blog to share ideas and best practice.

We have appointed John Riches as our Creative Agent. We have met regularly with John in order to reflect on our SoC self-assessment form and define a project.

We established a new Action Research Group called Creative Tallis. This comprises 4 members of staff, a group of eight mixed age students from Years 7-13 and our Creative Agent. The group has a blog which is a vehicle for ongoing debate about creative learning. This has attracted interest from education professionals and features in Professor Stephen Heppell’s own blogroll as an example of good practice. The Wordle at the top of this document reflects some of the major themes discussed on the blog. There has been a strong focus on Web 2.0 applications and how they might be better integrated into learning,
providing increased opportunities for online collaboration and creativity. The group has found that communication via the internet is often the most efficient and immediate form of dialogue and one that appears to suit many young people. In **November** we attended the launch event at the Tate of the Manifesto for a Creative Britain. Inspired by this idea, we have also prepared a collaborative **Manifesto for a Creative Tallis**, which attempts to summarise our thinking so far about creative learning. We hope to consult a range of stakeholders about the statements in the Manifesto so that it can be adopted as an important feature of the School Development Plan and become a vehicle for change. Further information about the work of the group is contained below.

Also in November, JN and PD visited two new schools in Denmark where creativity, in different ways, has been embedded into the school culture. A report was written for the Leadership Team outlining the key findings and making recommendations for change. These included:

Re-state the values and educational philosophy of the school.
Do all students understand them? Do all parents?
Do staff members understand and agree with them?
If not, how do we tackle this?

Discuss how we can put our newly re-stated values and philosophy into practice? How do we encourage reflective practice?
How do we promote more collaborative learning (both between members of staff and between staff and students)? How can the curriculum, the organisation of learning spaces and school day be better co-ordinated to facilitate creative learning?

Re-think the learning and teaching strategy for our new school. Set up a timeline with certain markers so that all staff and students are ready for our refreshed approach.

Create a New Technologies strategy to enable the realisation of our vision for learning and teaching. Is ICT a subject? How should the ICT curriculum be delivered in the future?

Develop a coherent plan for supporting the local community so that Tallis becomes an active learning hub, responsive to local needs.

Organise a series of benchmarking visits to schools engaged in next practice research through the DCSF Innovations Unit.
In December, The SSC group responsible for change management with regard to creative learning organised a whole staff meeting. The purpose of this meeting was to inform colleagues about consultation to date and encourage them to identify ways in which previous recommendations for promoting creative learning could be turned into actions. The Creative Tallis ARG assisted in presenting information to the staff. The resulting 12 statements were then collated by the SSC team and fashioned into 4 actions. These are:

**STRUCTURES**

Present a range of models of alternative timetable and curriculum structures (including class sizes) to the staff for further consultation at some point this year

**RESOURCES**

Conduct a survey of all staff “What would you like to do with all kinds of ICT that you are currently not able to do?” in order to create a strategy for the more effective distribution of ICT resources

**PEDAGOGY**

Gather information on KS3 audit from DG to analyse responses to the new national curriculum with a view to facilitating further training opportunities for staff

Co-ordinate a programme of InSeT on contemporary pedagogies for the whole staff

The first of these actions was attempted by the Leadership Team but a change to the school day proposed for September 2009 failed to get the necessary support required. The second action requires the collaboration of the line managers for ICT. A proposal to test the new email system might be an effective way to conduct this survey. The third set of actions is ongoing and is partly co-ordinated by the Future Foundations Action Research Group.

Later in December, a whole day conference took place entitled “Creative Communities” with our arts college partner schools, reflecting our commitment to sharing the benefits of our School of Creativity status. The event was documented by Eelyn Lee Productions. A blog was established to help facilitate sharing of best practice within the network. Programme of projects is emerging with each of the schools this year based on discussions at the conference. The first of these has taken place at Horn Park School. A further project is planned with hard to
reach young people based on The Ferrier in the early part of the summer holidays. Created again with Eelyn Lee Productions, and collaborating with Greenwich Youth for Christ which has a drop-in facility in Telemann Square, the project aims to provide a media toolkit for participants as they map the existing estate and think about its future.

In January we hosted a visit by 20 Danish educators interested in our use of new technologies for learning, with a particular focus on creativity. Speakers at this event included JN, HW, DL, Tom Dennison White, Sam Murray and artist Nick Cattermole. Topics covered included the front end of the school website, Tallis TV and Tom Tom, multimedia learning in the DSC and sound technology.

In February we received a visit from Mike Peters, our national SoC adviser. A report was produced (see attached) outlining his observations and recommendations for development. He suggests the following points as a focus for the next visit in June:

- Student engagement in SoC – leadership, implementation, monitoring and review of creative learning
- Assessment and evaluation of creative learning across the school
- Progress on outward leadership event
- Coaching as a model for promoting creativity
- Impact of creative learning strategies, particularly at KS4
- Mapping use of external practitioners

JN and DL attended a “Hot Group” event at 11 Million to be consulted about this year’s Shine Week plans. It is likely that there will be considerable media interest in Tallis this year. Shine Week plans are underway, an initial meeting with key players has already taken place with more to follow. The annual staff conference featured several workshops related to creative learning. These included: John Riches’ session on young people’s access to learning via the internet and the impact of new technologies on cognitive ability; Elli Narewska and Roopa Vyas’ session on creative writing for a real audience; various physical activities including sword fighting and acro-balance with Lisa Sproat; Zek Hoeben (Fortsimere School) on new technologies, Web 2.0 and virtual learning environments; and Kerry Gibson's 3D evaluation activity.

March saw the innovative Living Cinema event in the Drama Studio in partnership with Eelyn Lee Productions, Netribution and the Technologies Strategy Board. This event included a mixture of video projections, live music, a three course meal and discussion on the themes of community, change and creativity. An audience of teachers, students, parents/carers, local community members and media
industry professionals were invited and the evening provided us with an opportunity to rehearse some of the features of our planned “Food for Thought” SoC event in the summer term. Feedback from the evening was very positive and a report has been published by Nic Wistreich, the director.

JN and HW attended a conference entitled “Creativity and the Creative School” at Corsham School in Wiltshire on Tuesday 10th March. Several other visits have taken place to a range of institutions including PFI schools in Ealing and the new RSA Academy in Tipton.

The Creative Tallis ARG visited Rivington Place on 30 March in order to see an exhibition of interactive digital art and to plan a SoC event for the summer term. A decision was made at the meeting to begin the process of registering the students for the Silver Arts Award based on their responsibility for curating the planned event. Their first task was to write a review of the exhibition. They have since coordinated a successful week long residency with Tangled Feet Theatre Company during the week of the 29th June. This featured interactive, site specific performances based on the theme of home:

Whether home is a mansion, a shack, or a tent, we all strive to protect the place of safety that we’ve created. Is home a place, a language, a network of people, or a four-walled structure? How fragile is the membrane between home and the rest of the world?

A [website](#) has been created to showcase the learning that took place during the week:
A conversation about the residency has been established on Tallis Talk. It includes the following comments:

“Last week held a special resonance for me, as my old school near Bristol is about to be demolished too. It was such a great week. I can’t believe the amount of ideas that were flying around from everyone involved. As i said at the end, my only regret was that we didn’t have more time in which to develop them all. I learned a huge amount and I loved the speed of thought and action that was employed by all. The time between conception of an idea and it’s performance was generally measured in minutes. In addition to the many surprises, impromptu performances and secret installations, we devised and performed a 45 minute piece of work in a week. Like Sara said, no company works that quickly. Well done everyone, let’s get thinking of what to do next.”  -- Guy Connelly, Tangled Feet

“It has been an enlightening experience which has changed my and others outlook on how we can learn and teach. I think the week was very positive and students have started to really grasp what were trying to achieve. Thank you so much.” -- Tom Taylor, Year 9, Thomas Tallis School

“We had a brilliant time working at Tallis, and I think the fact that we didn’t stop talking about it over the weekend stands as testament to what an unusual, challenging, exciting and really rewarding experience it was for us as a company. It was great to shake up the concept of what a residency could be, and to be commissioned and to negotiate directly with the students about what we did and made. We were absolutely bowled over by the maturity, bravery, initiative and positive creative attitude of all the students, which made it possible for us to achieve a really really ambitious cycle of events and interventions. I felt like the normal line between 'visiting professionals' and students' was erased and everyone worked together as a company. The size of the group was just right to allow everyone to make a really significant creative contribution. Things just seemed to happen and order came out of a happy chaos! I think that the Tallis experienced definitely prompted us as a company to stretch our skill-set, and to set a new benchmark for what we might achieve with young people in the future. It’s really made me start to think what we could achieve if we put our minds to a longer-term project; in a way I feel like we only just started to scrape the surface together of the incredible skills-set that this group had. We’d love to come back and develop the myriad of ideas even further. And we’re also keeping in mind that it would be great to return the invitation and invite some of the Tallis students to work professionally with us in some capacity with us on future projects that Tangled Feet develop.” -- Kat Joyce, Tangled Feet

“I really didn’t want this week to end. I personally think I learned much more than could of been anticipated and only wish this had happened sooner in Tallis. It was challenging and hard work the whole week but just as rewarding. I think everyone involved would agree it was a great thing to happen in the school and should create a window for more people to want to do similar things.” -- Amber Row, Year 13, Thomas Tallis School

“All in all, great congratulations should go to the ARG, for their courage in managing a very experimental piece, the school for allowing it to go ahead and have these seemingly random things going on, and the performers for incredible application and focus. I’ve worked with schools for over 20 years, and I can think of very few, if any, that have the staff, students and outlook to pull off something like this.” -- John Riches, Creative Agent
The annual Fashion Show is now firmly embedded in the school’s calendar and provides an opportunity for some intensive cross-curricular learning for students across the years. Last year, the event was co-ordinated by a committee of students and was even more ambitious in scope and the integration of media technologies. This year, a group of post 16 Art & Design students visited the London College of Fashion in March to meet Professor Helen Storey and some MA students on the ethical fashion course. As a consequence, this year’s show deals with environmental issues more directly through the use of recycled and hand made clothes. Reference is also be made to “Wonderland”, both in the sense of the world of the imagination and the Helen Storey project of the same name which explored the concept of biodegradable dresses. Professor Helen Storey was kind enough to agree to launch the show on the opening night. She sent us this message the following day:

“I found last night very impressive. The level of engagement and enormous amount of work into all aspects of the show took me aback. I found it unexpectedly emotional, it took me quite by surprise. I think in the so called 'adult world 'just now, the joy and expression of creation is taking a huge knock, last night reminded me of what is still possible. I wasn't joking when I said at the opening, "Thomas Tallis is my favorite school on the planet!" -- Professor Helen Storey, July 2009

The first Year 7 cross-curricular learning day took place in April, co-ordinated by DG and featuring a huge variety of activities exploring the dual themes of healthy lifestyles and connections. Students could elect to take part in a variety of sessions both on and off site. Some lasted an hour; others a whole day. Participants recorded the acquisition of new skills and aptitudes and responses to the day have been largely positive.

JN, DL, HW and others are in the process of writing a Media and Digital Literacy strategy document outlining a vision for future development at Tallis. We expect the document to be available for consultation in the second half of the summer term.

HW has been successful in obtaining significant external funding to support a collaborative project entitled “Deaf Create”. The rationale for the project includes the following:

- To create a pathway from early years to post 16 education to enable students and staff to develop their use of new media to support learning
- To use new media to develop resources and teaching to make the curriculum more accessible for deaf students
- To share and develop expertise in new media between different support bases in the Deaf Advisory Service
- To allow access to technologies that develop student independence, communication skills and enhance student self-esteem
- To record and share learning and resources more effectively among students, parents, teachers and community groups

On 17th June, the Creative Tallis Action Research Group attended a full staff meeting to present the Manifesto for a Creative Tallis (Appendix 2) following consultation with the Leadership Team in May. The group explained how the manifesto was created and asked staff to engage in thinking about their ambitions for Tallis as a School for Creativity over the next three years and which of the 14 Manifesto points they considered to be a priority. The feedback from this session (see below) has been used to inform debate about whole school development priorities at Leadership Team level.
Good access to resources and technologies across the whole school
- Dissemination of resources is fair across the disciplines
- Review and monitor access to creative activities
- $100 for each faculty
- Dissemination of resources is fair across the disciplines
- Integrated technology that works
- Effective technology available to all

Priority Manifesto Points - Feedback From Staff Inset

Working towards a fuller understanding of what we mean by creativity
- A school that focuses on students being creative rather than teachers feeling that they are the ones that need to be creative.
- Support for risk-taking by staff.
- Creativity not defined as simply one of the arts seen as a way of thinking about and approaching something.
- For new technologies to enhance (not replace) traditional knowledge, skills and understanding.
- Increased use of the arts in curriculum area to promote expression.

Thomas Tallis
School of Creativity
Three Year Ambitions

Effective Sharing of skills and expertise amongst staff and students
- A school that shares creative approaches effectively.
- More opportunities for staff to develop creativity in their own subject.
- Students and teachers to exchange knowledge, skill and ideas creatively and imaginatively.
- Student and staff having formalised opportunities for exchanging ideas, skills and knowledge.

Creative opportunities for practical learning and a school that encourages participation
- A fashion department, Baking/booking club, Vocational opportunities for SENs/Gil students.
- Hardnessing, jewellery making, pottery and calligraphy. Free music lessons for every child.
- Pupils with a mindset and ambition to participate in sports and physical activity.
- Direct links to industry.

Students taking, and being given, more responsibility for initiating their own learning and making choices
- Engaging students in discussing their views on lesson time and non-lesson time.
- Student and staff having formalised opportunities for exchanging views, ideas, skills and knowledge.
- Confident and expressive students.
- Ability for students to find their own creative pathways through the curriculum.
- Greater variety and choice of personalised and alternative pathways for students especially in vocational subjects.
- Greater freedom for pupils to develop their ideas within teams.
- More independent learning/choice.

Lengthier blocks of time and longer projects
- Creative areas assignments - mini farm.
- Space and blocks of time given over to student led creative projects over much longer lengths of time.
- Brightening up the school’s environment social and emotional literacy.
- All students to leave school to be functionally literate.
- Get rid of the National Curriculum.

A creative agenda that is inclusive. A coherent and cross curricular approach to creativity
- School that is aware of creativity as a thinking process is embedded across the curriculum.
- Integration of creative modes of learning into every faculty (e.g. Music, Drama, Art, etc.).
- Whole context of learning and cross-curricular awareness.
- Creativity throughout the whole curriculum - delivery different models of carousel.
- Full community involvement: parents/parents’/head supervisors/local shops/policeman.
- Creativity embedded throughout the school.
- Creative input for all pupils - access for all - not just “G” and “T” - inclusive.
- Pupils pockets of creativity in different subjects. More cross-curricular projects and links: Arts and crafts from other cultures.

Priority Manifesto Points - Feedback From Staff Inset

![Chart showing Priority Manifesto Points - Feedback From Staff Inset](image-url)
On Wednesday 1st July, the students from the **Creative Tallis Action Research Group** were invited to make a presentation to the Creative Agents from across London at the October Galleries in Bloomsbury. The theme of the presentation was “Young People Leading Learning” and took the form of an ice breaker (using the online **Idea Generator**), a slideshow of the group’s work and impact at Tallis since September 2009, questions from the floor and a plenary encouraging the Creative Agents to reflect on their role. The session was well received and several agents were keen to contact the group to gain further support with their work in schools.

Michael Shaw, artist in residence, has been working with various groups of sixth form students during their enrichment time on Wednesday afternoons. They are exploring strategies for the creation of temporary conceptual art works that respond to the school building. These works will appear, unannounced, throughout the summer term and will help to animate a range of public spaces. So far, works have included: concrete sound pieces installed in bins and false ceilings, chalk shadow tracings in the concourse and car park and a 3D thread drawing. Mike installed his bicycle tape athletics piece in the Drama Studio as part of the Olympic Enterprise Day. This event, which took place on Thursday 9th July, involved the whole school working in vertical groups, responding to a design challenge related to the hosting of the Olympics in 55 countries representing the nationalities of Thomas Tallis School.

Beginning on 6th July, Shine Week provided a fantastic opportunity to co-ordinate a variety of innovative events designed to draw attention to the relationship between talent and creativity. Ideas included:

- **Photography and Art Exhibitions**
  - A production of “A Midsummer Night's Dream” at a local farm
  - Year 12 Theatre in Education performances for local primary schools
  - A Fashion Show entitled “Wonderland” featuring surreal, couture inspired clothes in partnership with Professor Helen Storey and LCF
  - A KS5 film showcase
  - An Olympics Enterprise Day
  - Manga, scriptwriting and songwriting workshops
  - A Gifted and Talented storytelling workshop
  - A Tallis’ Got Talent Competition
  - A Dragon’s Den style Enterprise Competition for Year 7
  - A Multimedia Dance Loop installation
  - The launch of Cafe Sci in London
  - A Battle of the Bands
  - A Motown Tribute music concert
  - An ancient writing workshop
Challenges
We face several challenges in further developing our role as a School of Creativity. These can be summarised as follows:

- How do we provide opportunities for more young people to lead on developments in creative learning?
- How do we establish a shared sense of the value of being a School of Creativity amongst staff and students?
- How do we encourage all learners (students and teachers) to take advantage of new technologies for learning?
- How do we measure the impact of creative learning strategies?
- How do we better engage parents and the local community in contributing to our development as a School of Creativity?
- How can we contribute to the national debate about creative learning?

The Creative Tallis ARG made a series of recommendations in May to the Leadership Team. Now is a good time to evaluate the impact of the group’s work this year in relation to these recommendations:

Recommendations and Impact

- **We believe that students should be engaged in the process of assessing their own and others’ creative learning.** This can be achieved using a variety of strategies including: lesson observations (for which appropriate training could be given and a suitable scheme of assessment devised); self-assessment across the curriculum integrated into a PLTS framework; self-assessment during cross-curricular learning days. We would also like to see the evaluation of creative learning strategies become part of the existing lesson observation process so that we are able to gather useful information about good practice and disseminate this both in and outside school.

Impact
A series of graded lesson observations have taken place during the summer term (to be completed in the Autumn Term) designed to evaluate good practice in developing creative approaches to learning. The results of these observations will be collated and shared with staff.

- **We would like to see the inclusion of student representatives on all future employment interview panels.**

Impact
The students governors have now been trained as interview panel members and have been involved in a series of new staff interviews during June and July.

- **Students should be given responsibility for assisting the school in devising new learning activities and providing feedback about the existing curriculum.** For example, faculties, departments and year teams could invite groups of students to provide feedback at specially arranged meetings, via questionnaires or online using either Tallis Talk or a web forum. The Leadership Team may decide that a Student Learning Council could assist in providing specific feedback about new learning initiatives.

Impact
The school has taken the decision to suspend discrete ICT lessons in Years 8 and 9 next year in favour of a new curriculum based on Futurelab’s Enquiring Minds. Entitled Tallis LAB, the course will be co-ordinated by Soren Hawes (Creative Learning Co-ordinator) and Andrew Davids (Lead Teacher for Creative Learning). These new posts, plus a new post in the English Faculty with a specific remit to develop inter-
disciplinary and cross-curricular creative learning projects) will help to embed a range of creative learning strategies in the curriculum. Two new websites have been created to help support the development of creative learning (http://www.creativetallis.com) and, specifically, Tallis LAB (http://www.tallislab.com). These will contain resources and highlight good practice. There is existing good practice in the school related to detailed consultation with students about learning and teaching. The Maths Faculty, the Film and Media Dept. and the Photography Dept. conduct departmental assessments with students in order to ascertain their views about a range of issues, including the ongoing development of schemes of work. This process could be adopted by other learning areas next year.

- We would like an audit of current access to and awareness of new technologies for learning. We believe that this is an important step towards improving the situation in the new school and providing all learners with appropriate 21st century tools. In addition, we would like regular opportunities for students and members of staff to share skills and knowledge.

Impact

In addition to the above websites, both of which highlight useful Web 2.0 tools for learning, the school has a Twitter account (http://twitter.com/creativetallis) which has already proved useful in networking with fellow professionals and researchers at Futurelab. The school now has a functioning centralised email system and the SSC group responsible for promoting creative learning is planning to consult the whole staff about their experiences of using new technologies using an online survey tool. The draft Digital and Media Literacy document also tackles issues related to online safety, social networking and access to new technologies. The Creative Tallis ARG have been active in testing a whole range of Web 2.0 tools and increasing numbers of staff are now requesting support, setting up websites and blogs and keen to use Web 2.0 tools in the classroom. The new Tallis LAB curriculum is based on students creating ePortfolios using largely online tools.

- We would like to submit a draft “Manifesto for a Creative Tallis” to the Leadership Team for consultation. We feel that this document could be useful in sharing an understanding of the value of creative learning in the context of whole school development.

Impact

The Manifesto for a Creative Tallis has been published to the whole staff. It is now in its fifth draft, having been discussed extensively with the Leadership Team. Staff members have had an opportunity to respond to the ambitions contained in the report and we are currently prioritising associated actions.
Introduction

Thomas Tallis School was designated one of thirty national Schools of Creativity in 2008. The school has appointed a Creative Agent, John Riches, to help develop its role and is committed to promoting creative learning both in school and with its partners in the local community. A team of staff and students, the Creative Tallis Action Research Group, has been partly responsible for the development of the school’s status. The group has used a blog (http://creativetallis.blogspot.com) as a vehicle for communication and collaboration and to investigate a range of web based resources for learning. Students members of the group are currently working towards an Arts Mark Award based on their contribution to the development of an innovative project or series of projects to take place this summer. One of our concerns is how to better engage parents in the process of developing Tallis as a School of Creativity.

In March 2009, the school hosted an event entitled “Living Theatre” in collaboration with Eelyn Lee Productions, Netribution and the Technology Strategies Board. Parents, teachers, students, members of the local community and professionals from the creative industries were invited to an evening of live video projections, a three course meal, a performance by the Bollywood Brass Band and discussion about the themes of creativity and change. Members of the Creative Tallis group assisted the musicians and helped behind the scenes to make the evening a success. The event proved to us that there is considerable scope for further surprising interventions in school life as a way of provoking debate and questioning some of our assumptions about what a school is and can achieve.

Food for Thought

We are now in a position to offer a week long residency to Tangled Feet later this summer to develop a series of site specific interventions at Thomas Tallis School, in collaboration with various members of the school community, in order to further experiment with notions of time, place and belonging. We are keen to explore our collective understanding of words like “learning” and “school”. We would like to utilise as much of the site as possible, engaging audiences in a variety of ways and employing the element of surprise. We are excited by the ways in which stories can be told in non-linear ways and would like the experience of engaging with a variety of performances and installations to be like a computer game in which you discover the rules by playing it. We would like to explore a range of artistic strategies including drama and movement, photography, sound and video, installation and performance and engage with a range of disciplines. These might include notions of mapping and psychogeography, philosophy, psychology, language and mathematics, for example. The interdisciplinary and cross-curricular nature of creativity is central to our mission. Food is also an important element of community and culture and so we would like to end the week with some kind of feast which draws in a range of stakeholders both as audience and participants. We are alert to the potential of developing an even more ambitious project for next year which fully celebrates the history of creativity at Thomas Tallis School prior to our move to an new school building in January 2011.

Dates

Our preferred dates are: 29 June to 3 July.

Budget

The total budget for the residency is £6000 (excl. VAT). In addition, we are able to provide considerable in-kind support including technical support (sound, video, ICT) and student volunteers.
MANIFESTO FOR A CREATIVE TALLIS

Thomas Tallis School is a national School of Creativity. We share a belief that the most effective forms of learning involve a creative process and we take seriously our responsibility for cultivating the conditions for this kind of learning to take place. We recognise that people learn in different ways and have a range of talents. This manifesto is a clear statement of intent about our future priorities. It will form the basis for ongoing development of creative learning in school and will become part of the set of entitlements for all learners.

1. We encourage all learners to become inquisitive, imaginative and innovative and share responsibility for their own learning.
2. We believe that creative thinking is often a risky process and that people learn from their mistakes as well as their successes.
3. We support students as creators of learning rather than passive receivers of knowledge.
4. We recognise that positive social relationships and a safe and caring community nurture creativity.
5. We value the process of reflection that helps to create deep learning experiences.
6. We encourage our students to develop transferable skills that will equip them for life in the 21st century.
7. We believe that all learners should be supported in becoming effective communicators and collaborators.
8. We believe that students and staff should have regular opportunities to exchange skills and knowledge.
9. We are committed to using new technologies for learning.
10. We believe that students should have opportunities to communicate their learning in a variety of ways that best suit their skills and interests.
11. We are committed to creative and cultural entitlement for all learners.
12. We evaluate the effectiveness of creative learning in school and share our thoughts so that we can help each other become more effective learners.
13. We engage parents and carers, members of the local community and our other learning partners in a dialogue about creative learning.
14. We actively celebrate the creativity of our community of learners.

The Creative Tallis Action Research Group and the Leadership Team

June 2006